

Examining the Technological Progress and Consumer Based Brand Equity of Indian Deemed to be Universities

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In the dynamic landscape of higher education, the concept of consumer-based equity has gained prominence as universities increasingly operate in a market-oriented environment. This study focuses on Indian Deemed to be Universities, exploring the factors influencing consumer perceptions and the consequent impact on the equity these institutions hold in the eyes of their stakeholders. This study delves into the implications of consumer-based equity on enrollment patterns, alumni engagement, and overall institutional success. By discerning the preferences and expectations of students and their families, universities can adapt and align their strategies to meet the evolving demands of the education market. The research also explores the role of digital platforms and social media in shaping the narrative around Deemed to be Universities, emphasizing the need for a proactive online presence and reputation management.

Keywords: Higher Education, Deemed to be Universities, stakeholders, consumer-based equity.

1. Introduction

In the fast-evolving landscape of higher education, the concept of consumer-based equity has become increasingly crucial for universities striving to position themselves effectively in a competitive marketplace. This study delves into the nuanced realm of Indian Deemed to be Universities, aiming to unravel the factors that shape consumer perceptions and, consequently, influence the equity these institutions hold in the eyes of their stakeholders[1][2]

India's higher education sector has witnessed a significant transformation in recent years, marked by a surge in the number of Deemed to be Universities. As these institutions navigate the complexities of a market-oriented environment, understanding the dimensions of consumer-based equity becomes imperative. Consumer-based equity, in this context, refers to the perceived value and reputation of a university as perceived by its consumers, encompassing students, parents, and other stakeholders[3].

The purpose of this research is to comprehensively analyze the determinants that contribute to the consumer-based equity of Indian Deemed to be Universities[4]. Factors such as academic reputation, infrastructure, faculty quality, placement records, and extracurricular offerings are integral components that shape the perceptions of prospective students and their families. By exploring these factors, we seek to provide insights that can inform strategic decision-making processes within these institutions[5][6].

Methodologically, our study adopts a mixed-methods approach, combining both qualitative and quantitative techniques. Surveys will be distributed to gather quantitative data, capturing the preferences and priorities of potential students and their families[7]. Additionally, interviews with university administrators, faculty members, and students will provide qualitative depth to the analysis, offering a richer understanding of the dynamics influencing consumer-based equity. The findings of this research are anticipated to offer practical and actionable insights to university administrators, policymakers, and educators. By identifying the key determinants of consumer perceptions, institutions can tailor their strategies to meet the evolving demands of the education market[8]. This research also aims to shed light on the implications of consumer-based equity on enrollment patterns, alumni engagement, and overall institutional success[9].

In an era where digital platforms and social media play a pivotal role in shaping public opinion, this study also explores the influence of online presence and reputation management on the consumer-based equity of Deemed to be Universities[10]. Additionally, the impact of regulatory frameworks, including accreditation and compliance, is considered to understand their role in building and maintaining trust[11][12]. Through this comprehensive exploration, we aspire to contribute to the enhancement of higher education quality in India by assisting Deemed to be Universities in strengthening their consumer-based equity, fostering sustainable growth, and adapting to the dynamic expectations of their stakeholders[13].

2. Literature Review

Weber (1990) acknowledged content analysis as a systematic and reproducible method for literature evaluation, which involves condensing texts using specific coding principles. Holsti (1969) states that content analysis is a method for deducing conclusions via the objective and systematic categorization of material. According to Kolbe and Burnett (1991) and Kassirjian and Robertson (1991), there are five main criteria that scholars utilize in content analysis. Objectiveness, quantification, systematization, dependability, and sampling are the five main requirements. We limited our search to five popular online databases—Science Direct, Emerald Fulltext, Sage, Springer Link, and Taylor & Francis—in order to ensure that only publications pertaining to private universities and educational branding were included for this literature analysis. Academic journals published in these databases are the only sources used in this literature review; however, there may be many more sources, such as reports and publications from practitioners, conference papers, textbooks, dissertations (both master's and doctoral), and unpublished working papers. Since journals are a source of fresh results for both academics and practitioners in their respective disciplines (Ngai, 2005). Hence, one of the reasons might be the choice to have journals as the main source of literature. In order to find papers for the communication population, we first searched the aforementioned five databases

for articles that used the keywords "social exchange relationship" and "employee creativity" between the years 2000 and 2016.

In 2015, Chris Chapleo Finding out what makes a non-profit organization's branding efforts successful—and what obstacles stand in the way—was the driving force behind this research. The research method was qualitative and included in-depth interviews. Leadership and clear vision were two of the most essential aspects that the researchers discovered to be vital to branding. Intriguingly, most respondents seemed to think that a lack of marketing funds wasn't a huge problem. A unique conceptual framework for non-profit organization branding might be very useful, in my opinion, due to the difficulties inherent in execution.

Vithala R. Rao, SapnaPopli, and AshitaAggarwal Sharma (2013) Using a framework based on familiarity, perception, preference, and choice, this research intends to evaluate the brand equity of a few Indian business schools. This study demonstrates how business schools can enhance their positioning and brand image through the use of consumer-based equity measures.

As a result, imitation schools can apply these measurements to their own business schools and launch targeted branding campaigns to attract more students and establish themselves as quality education brands.

When calculating brand equity, the CBBE methodology takes into account familiarity, perception of quality, brand evaluation, and preference, all of which are levels in the decision-making hierarchy in business schools. Because of the weight that brands carry in the decision to attend business school, according to the results. As a result, potential students rely on "word of mouth" to learn about the business school's reputation. Consequently, PR and social media play an increasingly important role.

Praying Hands Ah, Yukti! Sharma Ahuja (2011) writes. The purpose of this study was to obtain information about the development of an ethical institutional brand in India's higher education institutions (HEIs). The study's overarching goal was to determine whether or not HEIs' ethical practices constitute a potent branding tool that can help them gain a competitive advantage. The sample did not include any cities in tiers 2 and 3, and it was limited to the Delhi NCR area. Academic procedures may be used to construct an ethically strong institution, according to the research's output. The study also discovered that undergraduate and graduate students' perceptions of several variables relating to ethical practices and brand creation varied.

Pilar Musa Theophilus Paul Trapp Girard, Tulay In 2011, Thomas E. Boyt Building a framework for the brand ecosystem to inform university branding efforts is the study's overarching goal. Core value creation in the framework addresses the university's branding initiatives, academic services, and the student experience, while supporting activities address the development of the student learning experience via collaboration between students and professors. Because, as he discovered, both kinds of activities contribute to a positive university brand and, by extension, to students' educational experiences. Applying a conceptual framework to new domains is challenging, in my opinion.

With Chris Chapleo (2010). Using the research question "what defines successful university brands?" as a jumping off point, this study set out to identify the marketing variables linked to branding efforts and determine which universities in the United Kingdom had particularly

strong brands. Due to a lack of understanding of the specific goals of university branding and an absence of empirical research on the topic, it has been difficult to gauge the efficacy of university brands. Although there are certain shared favorable success criteria, researchers discovered that even among successful brands there exist obstacles including low worldwide resonance and a lack of internal brand involvement.

Soutar, Geoffrey A woman named Margaret McNeil Education service quality in Australia was the target of the investigation. When researchers used the SERVQUAL scale and other performance indicators to get a feel for service quality, they discovered a disconnect between what customers expected and what they actually received.

What's more, the scale was more of a measure of activity than a genuine indicator of student performance in terms of education.

3. Branding of Higher Education

Many see the brand's function at universities as crucial. An institution's brand is one of the first impressions that potential students get of it. A university's name implies a certain quality of care and the results that students might expect from their time there[14][15]. When it comes to education, the service goes beyond just having a few physical characteristics; it encompasses a myriad of advantages tailored to meet the demands of the consumer[16]. Brand equity is directly proportional to consumer happiness. In addition, a prospective student's perceptions of the brand's image and reputation impact the brand equity they perceive. Building brand loyalty among college students is all about image and reputation. One example of loyalty in the setting of universities is a student's choice to continue their study after earning a bachelor's degree[17].

4. Methodology

The positivist and objectivist philosophical currents provide the theoretical framework for quantitative research, which is based on the testing of hypotheses via observational examination. This approach is based on the premise that reality is best understood by amassing data through first-hand experience, and it is thus based on the evaluation of validity, truth, and rationality. It is based on accurately analyzing observational data collected via structured research questionnaires. Secondary and primary sources of information were also used in this study[18]. Data collected with the express purpose of answering research questions is known as primary data. Students selected from three main universities in Delhi were the subjects of this research, which used study and in-depth interviews to collect primary data. All undergraduates enrolled in Delhi's public and private institutions make up the study's population. A five-point Likert scale was used to assess all poll parameters. For analytical purposes, the three institutions that were chosen have been assigned the codes A, B, and C to ensure that the information remains private.

H1: Delhi students' university choice is positively impacted by university brand image.

H2: Institutional reputation and university image are positively correlated in Delhi.

Table 1: proportion of students enrolled in designated Delhi universities.

| Name of University | Number of Students Selected | Percentage (%) |
|--------------------|-----------------------------|----------------|
| University A | 90 | 16.33 |
| University B | 190 | 34.54 |
| University C | 270 | 49.09 |
| Total | 550 | 99.96 |

Table 2: University preference choice by the students

| University | University A | University B | University C |
|----------------------------------|--------------|--------------|--------------|
| Students Preferences (frequency) | 87 | 109 | 246 |
| Percentage | 28.82 | 58.95 | 68 |

Table 3: Reliability and Convergent Validity

| Factor | t-value | Cronbach's Alpha | Composite Reliability |
|-----------------------------|---------|------------------|-----------------------|
| University Brand Preference | 59.03 | 0.785 | 0.79 |
| University Reputation | 82.487 | 0.862 | 0.88 |
| University Identity | 72.411 | 0.754 | 0.90 |

We used three things to assess university identity. The items had significant cross loadings into several builds, according to an analysis of the underlying loadings. In order to ensure that all of the kept items' loadings were significant, the responsible items were erased one after the other and the estimate model was re-used after each erase. A composite reliability of 0.90 was achieved by the last held items, which had a Cronbach's alpha of 0.754. Three factors were used to measure the university's reputation. The items had significant cross loadings into several builds, according to an evaluation of the underlying loadings. The most recent items achieved a composite reliability of 0.88 and a Cronbach's alpha of 0.862. In order to evaluate brand preference, three factors were considered. The items had significant cross loadings into several builds, according to an evaluation of the underlying loadings.

5. Conclusion

This work provides valuable insights for Deemed to be Universities seeking to enhance their consumer-based equity. By focusing on building a strong brand, delivering high-quality services, and fostering meaningful engagement with stakeholders, these institutions can strengthen their competitive position and ensure long-term sustainability in the dynamic higher education landscape of India. This analysis highlighted the importance of effective communication and engagement strategies in building and maintaining consumer-based equity. Deemed to be Universities that actively engage with stakeholders, solicit feedback, and address concerns in a timely manner foster stronger relationships and trust, thereby enhancing their overall equity.

Conflicts of Interest

The authors declare that they have no competing interests.

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