

Contents

	<i><u>Página</u></i>
ACKNOWLEDGMENTS	15
PRESENTATION	17
PROLOGUE	19
CHAPTER 0	
Introduction	23
0.1. <i>State of the issue</i>	24
0.2. <i>Research objective</i>	28
0.3. <i>Research structure</i>	33
CHAPTER 1	
1. Brand capital	35
1.1. <i>Brand capital, concept and features</i>	35
1.2. <i>Brand capital and brand equity models</i>	43
1.2.1. Farquhar's proposal (1989)	43
1.2.2. Aaker's proposal (1992)	44
1.2.3. Keller's proposal (1993)	46
1.2.4. The proposal of Faircloth, Capella and Alford (2001)	48
1.2.5. The proposal of Yoo and Donthu (2001)	50
1.2.6. The proposal of Delgado and Munuera (2002)	51
1.2.7. The proposal of Buil, Martínez and De Chernatony (2010)	52
1.2.8. Comparison of the main models	54

	<i>Página</i>
1.3. <i>Elements of brand capital</i>	56
1.3.1. Brand awareness	57
1.3.2. Brand image	63
1.3.3. Perceived quality	72
1.3.4. Brand loyalty	77
Summary	84
 CHAPTER 2	
BRAND CAPITAL AND HIGHER EDUCATION	87
2. Brand capital and higher education	87
2.1. <i>Higher education</i>	87
2.1.1. Higher education worldwide	88
2.1.2. Higher education in Spain	98
2.2. <i>Brand capital applied to higher education</i>	104
2.3. <i>The agents involved in higher education</i>	120
2.3.1. Lecturers	121
2.3.2. Service staff	129
2.3.3. University students	134
2.4. <i>The nature of the university</i>	142
2.4.1. Public universities	142
2.4.2. Private universities	146
2.5. <i>Proposal of a brand capital model adapted to higher education</i>	150
2.5.1. Proposed theoretical model	150
2.5.2. Research hypothesis	153
Summary	163
 CHAPTER 3	
METHODOLOGY	165
3. Methodology	165

3.1.	<i>Justification and importance of the study</i>	165
3.2.	<i>Type of study</i>	167
3.3.	<i>Population and sample</i>	168
3.3.1.	<i>Description of the analysis unit</i>	169
3.3.2.	<i>Description of the sample</i>	178
3.4.	<i>Sampling procedure and information collection</i>	182
3.4.1.	<i>Qualitative study</i>	182
3.4.2.	<i>Quantitative study</i>	183
3.5.	<i>Measurement of concepts</i>	185
3.5.1.	<i>Construction of the questionnaire</i>	185
3.5.2.	<i>Measurement scales of the quantitative study</i> ...	187
3.5.3.	<i>Classification questions</i>	194
3.6.	<i>Research technical data sheet</i>	195
3.7.	<i>Data analysis procedure</i>	196
Summary	200

CHAPTER 4

RESULTS	203
4. Results	203
4.1.	<i>Analysis of qualitative information</i>	204
4.2.	<i>Analysis of quantitative information</i>	206
4.2.1.	<i>Pilot test</i>	206
4.2.2.	<i>Survey</i>	208
4.3.	<i>Hypothesis testing</i>	211
4.3.1.	<i>Testing the global model proposed</i>	211
4.3.2.	<i>Testing the model proposed based on the role of the university agent involved</i>	212
4.3.3.	<i>Analysis of moderation based on the role of the university agent involved</i>	215

	<u>Página</u>
4.3.4. Testing the model proposed based on the nature of the university	219
4.3.5. Analysis of moderation based on the nature of the university	220
Summary	223
CHAPTER 5	
CONCLUSIONS	225
5. Conclusions	225
5.1. <i>Theoretical and practical conclusions</i>	225
5.1.1. Theoretical conclusions	226
5.1.2. Practical conclusions	233
5.2. <i>Business implications and recommendations</i>	238
5.3. <i>Research limitations</i>	241
5.4. <i>Future research</i>	243
REFERENCES	245
ANNEXES	
QUALITATIVE AND QUANTITATIVE STUDIES	277
Annexes	277
A.1. <i>Guide to personal interviews</i>	277
A.2. <i>Pilot test template</i>	278
A.3. <i>Final questionnaire</i>	286

LIST OF FIGURES

Figure 0.1.	Research graphic structure	33
Figure 1.1.	Farquhar's brand capital model (1989)	44
Figure 1.2.	Aaker's brand capital model (1992)	46
Figure 1.3.	Keller's brand knowledge model (1993)	47
Figure 1.4.	Keller, Apéria and Georgson's CBBE model (2008)	48
Figure 1.5.	Faircloth, Capella and Alford's brand equity model (2001)	49
Figure 1.6.	Yoo and Donthu's brand capital model (2001)	51
Figure 1.7.	Delgado and Munuera's brand equity model (2002)	52
Figure 1.8.	Buil, Martínez and De Chernatony's brand equity model (2010)	53
Figure 1.9.	Structure of brand awareness	63
Figure 1.10.	Structure of brand image	71
Figure 1.11.	Structure of perceived quality	77
Figure 1.12.	Structure of brand loyalty	84
Figure 2.1.	Quality indicators in public higher education	92
Figure 2.2.	Mourad, Ennew and Kortam's university brand equity model (2011)	106
Figure 2.3.	Cervera, Schlesinger, Mesta and Sánchez's university image model (2012)	110
Figure 2.4.	Conceptual map of a lecturer's functions	122
Figure 2.5.	Theoretical model proposed for the present research	161
Figure 3.1.	Logo of the University of Valencia	170
Figure 3.2.	Logo of the Polytechnic University of Valencia	171
Figure 3.3.	Logo of ESIC Business & Marketing School	172
Figure 3.4.	Logo of EDEM School of Entrepreneurs	173
Figure 3.5.	Logo of Florida School of Higher Education	174
Figure 3.6.	Logo of the Catholic University of Valencia	175
Figure 3.7.	Logo of the European University of Valencia	177
Figure 3.8.	Logo of CEU Cardinal Herrera University	178
Figure 3.9.	Theoretical model proposed with the measurement scales	188

LIST OF TABLES

Table 0.1.	Key definitions in the investigation	31
Table 1.1.	Most relevant contributions on brand capital	40
Table 1.2.	Main elements of brand capital	56
Table 2.1.	Worldwide universities ranking 2018	95
Table 2.2.	Most relevant contributions on higher education in the world	96
Table 2.3.	Spanish universities ranking 2018	102
Table 2.4.	Most relevant contributions on higher education in Spain	102
Table 2.5.	Most relevant contributions on brand capital in higher education	113
Table 2.6.	Types of skills to be developed by a lecturer	121
Table 2.7.	Teaching styles of lecturers	123
Table 2.8.	Most relevant contributions about lecturers	126
Table 2.9.	Most relevant contributions on administration and service staff	132
Table 2.10.	Type of student, problems and actions of the teacher	136
Table 2.11.	Student learning styles	138
Table 2.12.	Most relevant contributions about university students	140
Table 2.13.	Most relevant contributions on the role of public universities	145
Table 2.14.	Most relevant contributions on private universities	149
Table 2.15.	Main elements of brand capital in higher education	152
Table 2.16.	Suggested hypotheses for the present research	161
Table 3.1.	Description of the sample	179
Table 3.2.	Technical data of the study	180
Table 3.3.	Questionnaire structure	186
Table 3.4.	Measurement of brand awareness applied to higher education	188
Table 3.5.	Measurement of brand image applied to higher education	189

Table 3.6.	Measurement of perceived quality applied to higher education	190
Table 3.7.	Measurement of brand loyalty applied to higher education	192
Table 3.8.	Measurement of brand capital applied to higher education	194
Table 3.9.	Sample profile questions	194
Table 3.10.	Research data sheet	195
Table 3.11.	Indices of validity and goodness of fit of CFA and CSM	200
Table 4.1.	Schematic analysis of the empirical study	203
Table 4.2.	Profile of the members of the personal interview	205
Table 4.3.	Profile of the members of the pilot test	207
Table 4.4.	Reliability and convergent validity	209
Table 4.5.	Estimation of the global model proposed	211
Table 4.6.	Estimation of the model proposed based on the lecturers	212
Table 4.7.	Estimation of the model proposed based on the service staff	213
Table 4.8.	Estimation of the model proposed based on the students	214
Table 4.9.	Relationship testing based on the role of the agent involved	215
Table 4.10.	Moderating analysis based on the role of the agent involved	217
Table 4.11.	Estimation of the model proposed based on public universities	219
Table 4.12.	Estimation of the model proposed based on private universities	220
Table 4.13.	Relationship testing based on the nature of the university	221
Table 4.14.	Moderating analysis based on the nature of the university	222