MSA-Management science journal
ISSN 2974-3036
Volume: 4, Issue:3, Year: 2025 pp.103-128

The Antecedents of Purchasing Intentions for Educational Complex Solutions in Egyptian Higher Education

Mohamed Samy Mohamed Elareef [1]
Ecole Supérieure Libre des Sciences Commerciales Appliquées, Cairo, Egypt
Email: elareefmohamed@gmail.com

Alaa Tarek Khalil Abd El Latif [2]
Associate Professor of Marketing, faculty of commerce, Cairo university
Email: Alaa_tarek2003@foc.cu.edu.eg

Abstract The current research investigates the key factors influencing purchasing intention for educational complex solutions (ECS) in Egyptian higher education institutions. It examines the impact of after-sales service, perceived quality, perceived price, word-of-mouth (WOM), experience, and salesperson expertise. A mixed-methods approach was adopted, starting with qualitative interviews followed by a structured questionnaire administered to 440 decision-makers, yielding 410 valid responses (93.2% response rate). Data were analyzed using SPSS V.26, incorporating descriptive and inferential statistics. Results confirmed that all six factors after-sales service, perceived quality, perceived price, word-of-mouth (WOM), past experience, salesperson expertise, significantly affect purchasing intention. The findings offer strategic insights for educational complex solutions (ECS) vendors aiming to strengthen their market presence in Egypt's educational sector.

Key Words: Purchasing Intention, Educational Complex Solutions, After-sales Service, Perceived Quality, Perceived Price, Word-of-mouth, Salesperson Expertise, past experience, Higher Education, Egypt.

[1] ORCID iD 0009-0000-9700-1226
[2] ORCID iD 0000-0002-4847-3670

1. Introduction

The Egyptian higher education market (EHEM) has undergone substantial transformation in recent years, driven by the expansion of private universities and government-led reforms (Ministers C. o., May 2023). This evolution has created a surge in demand for Educational Complex Solutions (ECS)a term encompassing integrated systems such as e-learning platforms, virtual laboratories, interactive classrooms, and course management tools that collectively aim to enhance educational experience and institutional efficiency. Within this competitive and rapidly expanding environment, providers of Educational Complex Solutions (ECSPs) must develop informed strategies to influence institutional purchasing behavior and gain a sustainable market advantage. Despite the growing integration of ECS within educational institutions, particularly in emerging economies like Egypt, there remains a limited empirical understanding of the key drivers shaping institutional purchasing intentions. While pricing remains important, decision-making processes in higher education institutions (HEIs) often rely on additional non-price factors. These include past experience with providers, word-of-mouth (WOM), after-sales service, perceived quality, perceived price fairness, and the expertise of sales representatives. Such factors are particularly relevant in the Egyptian context, where university purchasing committees are typically risk-averse and collective in nature, and procurement decisions often reflect long-term strategic commitments (Saini & Johnson, 2005).

The research is motivated by a dual imperative: first, to respond to Egypt's intensified investment in higher education infrastructure and digital transformation, and second, to fill the existing gaps in the academic literature concerning ECS procurement. From 2019 to 2024, Egypt's higher education and scientific research budget increased by over 82%, reaching EGP 92.65 billion and EGP 7.04 billion respectively (Ministry of Higher Education and Scientific Research, 2023). This funding has supported the establishment of eighteen new public-private universities and nine technological institutions, thereby accelerating the adoption of educational technologies and amplifying the importance of ECS in the national education strategy. Despite this momentum, there exists a clear research gap: previous studies have not adequately explored the influence of relational and experiential factors—such as word-of-mouth (WOM), past experience, and salesperson expertise —on ECS purchasing behavior in Egypt. These gaps may be categorized as (1) knowledge gaps, due to limited empirical data specific to emerging markets like Egypt; (2) theoretical gaps, due to a lack of integrative models connecting marketing, education, and technology adoption; and (3) practical knowledge gaps, as ECS vendors currently lack data-driven guidance to optimize their engagement with institutional buyers (Miles, 2017).

Addressing this gap, the present study seeks to empirically develop and test a conceptual model identifying the antecedents of purchasing intention for ECS in Egypt's higher education market. The study is grounded in a multidisciplinary framework, drawing up key theories such as Expectation Disconfirmation Theory (Oliver, 1980), Social Influence Theory (Deutsch & Gerard, 1955), the SERVQUAL model (Parasuraman et al., 1988), the Theory of Planned Behavior (Ajzen, 1991), Value-Based Theory (Zeithaml, 1988), and Adaptive Selling Theory. These frameworks provide a robust foundation to analyze the combined influence of experiential, relational, and perceived value dimensions on purchasing behavior.

Literature Review

Purchasing Intention in the Educational Complex Solution Market

In the following section, we will be considering the relevant literature for the research.

Purchase intention reflects consumers' cognitive and emotional readiness to acquire a product or service and is influenced by perceived quality, price, after-sales service, and word-of-mouth (WOM) communication (Solomon, 2004; Dodds et al., 1991; Chiu et al., 2018). In the context of Educational Complex Solutions (ECS), these factors play a pivotal role as institutions face high-risk decisions involving costly, complex technologies (Kotler, 2003; El-Tagy & Wahba, 2016).

ECS are integrated offerings combining hardware, software, training, and support, tailored to meet specific institutional needs and facilitate digital transformation (Evanschitzky et al., 2011; Tuli et al., 2007). The Egyptian higher education market is expanding rapidly due to government reforms and investments, creating a dynamic environment where providers must emphasize value creation beyond price to influence purchasing intentions effectively (Ministry of Higher Education, 2023; Selwyn, 2016).

Understanding these purchasing behaviors is critical for ECS providers seeking to differentiate their offerings and foster long-term relationships within a price-sensitive, competitive market (El-Tagy & Wahba, 2016).

Antecedents of Purchasing Intention for Educational Complex Solutions in EHEM

Purchasing intention within the Egyptian higher education market (EHEM) is influenced by several critical antecedents. This study focuses on six key factors: after-sales service, perceived quality, perceived price, word-of-mouth (WOM), salesperson expertise, and past experience (Badran, 2019). These variables are particularly important in a market shaped by digital transformation, institutional reforms, and increasing demand for value-driven educational technology (Soliman & Moeinzadeh, 2019).

Effective after-sales service enhances trust and satisfaction, fostering long-term purchasing relationships (Kotler, 2003). Perceived quality and value—especially in price-sensitive environments—strongly affect decision-making, with institutions often associating higher prices with reliability (Keller, 1993; Kotler & Armstrong, 2010). WOM and salesperson expertise further support institutional confidence in ECS providers, particularly in high-risk, committee-based procurement settings (Chiu et al., 2018; Keller, 2008).

As ECS adoption intensifies, emotional and innovative appeal, including features like AI and virtual learning environments, are increasingly seen as differentiators (Kotler, 2003). By addressing these antecedents, ECS providers can align more closely with institutional needs and enhance market positioning.

Application of the Theory of Planned Behavior (TPB) to ECS Purchase Intentions

This study applies the Theory of Planned Behavior (TPB) (Ajzen, 1991) to examine the antecedents of purchasing intentions for Educational Complex Solutions (ECS) in the higher education market. TPB suggests that behavioral intention is driven by three components: attitude toward the behavior, subjective norms, and perceived behavioral control. In this context, the model hypothesizes that attitude (e.g., perceived quality) positively influences purchase intention, subjective norms (e.g., word-of-mouth, salesperson expertise) have a positive effect, and perceived behavioral control (e.g., past experience, after-sales service) also enhances intention. TPB offers a structured approach to understanding how institutional perceptions, social influences, and control factors shape ECS adoption decisions in higher education.

The SERVQUAL Model and Its Relevance to After-Sales Service Quality

The SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry (1988), provides a widely accepted framework for assessing service quality by measuring the gap between customer expectations and their perceptions of delivered service. The model identifies five key dimensions—tangibles, reliability, responsiveness, assurance, and empathy—that collectively shape customer evaluations of service quality.

In the context of after-sales service, these dimensions are crucial for understanding how service performance affects customer satisfaction and purchase intention. Organizations that prioritize responsiveness, reliability, and personalized support are more likely to exceed customer expectations and foster loyalty.

This study adopts the SERVQUAL model to assess the impact of after-sales service quality on purchasing intentions for Educational Complex Solutions (ECS) in the Egyptian higher education market. By evaluating these five dimensions, the research aims to clarify how perceived service quality influences institutional trust, satisfaction, and the likelihood of future purchases.

Expectation Disconfirmation Theory (EDT) to ECS Purchase Intentions

Expectation Disconfirmation Theory (EDT), introduced by Oliver (1980), provides a foundational framework for understanding customer satisfaction based on the comparison between pre-purchase expectations and actual performance outcomes. According to EDT, satisfaction or dissatisfaction arises when consumers evaluate whether their experiences align with, exceed, or fall short of their initial expectations. These expectations are shaped by various sources, including prior experiences, word-of-mouth (WOM), advertising, and brand reputation.

When actual performance exceeds expectations (positive disconfirmation), customers are likely to experience satisfaction and engage in favorable post-purchase behaviors, such as repeat purchases and positive WOM. Conversely, when performance falls short of expectations (negative disconfirmation), dissatisfaction may lead to negative WOM and reduced purchase intention.

Application of EDT to ECS Purchase Intentions

In the context of Educational Complex Solutions (ECS) in the Egyptian higher education market, EDT provides a useful lens through which to analyze the influence of after-sales service, perceived quality, and WOM on purchase intention. The theory can be applied as follows:

By applying EDT, this study examines how Egyptian HEIs' expectations, shaped by local economic pressures and institutional constraints, influence satisfaction and purchase behavior toward ECS. This context-specific application contributes to understanding how customer perceptions in emerging markets differ from those in more developed environments, offering insights to ECS providers aiming to build long-term relationships through quality and service excellence.

The Impact of After-Sales Service Quality on Purchase Intention

High-quality after-sales service has been shown to enhance perceived value, reduce post-purchase dissonance, and strengthen customer satisfaction—key factors influencing purchase intention (Bitner, 1995). In the context of Educational Complex Solutions (ECS), effective after-sales support ensures smooth integration, sustained usage, and operational reliability, particularly in resource-constrained educational settings.

Sultan, Parves, and Wong (2012) emphasize that perceived service quality, shaped by information, past experiences, and support responsiveness, plays a critical role in influencing institutional decision-making. ECS providers offering dependable after-sales service—covering training, maintenance, and ongoing technical support—are more likely to gain customer trust and commitment. Further, Sheikh Ali and Mohamed (2014) highlight the importance of service quality dimensions such as reliability, responsiveness, and empathy in driving satisfaction and intention to purchase, even within developing educational markets. These insights are particularly relevant for Egyptian HEIs, where financial constraints and the need for scalable educational technologies intensify the demand for strong post-purchase support. Verma and Komal (2012) reinforce this view by demonstrating that aligning service performance with evolving customer expectations through frameworks like Importance-Performance Analysis (IPA) can improve institutional satisfaction and influence ECS adoption decisions. They argue that quality of service experience directly impacts purchasing decisions in the higher education sector.

In sum, consistent, responsive, and high-quality after-sales service significantly affects HEIs' willingness to adopt ECS, particularly where complexity and long-term support needs are high. Therefore, the following hypothesis is proposed:

H1: After-sales service has a significant effect on purchase intention.

The Impact of Perceived Quality on Purchase Intention

Perceived quality is widely recognized as a key determinant of purchase intention across various product and service categories (Sweeney & Soutar, 2001). According to Zeithaml (1988), consumers are more likely to purchase products they perceive to be of high quality, particularly when such perceptions align with their expectations and performance requirements. This relationship becomes especially important in high-involvement contexts, such as Educational Complex Solutions (ECS) in the Egyptian Higher Education Market (EHEM), where institutions evaluate both technical specifications and service-related attributes such as reliability, usability, and ongoing support. In this context, perceived quality influences not only trust but also the perceived long-term value of the solution. Higher Education Institutions (HEIs) assess ECS based on its ability to integrate with existing systems, contribute to educational outcomes, and deliver lasting benefits for students and staff. Rahmani (2017) adds that perceived quality interacts with factors such as price perception, consumer segmentation, and product categorization to shape purchase intentions. In financially constrained educational environments, price becomes a critical cue for quality assessment, and value-for-money considerations become central to decision-making. Furthermore, the impact of perceived quality may vary depending on institutional characteristics, such as whether the HEI is public or private, or large or small.

These findings underscore the importance of perceived quality as a multidimensional construct that significantly affects purchasing behavior. Therefore, the following hypothesis is proposed:

H2: Perceived quality has a significant effect on purchase intention.

The Impact of Perceived Price on Purchase Intention

Perceived price encompasses not only the financial cost but also additional sacrifices such as time, effort, and psychological costs (Zeithaml & Bitner, 2003). In the Egyptian higher education sector (EHES), factors like budget constraints, time sensitivity—especially in public universities—and limited availability significantly influence purchase decisions. Price often serves as a key cue for quality, with a generally positive correlation observed between perceived price and perceived quality (Dodds, 1991; Zeithaml & Bitner, 2003).

Despite a weak direct relationship between perceived price and perceived value, perceived price impacts value perceptions indirectly through perceived risk (Chen, 2005). When price information is ambiguous, consumers infer price fairness using brand reputation, quality cues, and contextual factors. This study emphasizes that price remains a critical determinant for Egyptian higher education institutions (HEIs), which seek high-quality educational complex solutions (ECS) aligned with strategic objectives and long-term benefits. Research supports the pivotal role of perceived price in shaping perceived value and purchase intention (Huber, Herrmann, & Henneberg, 2007; Petrick, 2002; Lapierre, 1997). Tulwin (2014) highlights consumer price sensitivity thresholds, showing that only significant price changes influence purchase decisions. Individual characteristics and contextual factors also modulate this relationship, emphasizing the need for nuanced pricing strategies in diverse markets.

Accordingly, the following hypothesis is proposed:

H3: Perceived price has a significant effect on purchase intention.

The Impact of Word-of-Mouth on Purchase Intention

Word-of-mouth (WOM) significantly influences consumer purchasing decisions throughout the buying process (Price & Feick, 1984). Emotional connections formed through positive experiences often motivate customers to share their opinions, thereby strengthening brand-consumer relationships and enhancing purchase intentions. WOM can either increase or decrease purchase intention depending on whether the communication is positive or negative (Lin & Lu, 2010). Positive WOM, particularly when endorsed by credible sources, can amplify brand messages, whereas negative WOM may deter institutions such as Egyptian Higher Education Institutions (HEIs) from investing in educational cloud services (ECS). Rusticus (2007) highlights WOM's exponential diffusion potential, noting that a recommendation chain can reach entire populations through minimal sharing. This viral nature is intensified by social media platforms, which amplify reach beyond direct networks. Trust in WOM surpasses that of traditional advertising, with studies showing that approximately 90% of consumers trust recommendations from acquaintances over advertisements (Rusticus, 2007; Glover & M, 2021).

Positive WOM is often generated by loyal customers who become brand advocates, a phenomenon particularly observable in close-knit communities like Egyptian university faculties, where information spreads rapidly through departmental networks and WhatsApp groups. Effective WOM marketing involves identifying enthusiastic customers, incentivizing and facilitating their sharing, engaging in conversations, and actively listening (Sernovitz & Andy, 2006). Additionally, influencer recommendations carry comparable trust to that of friends, further reinforcing WOM's impact (Sideqik, 2023).

Therefore, this study proposes the following hypothesis:

H4: Word-of-mouth has a significant effect on purchase intention.

Salesperson Expertise Implications in Educational Solutions

Effective salesperson expertise in Educational Cloud Services (ECS) requires thorough technical knowledge to address the operational complexities and specific requirements of educational institutions (Spiro & Weitz, 1990). A consultative selling approach, emphasizing problem-solving over mere product promotion, is particularly valued in organizational contexts where tailored solutions are essential (Spiro & Weitz, 1990). Consequently, investing in targeted sales training programs that enhance technical proficiency and solution-focused skills is crucial for improving salesperson effectiveness in the education sector (Spiro & Weitz, 1990).

The Impact of Salesperson Expertise on Purchase Intention

The influence of salesperson expertise on purchase intention, particularly within the Egyptian higher education market, is shaped by the interplay of cultural factors, pedagogical needs, and evolving sales methodologies. Pitzel (2019) emphasizes that sales personnel who effectively set and meet customer expectations enhance satisfaction, which is critical in the educational computing solutions (ECS) sector where customer satisfaction strongly impacts purchase decisions. Moreover, targeted sales training that focuses on relevant skill development optimizes resource allocation and improves sales effectiveness in this competitive market. Additionally, Godes and Mayzlin (2004) demonstrate that salesperson expertise fosters positive word-of-mouth by building trust, reducing perceived risks, and increasing perceived value, thereby indirectly influencing purchase intention. This expertise is especially vital for ECS providers, facilitating long-term relationships and alignment with institutional educational goals. Accordingly, this study proposes the following hypothesis:

H5: Salesperson expertise has a significant effect on purchase intention.

The Impact of Past Experience on Purchase Intention

Past experience plays a pivotal role in shaping purchase intentions within the context of complex educational solutions, particularly in Egyptian higher education institutions (HEIs). Soliman and Moeinzadeh (2019), using the Unified Theory of Acceptance and Use of Technology (UTAUT) framework, demonstrate that users with prior technological knowledge and experience show greater willingness to adopt complex systems such as Enterprise Resource Planning (ERP). Their familiarity enhances confidence, reduces resistance, and positively influences purchase intention. Similarly, Nizamani et al. (2014) propose a comprehensive evaluation framework for ERP implementation in universities, emphasizing dimensions such as system quality, information quality, and user satisfaction—factors heavily influenced by prior experience with similar technologies. Grounded in Bauer's (1960) Risk Reduction Theory, past experience reduces uncertainty and perceived risk, fostering trust and facilitating supplier selection in the high-stakes environment of educational computing solutions. Consequently, providers aiming to succeed in the Egyptian higher education market should prioritize relationship management, consistent service delivery, and client retention to leverage the critical impact of past experience on purchase intention.

Therefore, the following hypothesis is proposed:

H6: Past Experience has a significant effect on purchase intention.

Research Methodology

The research employed a mixed-methods strategy to analyze the determinants of purchasing intention for Educational Complex Solutions (ECS) in Egypt's Higher Education Market. The qualitative phase consisted of the use of semi-structured interviews of 20 (10 faculty members + 10 experts), whose insights assisted in the process of refining the conceptual framework and questionnaire. The quantitative phase consisted of a structured survey with the use of validated scales in measuring six most

critical antecedents—after-sales service, perceived quality, perceived price, word-of-mouth, salesperson expertise, and past experience—coupled with purchasing intention. The responses were measured in the form of a 5-point Likert scale.

Primary data were collected directly from respondents through the aforementioned interviews and questionnaires. The questionnaire items were adapted from established sources: after-sales service was measured using items from Parasuraman et al. (1988), Gummesson (1994), Ulaga & Eggert (2006), and Leek & Christodoulides (2002); perceived quality from Zeithaml (1988), Dodds (1991), and Aaker (1996); perceived price from Zeithaml (1988), Dodds (1991), and Monroe & Krishnan (1998); WOM from Mayzlin & Godes (2002) and Cheung et al. (2009); salesperson expertise from Spiro & Weitz (1990) and Schmitz & Ganesan (2014); and past experience from Oliver (1980), Homburg & Giering (2001), and Hellier et al. (2003). Purchasing intention was measured using items adapted from Dodds (1991) and Shukla (2010).

Non-probability purposive sampling targeted faculty involved in ECS purchasing at public and private Egyptian universities. A pilot study with 20 participants tested the questionnaire's clarity and reliability, following Hertzog (2008) and Presser (2004). Data were analyzed using SPSS through descriptive statistics, correlation, and multiple regression to test the hypotheses and assess variable relationships.

Table 1: Research Classifications

Purpose:	Descriptive
Outcomes:	Applied
Logic:	Deductive
Process:	Quantitative/Qualitative
Methodology:	Semi-Structured Interview/Questionnaires

Interviews Summary

The researcher conducted 20 interviews, they are classified as 10 respondents were experts and professionals working in EHEM, 10 with professors from EHIs.
The researcher executed an effort to follow according to the guidelines of (Creswell, J. W., & Plano Clark, V. L., 2017), in addition to (Saunders, Lewis, & Thornhill, 2016) about how to best summarize interview questions by connecting them to the literature review that was done before this exploratory study.
To achieve qualitative phase rigor, the researcher persisted with conducting interviews until data saturation was reached. Saturation is reached when no new information, themes, or codes arise from subsequent interviews, and it means that the data obtained fully reflects the variety of opinions on the issue at stake (Guest, Bunce, & Johnson, 2006). This strategy maintains validity and depth for thematic analysis, given that data collection after the point of saturation would only give diminishing returns (Fusch & Ness, 2015). Saturation was experienced by the 18th interview for this study, and the last two interviews reinforced redundancy of responses.

Data Analysis using AI Tool

To enhance the thematic analysis of interview data, the researcher employed ChatGPT-4, an AI language model, to assist in identifying key themes across responses. This aligns with recent trends in qualitative research that recognize the growing utility of AI for supporting efficient and consistent data analysis (Aleksei, Diane, & Verity, 2024).

Twelve semi-structured interviews were analyzed using a thematic framework, with ChatGPT facilitating initial coding, theme identification, and data categorization. This approach was chosen to improve reliability, reduce human bias, and streamline analysis, especially in a study focused on technological solutions. The use of AI in qualitative research has been shown to support data processing, enhance coding consistency, and provide useful guidance for theme development (Khalifa & Albadawy, 2024).

Qualitative Analysis Conclusion

This study utilized semi-structured interviews to explore the key drivers of purchase intention for Educational Computing Solutions (ECS) in Egyptian Higher Education Institutions (EHIs). Interviews with ten industry experts and ten academic faculties from varied institutions revealed consistent emphasis on several core factors: past experience, after-sales service, salesperson expertise, word-of-mouth, perceived quality, and perceived price. Notably, past experience emerged as a particularly influential factor, especially for large-scale, high-investment projects where technical assessment is complex. As a result, the conceptual framework was modified to include past experience as a distinct construct. The revised framework is grounded in established theories, including Expectation Disconfirmation Theory, Social Influence Theory, SERVQUAL, the Theory of Planned Behavior, Value-Based Theory, and Adaptive Selling Theory. These foundations enhance the model's relevance and applicability within the EHEM context, offering a more accurate representation of purchasing behavior in this sector.

Conceptual Framework

Fig (1) Development of the conceptual framework of the study was informed by systematic alignment of qualitative findings and existing literature, paying attention to contextual applicability and theoretical foundation (Creswell & Plano Clark, 2018; Eisenhardt, 1989). This alignment improved validity for the framework and facilitated selection of principal antecedents affecting purchasing intention for the Egyptian Higher Education Market.

The research hypotheses and quantitative model were then formulated from these combined findings to represent theory as well as reality.

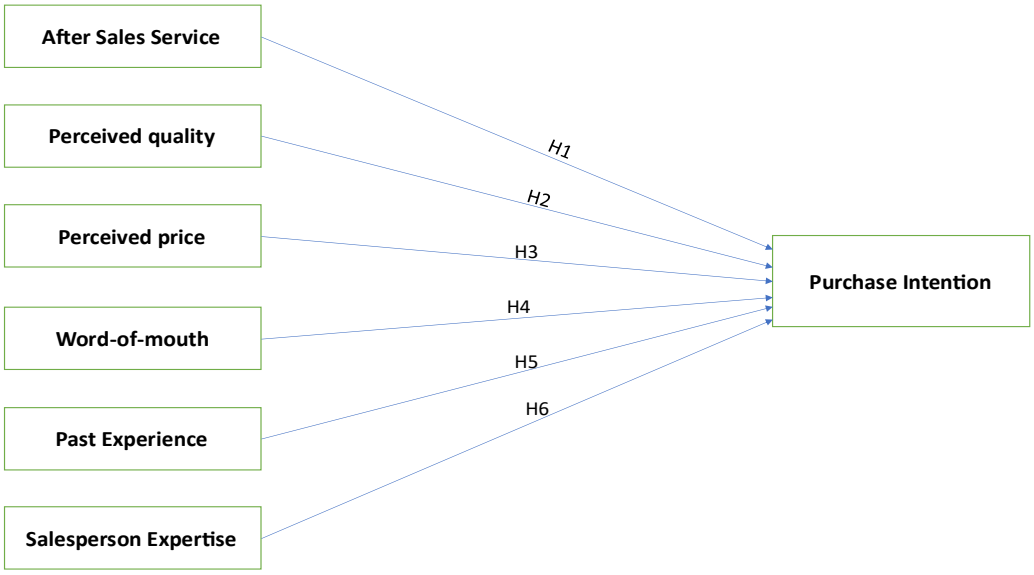

Figure 1: Conceptual Framework
Developed by the authors (2025)

Research Hypotheses

Based on the literature review and thematic approach to qualitative data analysis through semi-structured interviews with professors as customers and professionals as experts in EHEM, the conceptual framework for the research was formulated, and based on that, the research hypotheses will be written as follows:
H1: After-sales service has a significant effect on purchase intention.
H2: Perceived quality has a significant effect on purchase intention
H3: Perceived price has a significant effect on purchase intention.
H4: word-of-mouth (WOM) has a significant effect on purchase intention.
H5: Salesperson Expertise has a significant effect on purchase intention
H6: Past Experience has a significant effect on purchase intention.

Research Population and Sampling Techniques

The research focuses on Egyptian faculty members of engineering, technical education, computer sciences, and allied disciplines as the primary population for the examination of purchasing intention towards Educational Complex Solutions (ECS). Participants consisted of academic grades from Teaching Assistants to Full Professors directly engaged in the process of procurement. From CAPMAS (2022-2023) data approximating faculty members as 126,000, the Cochran formula provided the minimum sample as 383; questionnaires were sent to a larger sample of 440 for the purpose of adequate distribution of questionnaires. Participants were chosen using the method of non-probability purposive sampling. Data was analyzed using SPSS, descriptive measures, reliability and factor analysis, correlation, regression, and moderation analysis for the purpose of hypothesis testing and examination of relationships between the antecedent variables and purchasing intention.

Research Sample Distribution

440 questionnaires were administered through purposive sampling for capturing well-informed input from the faculty and professionals who deal with ECS procurement. They collected 410 valid replies with an impressive rate of response of 93.2%. Since the population of over 100,000, the minimum sample of 383 would be needed (Sekaran, 2003). Pre-testing of the tool for its validity and reliability took place before full implementation. The next segment shows the demographic profile of the participants on the dimensions of gender, age, type of university, area of location, field of specialisation, and professional designation.

The demographic distribution of respondents is summarized as follows:

Demographic Analysis

As evident from Table (1), demographic breakdown examines six factors: gender, age, type of university, region, area of specialization, and profession. Males dominated the sample at 65.6% and females at 34.4%, which was also a male-dominated situation among ECS decision-makers. Age distribution was also equal, and it usually is so for purchasing committees comprised of senior and mid-level staff, usually accompanied by senior faculty members such as deans and heads of departments.

In terms of faculty, public university faculty comprised 60.2% of respondents, which is reflective of their prevalence within Egypt's higher education system. Egypt has created a record number of 23 new public and technology universities within seven years, reflecting the most investment by government within the field (Council of Ministers, May 2023).

Geographically, a majority of participants were from Giza and Cairo, Egypt’s main academic centers (68.8%), followed by the Delta Region with 16.1%, Alexandria and Suez Canal cities with 6.3%, and other governorates and Upper Egypt with 4.4%. This wide geographical distribution increases the representativeness and generalizability of findings.

The sample included a mix of academic specializations. Engineering was the most prevalent field covered (51.5%), when it was followed by computer science (18.5%), scientific fields (15.9%), technology (7.8%), and other fields (6.3%) utilized for ECS purchasing. This distribution indicates core specialties driving ECS purchasing needs for Egypt.

Table (1): Distribution of the research sample

Gender	**Frequency**	**Percent**
Male	269	65.6
Female	141	34.4
Age	**Frequency**	**Percent**
Below 31 years	67	16.3
31-35 years	66	16.1
36-40 years	67	16.3
41-45 years	71	17.3
46-50 years	68	16.6
More than 50 years	71	17.3
Type of universtity	**Frequency**	**Percent**
Public University	247	60.2
Private University	145	35.4
Technical/Vocational College	18	4.4
Geographic region	**Frequency**	**Percent**
Cairo & Giza	282	68.8
Upper Egypt	18	4.4
Delta	66	16.1
Alexandria and the Canal cities	26	6.3
Other	18	4.4
Field of expertise	**Frequency**	**Percent**
Engineering	211	51.5
Computer Science	76	18.5
Science	65	15.9
Technology	32	7.8
Other	26	6.3
job title	**Frequency**	**Percent**
Assistant Lecturer	76	18.5
Lecturer	95	23.2
Assistant Professor	82	20.0
Associate Professor	65	15.9
Full Professor	92	22.4
Total	410	100

In terms of rank, the sample was equally distributed among job titles. There were lecturers at 23.2%, full professors at 22.4%, assistant professors at 20.0%, assistant

lecturers at 18.5%, and associate professors at 15.9%. This distribution provides balanced views from strategic and operational decision makers within higher education.

Validity

Validity refers to the degree to which an instrument accurately measures what it is intended to measure. "Validity is the extent to which the researcher can draw meaningful and justifiable inferences from scores on an instrument" (Creswell & Creswell, 2018, p. 158). The validity of this study was confirmed through two approaches: Face validity and Factor analysis validity.

Face validity: Face validity is how well a test seems to assess what it is designed to, based on user or expert opinion. It is the most elementary and qualitative type of validity (Taherdoost, 2016). For face validity assessment, two experienced lecturers from ESLSCA University were given a cover letter on the purpose and objectives of the study. According to their feedback on clarity, relevance, and word choice, some items were rewritten. Thus, the tool was considered to have face validity.

Factor validity

“Factor analysis is a statistical technique used for data reduction and to identify underlying relationships between measured variables. It helps determine which items group together under the same construct (factor) and the strength (loading) of each item on those factors. Items may load on multiple factors, but the one with the highest loading is typically used for interpretation.). "Factor analysis is used to identify the underlying structure among variables and reduce data to a more manageable set by determining which variables group together. The factor loading indicates the strength of the relationship between the variable and the factor" (Hair et al., 2019, pp. 104–106).

The first test used in factor analysis is the Kaiser-Meyer-Olkin (KMO) test, which is used to check the adequacy of the data collected, as shown in Table **(2)**.

Table (2): KMO and Bartlett's Test

The test		Value
Kaiser-Meyer-Olkin	Measure of Sampling Adequacy	0.964
Bartlett's Test of Sphericity	Approx. Chi-Square	7409.22
	D.F	378
	Sig.	0.00

Source: SPSS v26 output

According to Table (2), the KMO value is 0.964 which is higher than 0.7, hence, the factor analysis method is appropriate for data reduction. The sig. value for Bartlett's test of sphericity is 0.00 which is lower than 0.05, hence, the Approx. Chi-Square test is significant, indicated the validity of sample size to factor analysis. The principal component method was used to extract the required components. The principal component analysis extracts the minimum number of components, seven components were extracted as shown in Table **(3).**

Table (3): Factor Validity Analysis

Faactors	Dimintion	Items
1	After-sales service	1-2-3-4
2	Perceived quality	5-6-7-8-9-10
3	Perceived price	11-12-13
4	Word-of-mouth	14-15-16-17
5	Salesperson Expertise	18-19-20
6	Past Experience	21-22-23
7	purchase intention	24-25-26-27-28

Reliability

Reliability refers to the consistency or stability of the measurement across time, items, or different observers. Reliability means that scores from an instrument are stable and consistent. “Reliability refers to the consistency or stability of the measurement across time, items, or different observers.” "Reliability means that scores from an instrument are stable and consistent" (Creswell & Creswell, 2018, p. 158). The reliability of the study tool was confirmed by alpha Cronbach coefficient:

Table (4) :Alpha Cronbach reliability

Variables	Dimensions	Alpha Cronbach	N of Items
Independent	After-sales service	0.90	4
	Perceived quality	0.93	6
	Perceived price	0.86	3
	Word-of-mouth	0.88	4
	Salesperson Expertise	0.87	3
	Past Experience	0.88	3
Dependent	purchase intention	0.93	5

Source: SPSS v26 output

According to (Sekaran & Bougie2016), values above **0.70** indicate acceptable reliability, while those exceeding **0.80** suggest strong consistency, The values of Cronbach's alpha coefficients ranged from **(0.86)** to **(0.93)**, these values are high and indicate that the study tool has a high degree of stability, These results confirm the robustness of the measurement tool and ensure that the items used to measure each construct are both reliable and coherent.

Descriptive Statistics

“Descriptive statistics are statistical techniques used to summarize, organize, and describe the basic features of a dataset.. (Gravetter & Wallnau, 2017, p. 4). The descriptive data analysis describes the data trends and identifies the direction of the collected data through central tendency (mean) and dispersion (standard deviation)..

The standard deviation represents how the responses deviate from the mean value. The following results were obtained:

Table (5) :Descriptive Statistics for All variables

variable.	Dimension	Mean	Standard Deviation	Response
Independent	After-sales service	4.14	.61	Agree
	Perceived quality	4.15	.55	Agree
	Perceived price	3.98	.71	Agree
	Word-of-mouth	4.05	.60	Agree
	Salesperson Expertise	4.06	.61	Agree
	Past Experience	4.10	.59	Agree
Dependent	purchase intention	4.10	.56	Agree

Source: SPSS v26 output

The responses average of the study sample about the independent variable "After-sales service, Perceived quality, Perceived price, Word-of-mouth, Salesperson Expertise, Past Experience" ranged from (3.98) i.e. (agree) for "Perceived price" to (4.15) i.e. (agree) for "Perceived quality"

The responses average of the study sample about the dependent variable "purchase intention" equal (4.10) i.e. (agree). The relatively low standard deviation of (0.55 – 0.71) demonstrates consistency of responses.

Inferential Data Analysis

The following points summarize the main inferential data analysis for each variable throw two Parts as follows:

- Part, one introduces the normality test for checking whether to use the parametric or non-parametric analysis.
- Part two introduces the regression analysis to test the impact of each independent variable on dependent variable.

Normality Test

Normality testing is the first step in inferential analysis to determine whether to use parametric or non-parametric methods. Parametric tests apply to normally distributed data, while non-parametric tests are used otherwise. This study used the Kolmogorov-Smirnov and Shapiro-Wilk tests to assess normality (Sekaran, 2003). Table (6) shows

the results for all constructed variables.

Table (6): Normality Test for Theoretical Framework Variables

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	sig.	Statistic	df	sig.
After-sales service	.225	410	ns	.837	410	ns
Perceived quality	.198	410	ns	.875	410	ns
Perceived price	.251	410	ns	.874	410	ns
Word-of-mouth	.221	410	ns	.878	410	ns
Salesperson Expertise	.255	410	ns	.864	410	ns
Past Experience	.261	410	ns	.837	410	ns
purchase intention	.231	410	ns	.876	410	ns

Source: SPSS v26 output

The sig value as a decision point for the Kolmogorov-Smirnov statistic and Shapiro-Wilk test indicates that all the constructed independent and dependent variables are normally distributed as their sig value occurs above 0.05. Based on this result, a parametric analysis is used for the inferential data analysis.

Regression Analysis

"Regression analysis is a statistical method used to examine the relationship between one dependent variable and one or more independent variables. It helps to understand how the typical value of the dependent variable changes when any one of the independent variables is varied". (Gujarati & Porter, 2009, p. 22).

This analysis is used for normally distributed variables, as this test is a parametric test. The regression analysis is also used for variables that are not normally distributed in case of a large sample size which violates the assumption of normality (Field, 2005). The sample collected is identified as a large sample when it satisfies the following conditions:

- The collected sample size is larger than 50 units.
- The collected sample size is more than ten times the number of predictors (independent variables).
- The collected sample size is larger than 10+8K where k is the number of predictors (Field, 2005) .

The constructed conceptual framework consists of six predictors. The collected sample size is 410, which satisfies all the conditions of a large sample size therefore, the assumption of normality is not violated, and the regression parametric test is used in the analysis of the variables which are normally distributed. So, the results can be shown as follows:

Table (7): Regression Analysis for statistical hypothesis test

H_I No.	Hypothesis	Regression Model	ß	t	Sig	R^2	Decision
H_1	After-sales service has a significant effect on purchase intention.	Constant	2.12	13.19	-	0.27	Accepted
		After-sales service	0.48	12.37	0.00		
H_2	Perceived quality has a significant effect on purchase intention.	Constant	1.23	7.94	-	0.46	Accepted
		Perceived quality	0.69	18.64	0.00		
H_3	Perceived price has a significant effect on purchase intention.	Constant	2.14	17.28	-	0.39	Accepted
		Perceived price	0.49	15.99	0.00		
H_4	word-of-mouth WOM) has a significant effect on purchase intention.	Constant	1.70	11.77	-	0.41	Accepted
		word-of-mouth WOM)	0.59	16.71	0.00		
H_5	Salesperson Expertise has a significant effect on purchase intention.	Constant	1.40	10.89	-	0.52	Accepted
		Salesperson Expertise	0.66	21.10	0.00		
H_6	Past Experience has a significant effect on purchase intention.	Constant	1.48	10.30	-	0.46	Accepted
		Past Experience	0.64	18.44	0.00		

Table 7 presents the results of regression analyses examining the effects of six independent variables on purchase intention. All hypotheses (H_1–H_6) are statistically supported, as indicated by significant t-values (all $p < 0.001$) and positive standardized beta coefficients (ß), demonstrating a strong positive relationship between each predictor and purchase intention. Among the variables, Salesperson Expertise (ß = 0.66, $R^2 = 0.52$) shows the strongest predictive power, followed closely by Perceived Quality (ß = 0.69, $R^2 = 0.46$) and Past Experience (ß = 0.64, $R^2 = 0.46$). These findings suggest that both cognitive (e.g., perceived quality, price) and experiential (e.g., past experience, word-of-mouth) factors significantly influence consumer purchase

intentions, with the model explaining between 27% and 52% of the variance across hypotheses.

Discussion and Conclusion

This study examined the impact of key factors—after-sales service, perceived quality, perceived price, word-of-mouth (WOM), salesperson expertise, and past experience—on purchase intention for Educational Complex Solutions (ECS) within Egyptian higher education institutions. Based on a structured questionnaire distributed to 440 faculty members across various disciplines, the findings strongly support the influence of all six antecedents on purchase intention, with perceived quality and salesperson expertise emerging as the most significant predictors.

The results emphasize the pivotal role of perceived quality ($R^2 = 0.46$), reflecting institutional preferences for long-term, reliable, and certified ECS solutions. Faculty members and decision-makers consider investment in high-quality systems essential to ensure operational continuity and academic outcomes, especially in resource-constrained environments. Salesperson expertise demonstrated the highest impact ($R^2 = 0.52$), indicating that purchasing decisions are heavily shaped by the consultative and technical competence of the sales representative. This finding aligns with adaptive selling theory and underscores the value of tailored engagement in complex, high-stakes B2B educational sales.

Past experience also had a substantial influence ($R^2 = 0.46$), affirming that positive prior interactions with ECS providers significantly reduce perceived risk and promote repeat purchasing. In Egyptian institutions, where procurement decisions are cautious and reputation-sensitive, faculty members rely on familiarity and historical performance as a safeguard against system failures. Similarly, WOM showed notable influence ($R^2 = 0.41$), illustrating that informal peer feedback plays a crucial role in shaping attitudes toward ECS providers, particularly under time constraints and high uncertainty. Faculty members are strongly influenced by colleagues' evaluations and recommendations, especially when made by trusted academic leaders or experienced figures in their fields.

While perceived price ($R^2 = 0.39$) was also statistically significant, it played a slightly less dominant role compared to relational and experiential factors. This suggests a shift from cost-centric to value-based purchasing decisions, where benefits, longevity, and alignment with institutional needs are prioritized over initial cost. After-sales service ($R^2 = 0.27$), though relatively less influential, remains essential in securing long-term trust and system continuity. It is particularly valued in contexts involving technical complexity, limited local support, and logistical challenges such as import restrictions or maintenance issues.

Based on these findings, several strategic recommendations are proposed for ECS providers. First, companies should invest in technically proficient, consultative sales teams capable of guiding institutional clients through complex specifications and procurement processes. Second, ECS suppliers must prioritize the consistent delivery and communication of high product quality through certifications, warranties, and transparent documentation. Leveraging past client success stories and satisfaction data can reinforce credibility and foster repeat business. Third, strategic management of key

academic influences those whose opinions shape institutional decisions—is vital, particularly through relationship-building and post-sale service excellence.

Value-based pricing strategies are recommended, emphasizing return on investment rather than lowest cost. Given the economic volatility and budget constraints faced by Egyptian universities, ECS providers must remain sensitive to pricing while clearly articulating the educational and operational benefits of their offerings. Finally, robust after-sales service—featuring prompt technical support, continuous training, and maintenance contracts—should be positioned not as an add-on, but as an integral part of the ECS value proposition. Overall, the study confirms that institutional purchasing behavior in Egypt's higher education sector is strongly relational, risk-averse, and value-driven. ECS providers seeking success in this market must adopt a holistic, customer-centered approach, grounded in trust, technical credibility, and demonstrable quality.

Managerial Implications

- This study extends existing theories by integrating rational (e.g., price, quality) and relational (e.g., trust, experience, word-of-mouth) factors into a comprehensive model of institutional buying behavior. It enhances the Theory of Planned Behavior (TPB) by incorporating trust-based constructs from service quality (SERVQUAL) and Expectation Disconfirmation Theory (EDT), offering a relevant framework for understanding ECS adoption in emerging higher education markets.
- Findings emphasize the strategic role of skilled sales professionals in influencing ECS purchase decisions. ECS providers should invest in training, retaining, and empowering sales teams with deep technical and academic knowledge. Focus should also be placed on consistently demonstrating product quality, leveraging customer success stories, and fostering long-term client relationships. Value-based pricing and active use of peer influence and customer loyalty programs are critical to driving adoption in resource-constrained environments.
- The study recommends that public procurement policies shift from cost-centric to value-based evaluations, incorporating factors like supplier reputation, past performance, service quality, and product origin. Establishing a support body for local ECS providers and a national vendor rating system could enhance competitiveness and transparency. These measures would strengthen procurement effectiveness and align with national digital transformation goals in higher education.

Suggestions for Future Research

Inclusion of Broader Stakeholders

Future research should incorporate procurement and IT managers alongside academics to better capture institutional purchasing dynamics.

Examination of Moderators and Contextual Factors

Investigate how variables such as university size, location, budget, and digital maturity moderate the relationship between antecedents and purchase intention.

Expansion to Other Countries and Educational Sectors

Apply the model to K–12, vocational education, and other developing regions in MENA and Sub-Saharan Africa to enhance generalizability and comparability.

Impact of Policy and Procurement Regulations

Study how national policies, tendering processes, and certification criteria affect ECS adoption and procurement effectiveness.

Cross-Cultural Comparative Studies

Assess cultural influences (e.g., collectivism vs. individualism) on purchasing behavior to refine the model for broader regional application.

Conclusion

This study presented key findings and strategic implications regarding purchasing intentions for Educational Complex Solutions (ECS) in Egyptian higher education. The results revealed that decisions are shaped by a combination of product, relational, and experiential factors. Salesperson expertise emerged as the most influential determinant, highlighting the critical role of skilled and trusted sales professionals. Past experience and perceived quality also played significant roles, while price was less decisive, as institutions prioritized long-term value over cost alone. The validated conceptual model offers actionable guidance for ECS providers to better align their offerings with institutional needs. Ultimately, the research underscores the importance of building trust, aligning with educational objectives, and delivering service excellence to ensure sustainable ECS adoption and support broader digital transformation in Egypt and similar developing contexts.

Reference

Aaker, D. (1991). *Managing Brand Equity.* New York: The Free Press.

Aaker, D. A. (1996). *Building Strong Brands.* New York: Free Press.

Ajzen, I. (1991). The Theory of Planned Behavior. Organizational Behavior and Human Decision Processes. *University of Massachusetts Amherst*, 50(2), 179-211.

Aleksei , T., Diane , C., & Verity , H. (May 2024). *Using ChatGPT for thematic analysis.* Bennett Institute for Public Policy, University of Cambridge.

Alsmadi, S., Hailat, , K., Bazi, , S., & Al-Haddad, , H. (2024). The influence of consumer awareness in the digital era on the selection of smartphones: A study among Jordanian university students. *Heliyon*.

Badran, F. M. (2019). Challenges facing private higher education in Egypt. *Journal of Education and Practice,*, 45-53.

Bauer, R. A. (1960). Consumer behavior as risk taking. In R. S. Hancock (Ed.), Dynamic marketing for a changing world. *American Marketing Association.*, 389-398.

Bitner, M. J. . (1995). Building Service Relationships: It's All About Promises. *Journal of the Academy of Marketing Science*, 246-251.

Chen, T. C. (2005). Price, Brand Cues, and banking customer value. *International Journal of bank marketing*, 273-291.

Cheung, Man, Luo, Chuan, Sia, Choon, & Chen, Huaping. (2009). Credibility of Electronic Word-of-Mouth: Informational and Normative Determinants of On-line Consumer Recommendations. *International Journal of Electronic Commerce*, 9-38.

Chiu, W., Kim, T., & Won , D. (2018). Predicting consumers' intention to purchase sporting goods online: An application of the model of goal-directed behavior. *Asia Pacific Journal of Marketing and Logistics*, 333-351.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research (3rd ed.).* Sage publications.

Creswell, J.W., & Poth, C.N. (2018). *Qualitative Inquiry and Research Design Choosing among Five Approaches. 4th Edition.* Thousand Oaks: SAGE Publications, Inc.,.

Deutsch, M; Gerard, B H;. (1955). A study of normative and informational social influences upon individual judgment. . *Journal of Abnormal and Social Psychology*, 629-636.

Dodds, B. W., Monroe, K. B., & Grewal, D. (1991). Effect of price, brand, and store information on buyers product evaluation. *Journal of Marketing Research*, 307-319.

Dodds, W. B. (1991). Effects of price, brand and store information on buyer's product evaluations. *Journal of Marketing Research*, 307-319.

Doney, M P; Cannon, P J;. (1997). An examination of the nature of trust in buyer-seller relationships. *Journal of Marketing*, 35-51.

El-Tagy, A., & Wahba, K. (2016). Value Based Differentiation in Business Relationship for Capital Products and Complex Solutions:: A Conceptual Framework in Egypt. *International Journal of Customer Relationship Marketing and Management*, 52-70.

Festinger, L. (1957). A theory of cognitive dissonance. *Stanford University Press.*

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report, 20*(9), 1408–1416.

Field, A. (2005). *Discovering statistics using SPSS (2nd ed.).* Sage Publications.

(2023). *Higher Education Statistics Report.* cairo: Ministry of Higher Education website.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59–82.

Huber, F., Herrmann, A., & Henneberg, S. C. (2007). Measuring customer value and satisfaction in services transactions, scale development, validation and crosscultural crosscultural. *International Journal of Consumer Studies*, 554-564.

Ibrahim, M., & El-Baz, H. (2023). Re-evaluating trust in post-pandemic consumer behavior: Evidence from Egypt. *Journal of Business Research*, 113-125.

Ivankova, N. V. (2006). Using mixed-methods sequential explanatory design: From theory to practice. Field Methods. *Sage Journal*, 3-20.

Johnson, J E; Russo, E J;. (1984). Product familiarity and learning new information. *Journal of Consumer Research*, 542-550.

Keaveney, S. M. (1995). Customer switching behavior in service industries: An exploratory study. *Journal of Marketing,*, 71-82.

Keller, K. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *The Journal of Marketing*, 1-22.

Keller, K. (2008). *Building, Measuring and Managing Brand Equity.* Pearson Education.

Khalifa, Mohamed & Albadawy, Mona. (2024). Using Artificial Intelligence in Academic Writing and Research: An Essential Productivity Tool. *Computer Methods and Programs in Biomedicine Update*, 100-145.

King, N. (2004). Using Templates in the Thematic Analysis of Text. In *Essential Guide to Qualitative Methods in Organizational Research* (pp. (pp.257 - 270)). Sage Publications Ltd.

Kotler, & Armstrong, G. (2010). *Principles of marketing (13th ed.).* Prentice Hall.

Kotler, P. (2003). *Marketing Management (11th ed.).* New Jersey: Prentice Hall.

Kotler, P., & Keller, K. L. (2016). *Marketing management (15th ed.).* Pearson.

Leek, Sheena, & Christodoulides, George. (2002). A framework of brand value in B2B markets: The contributing role of functional and emotional components. *Industrial Marketing Management*, 106–114.

Mayzlin, Dina , & Godes, David. (2002). Using Online Conversations to Study Word of Mouth Communication. . *Yale School of Management Working Papers*, 1-23.

Miles, D. A. (2017). A taxonomy of research gaps: Identifying and defining the seven research gaps, In Doctoral Student Workshop: Finding Research Gaps-Research Methods and Strategies. *Dallas, Texas.*, 1-15.

Ministers, C. o. (May 2023). *The report of the Media Center of the Council of ministers.* Cairo: Egyption council of ministers.

Monroe, K. B., & Krishnan, R. (1998). The Effects of Price Comparison Advertising on Buyers' Perceptions of Acquisition Value and Transaction Value. *Journal of Marketing*, 46-59.

Nizamani, Sehrish ; Khoumbati, Khalil ; Ismaili, Imdad; Nizamani, Saad.;. (2014). A Conceptual Framework for ERP Evaluation in Universities of Pakistan. . *Universities of Pakistan.* .

Oliver, R. L. (1980). A cognitive model for the antecedents and. *Journal of Marketing Research*, 460–469.

Parasuraman, A., Zeithaml, V., & Berry, L. (1988). SERVQUAL: A multiple- Item Scale for measuring consumer perceptions of service quality. *Journal of retailing*, 42-55.

Petrick, J. (2002). Development of a multi-dimensional scale of measuring the perceived value of service. *Journal of scale of measuring the perceived value of service*, 119-134.

Rahmani, V. (2017). *From Placebo to Panacea: Exploring the Influence of Price, Suspicion, and Persuasion Knowledge on Consumers' Perception of Quality.* Old Dominion University.

report, (. D. (2015). *The Egyptian economy.* U.S. Department of Commerce .

Rusticus, S. (2007). *The Viral, Buzz and Word of Mouth Evolution.* Oxford: Butterworth Heinemann.

Sabella, V. &. (2022). The Influence of Brand Ambassador and Social Media Marketing on Purchase Intention Through Brand Image (Study on Consumers " Sang Dewa Snack"). *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 211-217.

Saini, A., & Johnson, J. L. (2005). Organizational buyer behavior: New insights and implications for marketing strategies. Business Horizons.

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students. 7th Edition.* Harlow: Pearson.

Schmitz, C., & Ganesan, S. (2014). Managing Customer and Salesperson Perceptions of Salesperson Expertise. *Journal of Marketing*, 78(3), 94-110.

Sekaran, U. (2003). *Research methods for business: A skill-building approach (4th ed.).* John Wiley & Sons, Inc.

Selwyn, N. (2016). *Is technology good for education?* Polity Press.

Sernovitz, & Andy. (2006). *Word of Mouth Marketing How Smart Companies Get People talking.* New York: Kaplan.

sheikh Ali, Ali , & Mohamed, Abdirisaq. (2014). Service Quality Provided by Higher Education Institutions in Somalia and Its Impact on Student Satisfaction. *European Journal of Business and Management*, 143-148.

Shukla, P. (2010). Status consumption in cross-national context: Socio-psychological, brand and situational antecedents. *International Marketing Review*, 108–129.

Soliman, M., M, K., & Moeinzadeh, S. (2019). Modelling Intention to Use ERP Systems among Higher Education Institutions in Egypt. *UTAUT Perspective*, 429-440.

Solomon, M. (2004). *Consumer Behavior: Buying, Having, and Being.* Pearson Education.

Spiro, R. L., & Weitz, B. A. (1990). Adaptive Selling: Conceptualization, Measurement, and Nomological Validity. *Journal of Marketing Research*, 27(1), 61-69.

Sultan, Parves, & Wong, Ho Yin. (2012). Service quality in a higher education context: An integrated model. *Asia Pacific Journal of Marketing and Logistics*, 755-784.

Sweeney, C J; Soutar, N G; Mazzarol, T;. (2014). Factors enhancing word-of-mouth influence: Positive and negative service-related messages. . *European Journal of Marketing*, 336–359.

Sweeney, J. C., & Soutar, G. N. (2001). Consumer perceived value: The development of a multiple item scale. *Journal of Retailing,*, 203-220.

Tuli, K., Kohli, A., & Bharadwaj, S. (2007). Rethinking Customer Solutions: From Product Bundles to Relational Processes. *ournal of Marketing*, 1-17.

Tulwin, K. (2014). *The influence of price changes on consumers' purchase decisions.* NOVA – School of Business and Economics.

Ulaga, W., & Eggert, A. (2006). Relationship value and relationship quality: Broadening the nomological network of business-to-business relationships. *European Journal of Marketing*, 311-327.

Verma, S., & Komal, P. (2012). Valuing Quality in Educational Services: An Empirical Study. . *European Journal of International Management*, 129-140.

Weitz, B. A., Sujan, H., & Sujan, M. . (1986). Knowledge, Motivation, and Adaptive Behavior: A Framework for Improving Selling Effectiveness. *Journal of Marketing*, 50(4), 174-191.

William Pitzel, J. (2019). Revisiting sales as a human connection and a business transaction. *Laurentian University of Sudbury*.

Wise, Richard , Baumgartner, & Peter. (2000). Go downstream: The new profit imperative in manufacturing. *Harvard business review*, 89-96.

Zeithaml, V. A., & Bitner, M. J. (2003). *Service marketing integrating customer focus across the firm.* New York.: McGraw-Hill.

Zeithaml, V.A. (1988). Consumer perceptions of price, quality and value: a means-end model and synthesis of evidence. *Journal of Marketing*, 2-22.