the MBA-enrolled student’s point of view may be essential for successful brand management.

The usefulness of the presented research resides in the proposed framework, as this can help both to identify areas where more research and promotional support is needed in assisting the academic decision-making process and to uncover possible sets of intangible attributes in which the business school can differentiate itself. The advantage of the scale is that by being student-based, it enables the pursuit of further feedback from the students if the business school’s brand equity is seen to deteriorate. Moreover, this feedback should be relatively easy to collect given the small number of items that compose the instrument and which have the capacity to assess individual dimensions of brand equity.

Derived from the analysis, the proposed model includes five factors and 18 items. A future direction of the presented study would be to employ structural equation modelling (SEM) to analyze the complex relationships among the items. Furthermore, it may be useful to evaluate the relationship between the tuition fee and the equity associated with the respective business school’s brand. Additionally, future research could focus on extending the proposed instrument to assess the brand equity of a business school from the perspective of other stakeholders.

Finally, we should remember that it is the great confidence that students place in the brand of a business school that nurtures the very definition of the respective business school’s brand equity. It is this confidence that predicts the students’ loyalty and willingness to pay a premium tuition fee. As such, business schools find themselves in a position in which they need to examine the ways that they could develop to enhance the loyalty towards their brands. As previously mentioned, measuring and enhancing brand equity should become a priority for any business school which attaches importance to its image, and subsequently, its reputation and performance.

References


