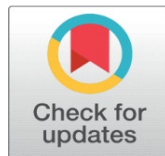
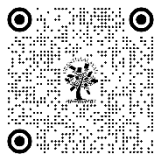


# ASSESSING THE IMPACT OF SERVICE BENEFITS AND EDUCATIONAL TRANSFORMATION ON CONSUMER-BASED BRAND EQUITY (CBBE) IN HIGHER EDUCATION INSTITUTES: A MULTI-DIMENSIONAL ANALYSIS ACROSS AGE GROUPS

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## ABSTRACT

India's higher education system, one of the largest worldwide, has grown significantly, now comprising over 1,000 universities and 42,000 colleges. This study explores how service benefit dimensions—employability, personal development, passion pursuit, and sociability/networking—shape Consumer-Based Brand Equity (CBBE) in Indian Higher Education Institutes (HEIs). Data collected from 190 students at two universities in Gujarat reveals that employability has the strongest influence on CBBE, highlighting the importance of career-focused services. Opportunities for passion exploration, social connections, and personal growth further enhance institutional branding, positioning HEIs competitively in a crowded education landscape

**Keywords:** Brand Equity, Consumer Based Brand Equity, Higher Education, Service Benefits, Educational Transformation

## 1. INTRODUCTION

### AN OVERVIEW OF INDIAN HIGHER EDUCATION

India boasts one of the largest higher education systems globally, ranking second in terms of its extensive network. In the Indian context, "higher education" refers to tertiary education pursued after completing 12 years of schooling, comprising 10 years of primary education and 2 years of secondary education. The higher education ecosystem in India consists of over 1,000 universities and more than 42,000 colleges, all under the jurisdiction of the Ministry of Education. Since independence, India's higher education sector has seen remarkable growth in the number of universities and colleges. The number of universities has increased 34-fold, from just 20 in 1950 to 988 by 2021. This includes 54 Central Universities, 429 State Universities, 380 Private Universities, and 125 Deemed-to-be Universities. In India, the term

"University" encompasses institutions established under Central, Provincial, or State Acts, as well as those recognized by the University Grants Commission (UGC) under the UGC Act of 1956. Every year, millions of students from India and abroad enter these institutions for undergraduate and postgraduate studies, while millions graduate and embark on their professional journeys.

The responsibility for higher education in India is shared between the Central and State governments. The UGC, along with other statutory regulatory bodies, is responsible for coordinating and determining standards across universities and colleges. The Central Government allocates grants to the UGC and establishes Central Universities and Institutions of National Importance. It also has the authority to grant "Deemed-to-be University" status based on UGC recommendations.

With the combined efforts of both public and private sectors, Indian higher education has witnessed impressive growth. Indian institutes employ advanced learning methodologies that enhance students' ability to visualize, think creatively, and develop critical thinking, communication, and oral skills throughout their education. The Indian government continues to prioritize the improvement of higher education, encouraging institutions to invest heavily in experiential learning. By facilitating visits to industrial sites and other real-world environments, students are given opportunities to expand their learning beyond the classroom. Upon completing their degrees, graduates emerge as independent, skilled, passionate, and responsible individuals, ready to take on professional roles and contribute meaningfully to society.

## **2. SERVICE BENEFITS IN HIGHER EDUCATION INSTITUTES (HEIS)**

In higher education, students gain valuable service benefits across various dimensions that shape both their academic journey and future success. One of the key advantages is employability, as institutions provide students with essential skills, knowledge, and practical experiences to boost their job opportunities. Through internships, industry partnerships, and career counselling, students are prepared to meet the workforce's demands and secure competitive positions upon graduation. Another significant benefit is personal development, where higher education nurtures students beyond academic learning. It promotes the growth of vital life skills such as critical thinking, problem-solving, leadership, and adaptability, enabling students to thrive in both professional and personal contexts.

Furthermore, higher education offers students the opportunity to pursue their passions. Through specialized academic programs, extracurricular activities, and creative outlets, students can explore and develop their interests, aligning their education with their personal ambitions. This not only increases their engagement with their studies but also leads to a more satisfying and tailored learning experience. Lastly, sociability and networking are essential benefits, as universities create diverse social environments where students can form connections with peers, faculty, and professionals. These relationships often extend beyond the university experience, offering valuable personal and professional networks that support career growth, collaboration, and community involvement.

In summary, these service benefits—employability, personal development, passion pursuit, and networking—come together to provide students with a well-rounded educational experience that prepares them for success in both their professional careers and personal lives.

## **3. SERVICE BENEFITS AND BRAND EQUITY**

The service benefits provided by higher education institutions—employability, personal development, passion pursuit, and sociability/networking—are integral to shaping the overall brand equity of HEIs. Each of these dimensions contributes uniquely to how students perceive the value of their educational experience, ultimately influencing how the institution is viewed as a brand. Employability, for instance, significantly enhances brand equity by aligning the institution with successful career outcomes. When students receive strong career preparation, practical skills, and job placement support, past placement records they come to associate the institution with high value and success in the marketplace. This not only fosters trust but also generates positive word-of-mouth, which reinforces the institution's brand reputation.

Personal development, on the other hand, takes a more holistic approach by positioning the institution as a place that not only delivers academic knowledge but also equips students with essential life skills. Institutions that emphasize leadership, adaptability, and problem-solving are perceived as contributing to a student's overall growth, enhancing both the emotional and functional aspects of brand equity. Similarly, the pursuit of personal passions allows students to tailor their educational experiences to align with their own interests and ambitions, which leads to greater satisfaction and deeper engagement. Institutions that offer diverse academic programs and extracurricular activities are seen as

flexible and responsive to students' needs, thereby strengthening the institution's brand image as a place of opportunity and fulfilment.

Additionally, sociability and networking offer a relational and long-term dimension to brand equity. The social connections and professional networks formed during higher education often result in lasting alumni relationships, which are vital for brand advocacy. The sense of community, collaboration, and support that students experience from peers and faculty further enhance the institution's reputation and fosters brand loyalty. When these service benefits are effectively delivered, they collectively elevate the overall Consumer-Based Brand Equity (CBBE) of higher education institutes. This leads to higher perceived value, stronger emotional connections, and greater brand loyalty, not only boosting the institution's current brand image but also securing its competitive position in attracting future students.

#### 4. EDUCATIONAL TRANSFORMATION AND BRAND EQUITY

Educational transformation plays a crucial role in shaping the identity of higher education institutions by profoundly influencing students' experiences and perceptions. These transformations encompass a variety of developmental areas throughout a student's academic journey, each contributing to the institution's brand equity. One key area is emotional stability, which universities cultivate through supportive environments, mental health resources, and a balanced curriculum. By helping students manage stress and build emotional resilience, institutions not only improve students' well-being but also leave a lasting positive impression of their commitment to individual growth. This fosters a stronger emotional bond between students and the institution, leading to increased loyalty and advocacy over time.

Additionally, the cultivation of self-confidence and self-awareness is essential for both personal and professional development. Institutions that emphasize these qualities through leadership opportunities, extracurricular activities, and personalized learning experiences are seen as nurturing and empowering environments. This focus on personal development allows students to graduate with not only academic knowledge but also a deep understanding of their strengths, weaknesses, and potential—traits highly valued in the job market. Consequently, the institution's reputation as a place that produces well-rounded, confident graduates strengthens its brand image, highlighting its commitment to holistic growth.

Problem-solving skills are another critical factor in shaping an institution's brand. These abilities are vital for success in both academic and real-world situations. Universities that promote critical thinking, creativity, and practical application through innovative teaching methods and collaborative learning environments project an image of academic excellence. They are perceived as institutions that challenge students intellectually and prepare them to navigate complex professional environments with confidence. This reflects the institution's dedication to producing competent and adaptable graduates, which in turn enhances the perceived quality and academic rigor of the institution's brand.

Furthermore, equipping students with the necessary skills for their future careers is crucial in shaping the institution's perceived value. When universities align their curricula with industry demands and focus on career readiness through internships, mentorship programs, and skills development workshops, they establish themselves as institutions that prioritize employability. This alignment with career outcomes enhances brand equity by creating a direct link between attending the institution and achieving professional success. Graduates who feel well-prepared for the workforce become effective brand ambassadors, generating positive word-of-mouth and elevating the institution's position in the market.

These various dimensions of educational transformation collectively strengthen the Consumer-Based Brand Equity (CBBE) of higher education institutions. By excelling in fostering emotional stability, self-awareness, problem-solving abilities, and career readiness, universities enhance their overall reputation, making themselves more appealing to prospective students, employers, and other stakeholders. The institution becomes associated not only with academic excellence but also with personal and professional empowerment, solidifying its competitive advantage in an increasingly crowded educational landscape.

#### 5. REVIEW OF LITERATURE

Ihsan Yağci, Cüneyt Seydioğlu, Tayfun Kara, and Ramazan Sanlav (2023) conducted a study to examine whether the self-confidence levels and decision-making skills of students at Kocaeli University's Faculty of Sport Sciences and Faculty of Education varied based on demographic factors. The study, involving 316 voluntary participants from a population of 2,626 students during the 2020-2021 academic year, used the "Self-Confidence Scale" by Akin (2007) and the "Decision-Making Skills" scale for data collection. Non-parametric tests were applied after determining that the data did not follow

a normal distribution. The findings revealed that students from both faculties exhibited significantly high self-confidence and decision-making skills ( $p < 0.05$ ), with decision-making skills having a direct, positive effect on self-confidence.

Slyusarenko, Talanova, Debych, Levkulych, and Shchegliuk (2022) emphasize the importance of personal development as a key criterion for improving higher education quality, individual self-realization, and social development. Their study highlights the inconsistency between current strategies for higher education development and the actual needs for personal growth. They argue that the competency paradigm addresses personal development only partially and propose that it should either be enhanced or replaced by a more suitable evaluation tool to ensure better alignment with personal development goals.

Ansari and Khan (2020) conducted an empirical study examining the role of social media and mobile devices in enhancing academic interactions and resource sharing in higher education institutions. Surveying 360 university students in eastern India, the study explored students' perceptions of social media's impact on collaborative learning, peer and teacher interactions, and academic performance. Using a structural equation model, the findings revealed that social media use for collaborative learning significantly enhanced interactions with peers and teachers, as well as online knowledge sharing. These factors positively influenced student engagement, which in turn improved academic performance. The study emphasizes that social media fosters creativity, dynamism, and research orientation among students, positioning it as a key knowledge domain.

Tanya Lubicz-Nawrocka and Catherine Bovill (2020) explore how curriculum co-creation transforms students, using Johansson and Felten's (2014) framework, which includes four key factors: disruption of previous working methods, reflection on experiences, new actions, and integrating new perspectives. Based on analysis from five Scottish universities, their study highlights how curriculum co-creation fosters student transformation through four main themes: building positive relationships and community, enhancing engagement and enjoyment, taking risks and overcoming challenges, and improving academic achievement and retention. They conclude that the challenges of co-creation may actually foster conditions ideal for student transformation.

Omidullah Akbari and Javed Sahibzada (2020) conducted a study to measure students' self-confidence and its impact on their learning process at Kandahar University. This descriptive study used a quantitative questionnaire, collecting data from 1,375 male and female students through stratified sampling. The findings showed that while some students had low self-confidence, most were highly self-confident. Moreover, self-confidence positively influenced various aspects of learning, such as student participation, goal-setting, interest in lessons, reducing anxiety, and feeling comfortable with instructors and classmates. It also encouraged students to share their opinions during class discussions.

Bharathi Suresh and Sruthi Suresh (2017) investigate the impact of individual hobbies on self-efficacy and resilience among grade 9 school students. The study assesses common hobbies through provided options and allows students to specify other hobbies. It also explores the relationship between self-efficacy and resilience in relation to these hobbies. Using purposive sampling, 30 students from Coimbatore schools, both male and female, will participate. The General Self-Efficacy Scale (GSE) and Child and Youth Resilience Measure (CYRM-12) will be used, with data analysed via descriptive statistics, correlation, and ANOVA using SPSS 21.

Subramanian K.R (2017) addresses the critical issue of employability in India, despite significant growth in higher education institutions. Many graduates face challenges in securing employment, and this study aims to identify the factors contributing to this dilemma. Through desk research and analysis of existing data, it will explore key areas affecting employability and highlight the skill gaps, particularly in soft skills and personality development. The paper will also offer recommendations to enhance students' readiness for the job market, addressing the needs of corporate recruiters in the 21st century.

Lyn Tett, Vivienne E. Cree, and Hazel Christie (2017) argue that transition is not a single event that happens when students first enter university but rather an ongoing process that continues over time. Their research, based on qualitative data from a longitudinal study of "non-traditional" students who entered a research-focused university in Scotland directly from further education colleges, involved 45 participants. These students shared their views on college and university learning throughout their university years, and a smaller group of 15 was followed up 10 years after graduation. The study identified four key transitions: feeling a loss of belonging when first entering university, learning to fit in by the end of the first year, changing learning approaches and sense of belonging in the final years, and evolving personal identities after graduation. Positive relationships with peers and staff played a crucial role in helping students navigate these transitions, which continued to affect their personal and professional lives.



Kahl and Sundram (2015) highlight the importance of adaptability and continuous learning for students' success both during university and beyond. They emphasize Personal Development Planning (PDP) as a key tool for fostering responsibility in students to assess, track, and develop their academic and soft skills. At Taylor's University, students can leverage PDP resources such as workshops, a walk-in resource center, and one-on-one consultations. This paper focuses on how aware students are of PDP's significance and their willingness to learn more about it to become proactive, independent learners.

## 6. RESEARCH OBJECTIVES

- To examine the impact of individual Service benefit dimensions on the overall service benefits of Higher Education Institutes.
- To determine the relative importance of Service benefit dimensions in contributing to the Consumer-Based Brand Equity (CBBE) of Higher Education Institutes.
- To assess the overall impact of Service benefit dimensions on the Consumer-Based Brand Equity (CBBE) of Higher Education Institutes.
- To explore how different age groups perceive the impact of Service benefits on the Consumer-Based Brand Equity (CBBE) of Higher Education Institutes.
- To determine the key aspect of educational transformation that most effectively enhances Consumer-Based Brand Equity (CBBE), helping Higher Education Institutes focus their efforts on strengthening CBBE.

## 7. RESEARCH METHODOLOGY

To ensure alignment between the research design and objectives, a sample of students from two universities in Gujarat—Veer Narmad South Gujarat University and Saurashtra University—were selected. These institutions were chosen due to their diverse academic offerings, strong regional presence, and commitment to fostering both professional and personal transformation among students through various initiatives. Their reputation and influence on student outcomes make them ideal for examining the role of educational transformation and service benefits received in building Consumer-Based Brand Equity.

A structured questionnaire was developed for data collection, featuring sections on demographic details, service benefit dimensions in Higher Education Institutes (HEIs), and items related to educational transformation. The questionnaire link was distributed to around 220 students, and 190 students responded. The final analysis was based on these 190 responses, with the majority of participants hailing from Surat, Rajkot, and Vadodara. Various statistical techniques were employed to interpret the results.

Responses were gathered using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), as adapted from Osman M. Karatepe and Aykut Berber. The scale was designed to assess students' perceptions of service benefit dimensions in HEIs, including employability, personal development, pursuing passions, and sociability and networking. A pilot test was conducted with 50 students before finalizing the questionnaire, leading to minor revisions that enhanced response accuracy. Cronbach's Alpha was used to test the internal consistency of the scales, with satisfactory scores ranging from 0.894 to 0.948.

For data analysis, IBM SPSS Statistics (Trial Subscription Package) was utilized. The analysis included descriptive statistics, mean averages, factor loading, correlation, regression, and standard deviations.

## 8. DATA ANALYSIS AND INTERPRETATION

**Table 1: Demographic Profile of the Students:**

Category	Sub-category	Frequency	Percentage
Age	17 to 20 years	126	66.31%
	21 to 23 years	53	27.89%
	Above 23 years	11	5.78%
Gender	Male	86	45.26%
	Female	104	54.73%

Category	Sub-category	Frequency	Percentage
Employed	Yes	18	9.47%
	No	172	90.52%
Pursuing	Graduation	134	70.52%
	Post-Graduation	56	29.47%
University Name	Veer Narmad South Gujarat University	89	46.84%
	Saurashtra University	101	53.15%

The data indicates that the majority of respondents (66.31%) are aged between 17 to 20 years, followed by 27.89% in the 21 to 23 years range, with a small percentage (5.78%) being above 23 years. Females make up a slightly higher proportion (54.73%) compared to males (45.26%). A significant majority of respondents (90.52%) are not employed, while 9.47% report being employed. Most respondents are pursuing graduation (70.52%), with 29.47% enrolled in post-graduation programs. Regarding university affiliation, 53.15% of respondents are from Saurashtra University, and 46.84% from Veer Narmad South Gujarat University.

**Table 2: Reliability Statistics**

Constructs	Cronbach's Alpha Value	No. of Items
Educational Transformation	.937	8
Service Benefits (Likely to receive / Received at Personal Level)		
Employability	.906	6
Personal Development	.948	9
Pursue my Passion	.905	4
Sociability and Networking	.894	6

The Cronbach's Alpha values for the constructs demonstrate a high level of internal consistency, confirming reliable measurement scales for each construct. Educational Transformation exhibits excellent reliability, with a Cronbach's Alpha of 0.937 across 8 items, reflecting strong alignment among the items. Similarly, the Service Benefits dimensions show high reliability: Employability (0.906), Personal Development (0.948), Pursuing Passion (0.905), and Sociability and Networking (0.894). These values indicate that respondents' perceptions are consistently measured for each dimension, supporting the validity of further analysis regarding the service benefits students receive or anticipate from higher education institutions.

## IMPACT OF INDIVIDUAL BRAND HERITAGE DIMENSIONS ON OVERALL BRAND HERITAGE: CORRELATION ANALYSIS

**Table 3: Independent and Dependent Variables of the study**

IV	DV
Employability	Service benefits
Personal Development	Service benefits
Pursue my passion	Service benefits
Sociability and Networking	Service benefits

Note: IV – Independent Variable, DV – Dependent Variable

**Correlation between Service benefits and Employability**

		Employability	Service Benefits
Service Benefits	Pearson Correlation	1	.876**
	Sig. (2-tailed)		.000
	N	190	190
Employability	Pearson Correlation	.876**	1
	Sig. (2-tailed)	.000	
	N	190	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlation between Service benefits and Personal development**

		Service Benefits	Personal Development
Service Benefits	Pearson Correlation	1	.909**
	Sig. (2-tailed)		.000
	N	190	190
Personal Development	Pearson Correlation	.909**	1
	Sig. (2-tailed)	.000	
	N	190	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlation between Service benefits and Pursue my Passion**

		Service Benefits	Pursue my Passion
Service Benefits	Pearson Correlation	1	.914**
	Sig. (2-tailed)		.000
	N	190	190
Pursue my Passion	Pearson Correlation	.914**	1
	Sig. (2-tailed)	.000	
	N	190	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlation between Service Benefits and Sociability and Networking**

		Service Benefits	Sociability and networking
Service Benefits	Pearson Correlation	1	.889**
	Sig. (2-tailed)		.000
	N	190	190
Sociability and Networking	Pearson Correlation	.889**	1
	Sig. (2-tailed)	.000	
	N	190	190

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis between Employability, Personal Development, Pursuing Passion, Sociability and Networking, and overall Service Benefits reveals strong positive relationships, all significant at the 0.01 level. Employability shows a robust correlation with Service Benefits (0.876). Personal Development exhibits an even stronger correlation at 0.909, while Pursuing Passion shows the highest correlation (0.914), indicating the strongest link. Sociability and Networking also demonstrate a high correlation of 0.889. These results suggest that each dimension plays a significant role in shaping students' perceptions of the overall service benefits they receive from higher education institutions, with pursuing passions having the most substantial influence.

**Relative importance of Service benefit dimensions**

Service Benefit Dimensions	N	Mean Score
Employability	190	4.11
Personal Development	190	3.14
Pursue my Passion	190	3.98
Sociability and Networking	190	3.72
Valid N (listwise)	190	

The mean scores for the Service Benefit dimensions reflect varying levels of importance as perceived by students. Employability holds the highest mean (4.11), indicating that students view it as the most essential benefit of their higher education experience. Pursuing Passion is also highly regarded, with a mean of 3.98. Sociability and Networking, with a mean of 3.72, is considered moderately important. Personal Development has the lowest mean (3.14), suggesting that students see it as the least significant benefit. These findings highlight Employability and Pursuing Passion as the most valued benefits, while Personal Development is perceived as relatively less influential.

## OVERALL IMPACT OF SERVICE BENEFIT DIMENSION

### MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics						Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	F	
1	.986 <sup>a</sup>	.972	.971	.11972	.972	2127.112	3	186	.000		1.831

a. Predictors: (Constant), Sociability and networking, Employability, Personal Development, Pursue my passion

b. Dependent Variable: Service benefits

#### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	91.457	3	30.486	2127.112	.000 <sup>b</sup>
Residual	2.666	186	.014		
Total	94.122	189			

a. Dependent Variable: Service Benefits

b. Predictors: (Constant), Sociability and networking, Employability, Personal Development, Pursue my passion

#### Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.036	.048		-.749	.455		
Employability	.310	.019	.409	16.452	.000	.400	2.501
Personal Development	.361	.018	.321	20.077	.000	.368	2.721
Pursue my Passion	.281	.017	.383	18.379	.000	.378	2.643
Sociability and networking	.337	.018	.359	18.247	.000	.393	2.544

The model summary indicates a strong relationship between the predictors (Employability, Personal Development, Pursuing Passion, and Sociability and Networking) and the dependent variable, Service Benefits, with an R value of 0.986. The R Square value of 0.972 suggests that 97.2% of the variance in Service Benefits can be explained by these predictors, indicating a highly effective model. The adjusted R Square of 0.971 supports the model's reliability, and the standard error of 0.11972 indicates precision in the estimates. The Durbin-Watson statistic of 1.831 suggests no significant autocorrelation in the residuals.

In the ANOVA table, the regression model is statistically significant, as indicated by the F-value of 2127.112 ( $p < 0.001$ ), confirming that the model is effective in explaining the variability in Service Benefits.

From the coefficients table, all predictors significantly contribute to the model ( $p < 0.001$ ). Employability has the highest standardized Beta coefficient (0.409), indicating it has the strongest influence on Service Benefits. This is followed by Pursue my Passion (0.383) and Sociability and Networking (0.359). Although Personal Development has a significant positive effect (Beta = 0.321), it is the least influential of the predictors. The collinearity statistics (Tolerance  $> 0.1$  and VIF  $< 10$ ) indicate that multicollinearity is not a concern.

#### To explore how different age groups perceive service benefits and its impact on CBBE

		Service Benefits	Age
Service Benefits	Pearson Correlation	1	.083 (17-20 yrs)
	Sig. (2-tailed)		.253 (21-23 yrs)
	N	190	.035 (Above 23)
Age	Pearson Correlation	.083 (17-20 yrs)	1
	Sig. (2-tailed)	.253 (21-23 yrs)	
		.035 (Above 23 yrs)	



The correlation analysis shows a weak and non-significant relationship between age and the perception of service benefits across different age groups. For those aged 17-20, the Pearson correlation is 0.083 ( $p = 0.253$ ), indicating no significant association between age and service benefit perception. Likewise, the correlation for respondents aged 21-23 is even lower at 0.035, which is also not statistically significant.

These findings suggest that age has little to no impact on how service benefits are perceived, with students across various age groups viewing service benefits similarly. As a result, age does not appear to play a significant role in influencing how service benefits contribute to Consumer-Based Brand Equity (CBBE).

#### To determine the key aspect of educational transformation that most effectively enhances (CBBE)

##### KMO and Bartlett's Test

Kaiser-Meyer-Olkin	Measure of Sampling Adequacy.	.940
	Approx. Chi-Square	1127.185
Bartlett's Test of Sphericity	df	28
	Sig.	.000

##### Communalities

Transformative Quality	Initial	Extraction
Enabling students to be emotionally stable	1.000	.572
Increase In Self-Confidence of Students	1.000	.763
Development In Students' Critical Thinking	1.000	.779
Increase In Self-Awareness of Students	1.000	.734
Development Of Problem-Solving Skills with Respect to Their Field of Study	1.000	.715
Enabling Students to Transcend Their Prejudices	1.000	.676
Acquiring Adequate Knowledge and Skills to Perform Future Job	1.000	.720
Increase In Knowledge, Abilities and Skills of Students	1.000	.612

Extraction Method: Principal Component Analysis.

##### Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.570	69.621	69.621	5.570	69.621	69.621
2	.577	7.216	76.837			
3	.452	5.654	82.491			
4	.363	4.535	87.026			
5	.300	3.751	90.777			
6	.273	3.407	94.183			
7	.263	3.286	97.470			
8	.202	2.530	100.000			

Extraction Method: Principal Component Analysis.

##### Component Matrix

Transformative Quality	Component
	1
Enabling students to be emotionally Stable	.756
Increase In Self-Confidence of Students	.873

Development In Students' Critical Thinking	.882
Increase In Self-Awareness of Students	.857
Development Of Problem-Solving Skills with Respect to Their Field of Study	.846
Enabling Students to Transcend Their Prejudices	.822
Acquiring Adequate Knowledge and Skills to Perform Future Job	.848
Increase In Knowledge, Abilities and Skills of Students	.782

**Extraction Method: Principal Component Analysis.**

**a. 1 components extracted.**

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.940, indicating excellent suitability for factor analysis. Bartlett's Test of Sphericity is significant ( $\chi^2 = 1127.185$ ,  $p < 0.001$ ), confirming that the variables are sufficiently correlated to perform PCA.

Post-extraction communalities reveal that all variables contribute meaningfully, with values ranging from 0.572 to 0.779. The first component explains 69.621% of the total variance, capturing the majority of the variability in the data. In the component matrix, "Development in Students' Critical Thinking" has the highest loading (0.882), identifying it as the most influential factor in the transformative quality component. Other prominent factors include "Increase in Self-Confidence of Students" (0.873) and "Increase in Self-Awareness of Students" (0.857).

## 9. DISCUSSION AND CONCLUSION

To improve Consumer-Based Brand Equity (CBBE), higher education institutes need to focus on key factors that shape students' views of the benefits they receive. Employability stands out as the most important factor, highlighting the need for universities to strengthen career development services. This includes improving job placement programs, offering industry-relevant internships, and providing skills training that aligns with job market demands. By enhancing employability, universities can boost their reputation as institutions that prepare students for successful careers, which in turn strengthens their brand. Additionally, creating opportunities for students to pursue their passions is crucial. Universities can offer flexible course options, a wide range of extracurricular activities, and personalized mentorship, allowing students to explore their interests. This approach improves student engagement and satisfaction, helping institutions to build a brand that supports both professional and personal growth.

Social and networking opportunities are also vital in enhancing the student experience. Universities should create platforms for students to connect with peers, alumni, and professionals through events, collaborative projects, and alumni associations. These networks help students develop valuable relationships and also strengthen the university's sense of community and loyalty. While personal development may have a slightly lower impact, it still plays a meaningful role in shaping service benefits. Universities can improve personal development programs by offering workshops on emotional intelligence, critical thinking, and leadership, helping students grow both academically and personally. Additionally, universities should highlight critical thinking as a core feature in their marketing strategies, using it to attract new students. By focusing on these areas, institutions can not only improve their service offerings but also build a stronger brand that stands out in the competitive education market.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

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