



**Effect of Advertisement on brand equity:
The Case of Private Universities Advertising
Practice in Ethiopia**

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
DEPARTMENT OF MARKETING MANAGEMENT**

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**June, 2019
Addis Ababa, Ethiopia**

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Practice in Ethiopia**

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Advisor: Mesfin Workineh (Phd)

**A Research Project Submitted to School of Commerce in Partial
Fulfillment of the Requirements for the Degree of Masters of Arts in
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DEPARTMENT OF MARKETING MANAGEMENT**

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Addis Ababa, Ethiopia**

**ADDIS ABABA UNIVERSITY
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**Effects of Advertisement on brand equity:
The Case of Private University Advertising Practice in Ethiopia**

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Statement of Certification

This is to certify that Abrar Shifa Mohammed has carried out his research work on the topic entitled Effect of Advertisement on Brand Equity: The case of Private University Advertising Practice in Ethiopia is his original work and is suitable for submission for the award of Masters Degree in Marketing Management.

Advisor: Mesfin Workineh (PhD)

June, 2019

Statement of Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented or submitted partially or in full by any other person for a degree in any other university, and that all sources of materials used for the purpose of this thesis have been duly acknowledged.

Name **Abrar Shifa Mohammed**

Date **June 2019**

Signature

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List of Abbreviations and Acronyms

MU: Media Used

SF: Source Factors

MC: Message Content

BE: Brand Equity

Abstract

Advertising is very costly but unavoidable taking in to account its importance in building the company brand equity. The study examines the effect of advertising on brand equity of private universities emphasizing communicational factors, media used, source factors & message content.

Quantitative research design was used to describe the characteristics of student attitude towards communicational factors. Cross-sectional survey was conducted by distributing structured questionnaire based on Likert type scale to elicit information from the sampled respondents that were 382 students, where the sample size is selected based on stratified sampling techniques .The questionnaires were distributed randomly i.e. to those students study business & business related program at door step of each university proportionately. The total response rate was 91% which was acceptable to make the necessary statistical test. The data collected was analyzed using both descriptive & inferential statics. Data analysis is conducted using software programs such as SPSS.

The findings of the research shows that media used and source factors has statistically significant positive effect on brand equity while message content don't have statically significant effect on brand equity.

Key Words: Advertising & Brand Equity

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem and derived research questions, justify the importance of the specific research in terms of objectives, significance, scope and limitations along with the structure of the paper.

1.1 Background of the Study

It is difficult to link a specific time zone or a specific place as a birth place to Advertising. However, it is worth to say that Advertising practice of some kinds traced back to many century ago. Traces of advertising can be found even in ancient times and various ads were used in ancient Egypt, Babylon, and Greece.

To present advertising message to target customers in current competitive world, Advertiser has various media option. The major ones include but not limited are Television, Newspapers, Radio and Outdoor billboards. Through using those media, companies can reach out many people with in short period of time. Reaching is not enough according to Belch and Belch (2003), advertising and other promotional efforts are designed to achieve specific communication objectives such as brand knowledge and interest, favorable attitude and image, and purchase intention which are series of steps that consumers usually are assumed to pass through in response to communication programs of a company.

The overall goal of adverts is to sell or at least, to make the public aware of their product and all the elements they are made up of are designed to contribute to the achievement of this goal. In other words, as Duran (1982) argues: "advertising is a phenomenon through which someone tries to communicate something to a group of people and whose aim is to persuade them to act in a certain way".

Advertising's main aims are usually to make known the availability of a product, an idea or a science on offer to the target audience (Akanbi et al, 2011), and influence their awareness, attitude and buying behavior (Ayanwale et al, 2005). The targets of an organization's advertising efforts often vary, as do advertising's role and function in the marketing program. One advertiser may seek to generate immediate response or action from the customer; another may want to develop awareness or a positive image for its product or service over a longer period (Peter & Olson, 2010).

The research made by esabel et al (2010) on the effect of advertising on brand equity concludes that by using an original, creative and different advertising strategy, companies can develop higher brand awareness and positive perceptions of their brands. Taking the same stands keller (2002) states that several marketing communications including advertising have positive effects on brand equity.

In this situation, Advertising plays important role on the customer side through providing valuable information about the product/service and allows customers to choose what is best for them. Advertising is a major source of information for consumers. Without advertising, it is unlikely that consumers would "learn" about new products and their attributes.

Business organizations as well as not-for-profit organizations, such as colleges, hospitals, museums, NGOs, and even churches exists to accomplish something. All participate in Advertising practice to promote their causes to various target publics.

Higher education advertise to create the awareness of their prospective customers (the students) and their parents of the academic courses they offer in the schools, to persuade and remind them of the advantages they would get in the advertising institutions than in other institutions offering same or similar programmers (Boone and Kurtz, 2001).

Higher education provides an interesting and important context for research, since higher education institutions across the world have become increasingly "marketing oriented" and students increasingly become "consumers" (Mazzarol and Soutar, 2008). However, majority of the research papers ignores the service sectors and alarmingly focused on assessing the impact of advertising on brand equity of industry processed physical goods. Furthermore according to

(Mazzarol & Soutar, 1999) there has been an absence of education as a specific marketing area from services research.

Research papers by Sawant (2012), Tariq, Humayon, Bhutta and Danish (2014), Tendon (2011) assessed the Impact of advertising on the brand equity of various physical goods. Michael (2012) and different researchers like Strout R (2008), Jafar et al. (2011), Lalitha Balakrishnan and C. Shalini Kumar focused on the Impact of Media and celebrity endorsement of durable goods respectively on brand equity. Despite an increased interest in the subject matters, it is surprising that so little empirical research has actually been conducted on the service sector, especially on higher education.

Higher Institution represents a context in which brand image potentially plays a major role in reducing the risk associated with such service largely because the assessment of quality takes place after consumption (Chen 2008). Hence, having a strong brand is important as a risk reliever that simplifies the decision-making process (Erdem and Swait 1998). However, as Hemsley-Brown & Oplatka (2006) states that the existing literature on higher education marketing is incoherent, even inchoate, and lacks theoretical models that reflect upon the particular context of educational sectors and the nature of their services.

In Ethiopia context many researcher papers reviewed targets financial sectors, Ethio-telecom and Ethiopian Airlines as a research subject area to assessed the effect of advertising on brand equity and difficult to locate a single papers that deals with the effect of advertising on higher education brand equity emphasizing the three communicational factors, Message content, type of media used, and source factors that were used in this research study as an independent factors towards brand equity.

According to Higher Education Relevance and Quality Agency reports there are four privately owned accredited Universities namely: Admass University, St. Mary University, Rift Valley University and Unity University.

1.2 Statement of the Problem

Advertisements for services should provide symbols, or tangible cues, as concrete signals of the service's abstract attributes (Iacobucci, 2002). Thus communicating and convincing customers to buy service products is by far more challenging than selling manufacturing products. In a situation when a service companies tries to sale homogeneous products it becomes even difficult to convince customers. Here branding strategies will make a difference to differentiate its offering.

It is important for marketers to understand that consumer's buying pattern is greatly influenced by what they see and learn. It is in this situation that marketers have to make their impact on the mind of the customers with appealing advertisements that are relevant, interesting, & authentic. According to Hill (1995) the primary customers of the education sector are students and Private Universities offer a comparatively homogeneous, consumer-oriented programs and services with little meaningful differentiation. As a result, severe competition is visible in the industry and thus there is an urgent search for effective branding management strategies which might increase differentiation and consequent competitive advantages (Lee, 2015).

It is clear that for a company to succeed need to have branding management strategies and also various researchers such as (Dodson et al. 1978, Machleit; Wilson 1988, Lattin and Bucklin 1989 Aaker, 1991,; Simonsen et al. 1994; Chandon 1995 Keller, 2005,; Isabel et al.) argued that advertising is useful in building brand equity. Furthermore, privately owned private universities in Ethiopia promote their cause to the public and involves in stiff competition to maximize their market share and to build their company name with a very limited financial resources.

Studies conducted on the subject matter especially in higher education have been very few in the context of Ethiopia. According to Mulu (2012) among the 92 articles published in Ethiopian Journal of Education over the year between 2000 and 2009 periods, only 15 were related to higher education topics but they were other than Advertisement in private Higher Education. Likewise 2 out of 21 articles published in Journal of Education Development over a period of three years (2006-2008) focus on higher education themes and none of them had relation to subject matter under study.

Given the need to allocate a large amount of resources for advertising and availability of limited financial resources in privately owned universities as well as the importance of advertising in building the company brand equity make it an interesting topic for research to study the effect of ads on brand equity. However, a very little consideration has been given for the topic in the context of Ethiopia service industry.

1.3 Research Questions

This research deals, in describing the effect of advertising on brand equity. The basic research questions are:

1.3.1 Main Research Questions

- What is the effect of advertising practice on private university brand equity?

1.3.2 Sub- research Questions

- Does private university Media Usage in their advertising campaign influence brand equity?
- Does private university usage of source factor in their advertising campaign influence brand equity?
- Does private university usage message content in their advertising campaign influence brand equity?

1.4 Objectives of the study

General Objective

- The general objective of the study was to investigate the relationship between advertising and brand equity.

Specific objectives

The specific objectives of the study are mentioned below

- To examine the impact of the company media usage on brand equity.
- To examine the impact of the company source factor on brand equity.
- To examine the impact of the company message appeal on brand equity.

1.5 Significance of the Study

Understanding the relationship between advertising and its effect on brand equity of privately owned Universities can help higher educational faculties to evaluate their advertising strategies and to identify a gap, if any, and benefit from the main finding of this study.

Marketers benefits from this study to gain insight into consumers' values by better understanding on the attributes they find important in products. Armed with this information, other researchers can work backwards to uncover the values that drive consumer decisions.

The Ethiopian private universities account for approximately 25 percent of the country's undergraduate enrollments (Kassahun, 2015). Taken in to account there is relatively little research that focuses on the service sector; particularly in the education sector and the choice of which higher education to join is highly critical decision to make both to the student and for the society as a whole, this research is expected to pave the way for further researches.

1.6 Scope of the Study

There are two approaches to evaluate advertising effectiveness, the communication effects and the sales effects. The later one focus on whether post advertising sales exceed pre advertising sales to determine advertising effectiveness. This study was conducted to assess effect of advertising on brand equity of higher educational institution focusing on the communicational variable states as message, source, and media according to Burnett (2002), and Belch and Belch (2003).

In terms of communication effects advertising is effective where it achieves the intended communication objectives of creating awareness, holding interest, arousing desire, and convincing customers or inducing action or behavioral change of audience as a result.

In terms of selection of area of study this study was focused on advertising practice of four privately owned university currently operated in Ethiopia, Admas University, St. Mary University, Rift Valley University and Unity University according to Higher Education Relevance and Quality Agency. Out of the broad level of educations, departments and field of study those universities have, only the business school located in the city Addis Ababa was assessed. .

1.7 Limitation of the Study

Limitation of this study arise from the obvious reasons of many researches that it is not practical to include every member of the population of interest (all students currently enrolled in those four accredited universities) due to the three limiting factors: Time, Money, and Resources.

The subject matter under study, advertising effectiveness, is another source of limitation to generalize the study finding in another area. According to The Elaboration Likelihood Model (ELM), devised by Richard Petty and John Cacioppo to explain the process by which persuasive communications (such as ads) lead to persuasion by influencing attitudes, states that a person's level of involvement during message processing is a critical factor in determining which route to persuasion is likely to be effective. When involvement is high, consumers base their attitudes or choices on the message arguments. When involvement is low, they rely more heavily on other message elements (e.g., spokespersons or background music) to form attitudes or make product choices.

This study also limited to study the effect of advertising on brand equity focusing on communication factors let aside other promotional tools contribution on building brand equity.

1.8 Definition of Terms

Advertising- any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor (Keller, 2013).

Brand Equity: David Aaker defined brand equity as “a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm's customers” (Aaker, 1991, p.15).

Brand Awareness: Brand awareness is defined as “the strength of the brand's presence in the consumer's mind” (Aaker, 1996, p.10). The above definition will be used in the research in terms of the level of brand recall and recognition stated by students.

Brand Associations: Is defined as “anything linked in memory to the brand” (Aaker, 1991, p.109).

Brand loyalty- a preference by consumer for a particular brand that results in continuous purchase of it. (Belch& belch, 2003). Student brand loyalty will be used in the study in terms of whether students' willingness to further continues their education to highest level with their current choice.

1.9 Organization of the Study

The study of this research is organized in five chapters.

Chapter one includes background of the study, background of the company, statement of the problem, basic research questions, objectives of the study, definition of terms, significance of the study, scope and delimitations of the study, limitation of the study and organization of the paper.

Chapter two covers review of relevant related literature review. In this second chapter, various advertising and marketing literature that suggests a variety of different models relevant to the research area were assessed. The conceptual and theoretical framework and model used for the research were also being discussed under this chapter.

Chapter three encompasses research design and methodology. This chapter clarifies research design, data type and source, sampling technique, sampling size, procedure of data collection, methods of data collection, validity and reliability of the research and lastly discussed on ethical consideration of the research.

Chapter four indicates about data analysis and discussion of the study. A major finding from this study are discussed in detail with focus given to the relationship between marketing mix variables (advertising) and brand equity dimensions (brand awareness and loyalty) and brand elements.

Chapter five presents the summary, conclusions and recommendations of the study. The summary of findings was made based on the results discusses under chapter four. Conclusions, recommendations and further area of research will also be pointed out in this section.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter was focused on the review of concepts & issues related to the subject matter under study. It includes theoretical review, empirical review, and conceptual framework with development of hypothesis for the study will be discussed at the end.

2.1 Theoretical Review

2.1.1. Branding as a Concept

In the last decade branding has emerged as a top management priority due to the growing realization that brands are one of the most valuable intangible assets that firms possess (Keller & Lehmann, 2003). Aaker (1991) defined brand equity as a set of brand assets and liabilities linked to a brand, its name and symbol that add to or subtract from the value provided by a product or service to a firm and/or to that firm's customers.

According to (Mackay 2001) even if brand equity has been particular interest in the last two decades there is still no consensus about what brand equity means and how a firm can measure the value of brand equity.

It seems there are no argument about considering brand as a part and valuable asset in the company balance sheet. Since the term "brand equity" emerged in the, 1980s, there has been a growing interest in the subject among marketing academicians and practitioners (Cobb-Walgren et al., 1995).

Brand equity is regarded as a very important concept in business practice because marketers can gain competitive advantage through successful brands (Walfried, Mittal, & Sharma, 1995). Authors and practitioner views brand equity in to two perspectives namely financial based perspectives and consumer based perspectives.

The financial perspective evaluates the asset value of a brand name that creates to the business. (Farquhar et al 1991). Its views on the added value brand equity bring to the firm. Simon & Sullivan (1993, p. 29) defined brand equity as “ the incremental cash flows which accrue to branded products over and above the cash flows which would result from the sale of unbranded products.” The authors argue that there are a difference in cash proceeds from sale of branded products and unbranded products due to the occurrence of brand equity. Similarly (Motameni and Shahrkhi (1998) argue that brand equity consists of differential attributes a brand which gives increased value to the firm’s balance sheet. (Ailawadi, Lehmann and Neslin (2003) take similar stands and define brand equity as the difference between the revenue of a branded product and that of the store brand.

Taking the financial perspective stands (Baldauf et al., 2003) define that due to brand equity a company with a strong brand can request premium price and increase its sales. According to Shimp (2010) the role of brand equity in terms of enhancing the brands value to its various stakeholders.

The customer based brand equity definitions approach the subject from the perspective of the consumer whether it is an individual or an organization (Aaker, 1991). In most literatures when marketing practitioners use the term brand equity, they tend to mean brand strength and what the brand means to the customer that is customer based brand equity (Marc & Mark 2009). According to Cobb-Walgren (1995), if a brand has no meaning or value to the consumer, it is ultimately meaningless to investors, manufacturers, or retailers. Similarly if the brand has no meaning to the customer, according to (Keller, 1993) none of the other definitions is meaningful. Taking in to consideration the important of customer to every organization this study will take the customer perspectives to define brand equity.

Srinivasan (1997) define brand equity as the price premium that customers are willing to pay for the brand. The author argues that customers are willing to pay premium price due to the superior position the brand holds in the customer mind set. Faircloth (2001) and Erdem and Swait (1998) customer based brand equity is the value represented by the product position in the customer mind.

According to (Keller, 2013, p.69) “The power of a brand lies in what customers have learned, felt, seen, and heard about the brand as a result of their experiences over time. In other words, the power of a brand lies in what resides in the minds and hearts of customers”. Davis & Douglass (1995) taking the company and competitor product in to consideration define brand equity as the differentiation that a brand has from the competition or the worth derived by a brand from consumers.

2.1.2 Customer Based Brand Equity

Customer-based brand equity is measured from the perspective of the customer and is based on consumer knowledge, familiarity, and associations with respect to the brand (Washburn and Plank, 2002). What brand equity marketers recognize resides in what Position Company and/or the products hold in the customer mind share.

(Aaker 1991) and (Keller 1993) both views brand equity from a customer perspective and emphasize that customer based brand equity provides value to the firm and to the customer. According to (Aaker 1991) conceptualized brand equity dimensions as brand awareness, brand association, perceived quality, brand loyalty and other proprietary brand assets such as patents. Trademarks and channel relationships.

Keller (1993) on the other hand referred to brand equity as the differential effect of brand knowledge on the consumer response to the marketing of the brand. He also defined brand knowledge in terms of two core components: brand awareness and brand image. He argues that customer-based brand equity occurs when the consumer is familiar with the brand and holds some favorable, strong and unique brand associations in their memory.

Although Aaker (1991) and Keller (1993) conceptualized brand equity differently, both defined brand equity from a customer perspective and define the sources of Consumer Based Brand Equity as Brand Awareness, Brand Associations, Perceived Quality and Brand loyalty.

Brand Awareness

Brand awareness is defined as “the ability of a buyer to recognize that a brand is a member of a certain product category” (Aaker, 1991 p.61). Later he further defined brand awareness as “the strength of the brand’s presence in the consumer’s mind” (Aaker, 1996, p.10). He emphasizes the

strength of brand presence that it is critical factor to recognize the brand at the time of decision. Aaker (1991) had mentioned several levels of Brand Awareness, ranging from brand recognition, brand recall and top of mind in an increasing strength. Similarly Rossiter and Percy (1987) had defined Brand Awareness as the consumer's ability to identify or recognize the brand under different conditions.

Keller (1993) had stated that, Brand awareness consists of brand recognition and brand recall performance. Keller (1993) argued that among these two, brand recognition may be more important than brand recall to the extent that product decisions are made in the store. However, according to (Lebhar, 1988) even if recognition is very important when a buyer chooses a brand at the point of purchase, unaided recall is a substantially more difficult task than recognition, and is associated with a stronger brand position.

(Keller, 2013) also further define brand awareness as "Customers' ability to recall and recognize the brand under different conditions and to link the brand name, logo, symbol, and so forth to certain associations in memory"

Brand Association

In Keller's (1993) definition of Consumer Based Brand Equity, the second dimension of Brand Knowledge is Brand Image. According to him, Brand Image is the perception about a brand as reflected by the Brand Associations held in the consumer's memory. Brand association is defined by Aaker (1991) as "anything 'linked' in memory to a brand" and it represent the basis for purchase decision and for brand loyalty. According to (Kotler and Keller 2006) Brand associations consist of all brand-related thoughts, feelings, perceptions, images, experiences, beliefs, attitudes and is anything linked in memory to a brand.

According to Keller (1993) favorability, strength and uniqueness of Brand Association are cardinal dimensions in Consumer Based Brand Equity. He argued that a Brand Association has a high level of strength, and that the link to a brand (from the association) will be stronger when it is based on many experiences or exposures to communication, and when a network of other links supports it. Further, Aaker (1991) also suggested that Brand Association could provide value to the consumers by providing a reason for consumers to buy the brand and by creating positive attitudes/feelings among consumers.

The favorability of Brand Association is reflected in the creation of favorable brand associations that the consumers believe the brand to have, viz., attributes and benefits that will satisfy their needs and wants such that a positive overall brand attitude is formed. The strength of Brand Association depends on how the information enters consumer's memory (encoding) and how it is maintained as part of the brand image (storage). The uniqueness of Brand Associations is the reflection of sustainable competitive advantage or unique selling proposition, which gives consumers a compelling reason for buying that particular brand (Rise and Trout, 1979; Aaker, 1982; Wind, 1982).

According to Motameni and Shahrokhi (1998), Brand Association depends on value perception, organizational association and differentiation. The value perception depends on brand value which can be measured by asking customers whether the brand provides good value for money, or whether there are reasons to buy this brand over competition (Aaker, 1996). Chen (2001) categorized brand associations in to - product associations and organizational associations.

Keller (1998) noted that brand association can affect Consumers' purchasing decisions based on the recall of brand information and classified different types of Brand Associations, namely, attributes, benefits and attitudes. (Keller, 1993) . According to (Aaker, 1991; 1996) while a brand may derive associations from a range of sources, brand personality and organizational associations are the two most important types of associations, which influence Brand Equity.

Perceived Quality

Boulding and other researchers (1993) argued that quality is directly influenced by perceptions. Consumers use the quality attributes to 'infer' quality of an unfamiliar product. Perceived quality, which is the third element of brand equity, is described as the consumer's judgment about a product's overall excellence, esteem or superiority of brand relative to alternative brands (Aaker, 1991; Zeithaml, 1998).

Zeithaml (1988) and Steenkamp (1997) classify the concept of perceived quality in two groups of factors that are intrinsic attributes and extrinsic attributes. The intrinsic attributes are related to the physical aspects of a product (e.g. color, flavor, form and appearance); on the other hand, extrinsic attributes are related to the product, but not in the physical part of this one (e.g. brand name, stamp of quality, price, store, packaging and production information (Bernue's et al.2003).

Perceived quality is the customer's judgment about a product's overall excellence or superiority that is different from objective quality (Zeithaml 1988, pp. 3 and 4). Objective quality refers to the technical, measurable and verifiable nature of products/services, processes and quality controls.

Perceived Quality is considered to be a core/primary facet of Consumer Based Brand Equity framework (Farquhar, 1989; Keller, 1993) as it has been associated with the willingness to pay a price premium, brand purchase intent, and brand choice. It is also a component of brand value which leads consumers to select a particular brand rather than another competing brand (Yoo et al. 2000). Further Aaker (1991) considered perceived quality believed to result in higher brand loyalty, larger customer base and more efficient marketing programs (Aaker 1991, Telliset 2009).

Brand Loyalty

Brand loyalty is one of the most important elements in marketing, which is “a measure of the attachment that a customer has to a brand” (Aaker, 1991). He explained loyalty as a core dimension of Brand Equity and defined Brand Loyalty as the attachment that a customer has to a brand. In his subsequent book he states that the presence or lack of brand loyalty will often determine the value of the brand (Aaker, 1996).

According to Kapferer (2011), price premium which customer willing to pay for the brand in comparison with another brand (or set of comparison brands) offering similar benefits is the basic indicator of brand loyalty. Contrary to this (Keller, 1998) measured brand loyalty in a behavioral sense through the number of repeat purchases. Holding behavioral dimension as same as Keller, 1998 & Oliver (1997; 1999) defined Brand Loyalty as a deeply held commitment to buy or re-patronize a preferred product or service consistently in the future, despite situational influences and marketing efforts having potential to cause switching behavior. Similarly Belch & Belch (2003) defined brand loyalty as a preference by consumer for a particular brand that results in continuous purchase of it.

In attitudinal perspective on Brand Loyalty Rossiter and Percy (1987) argued that Brand Loyalty is often characterized by a favorable attitude towards a brand and repeated purchase of the same brand over time. Chaudhari and Holbrook (2001) argued that attitudinal brand loyalty includes a

degree of dispositional commitment in terms of some unique value associated with the brand. Yoo and Donthu (2001) defined Brand Loyalty from the attitudinal perspective as the tendency to be loyal to a focal brand, which is demonstrated by the intention to buy the brand as a primary choice.

According to Aaker (1996) owning brand loyalty brings value to the company in the form of marketing costs reduction, balance of trade leverage, and attraction of new customers and acquisition of time for responding to competitive threats. Three types of advantages identified by (Chaudhari, 1999), includes the requirements of lesser advertising, acquisition of the greatest level of repeat purchases, and the generation of consumer's acceptance to pay premium for the service or product. Further, Brand loyalty can also be a source of predictable and secure demand for a firm in addition to being barrier for potential entrants (Kotler& Keller, 2012).

2.1.3 Promotional Activities & Brand Equity

The marketing mix comprises all controllable marketing actions that influence consumer brand knowledge that is consumer's psychological perceptions and result in positive or negative impact on brand equity (Yoo and Donthu, 2001). In 2002, Keller said that "a high level of brand awareness and strong, favorable, and unique brand associations can be created in variety of different ways by making programs".

The idea that marketing communication contribute to brand building was first presented in 1960s, when Joyce (1967) postulated the theory that advertising changes attitudes towards brands through the principle of AIDA (Awareness, Interest, Desire, Action) model. Nowadays marketing communication is believed to contribute to building high customer- based brand equity (Vakratsas and Ambler 1999, Yoo, Donthu, and Lee 2000).

These researchers explained this by saying that the overall value of brand equity is adopted as a proxy of market performance. In an overall view, brand equity is defined in terms of the marketing effects uniquely attributable to the brand. That is Brand equity relates to the fact that the different outcomes result from the marketing of a product or service because of its brand element, as compared to outcomes if that same product or service did not have that brand identification (Tuominen, 1999)

Promotional activities are brand building tools which are the means of marketing communication by which companies aim to inform, persuade and remind customers directly or indirectly about its product and brands. In way, they dialog and build relationships with customers (Kotler, 2006).

2.1.4 Advertising & Brand Equity

According to Aaker (1991) and Keller (1993) creating brand awareness is the first steps towards brand equity building. (Aaker, 1991) further argue that Advertising is an efficient way to achieve brand awareness as the message can be tailored to what is desired by the company to be communicated. Similarly Morden (1991) states that advertising is used to establish a basic awareness of the product or service in the mind of the potential customer and to build up knowledge about it. According to Wright, et al., (1982) the advertiser provides information to person who is seeking it and influence people to action or belief by an overt appeal to reason or emotions.

Aaker (1991) stated that when consumers see an advertising repetitively they will consider the company is spending money to support the brand which translates to the feeling that the brand is good. The author argue that inorder to advertise to build brand equity customers needs to be exposed to the advertising repetitively. The positive relationships between advertising spend perceived by the customer and perceived quality; brand awareness and brand association have been empirically supported by Yoo et al (2000), Villarejo (2002) and Bravo et al. (2007).

Advertising as part of the marketing communication mix contributes to building brand equity by enhancing brand awareness, brand associations, positive judgments, and feelings (Keller, 2013). Further according to (de Chernatony, 2006) advertising is a powerful way of communicating a brand's functional and emotional values. Authors agree that advertising is the essential tools to create brand awareness and to take customers all the way to behavioral change. Advertising's main aims are usually to make known the availability of a product, an idea or a science on offer to the target audience (Akanbi et al, 2011), and influence their awareness, attitude and buying behavior (Ayanwale et al, 2005).

Successful communication is accomplished when the marketer selects an appropriate source, develop an effective message or appeal, and then select the channel or media that will best reach the target audiences (Belch and Belch, 2003). The communication factors or variables, according

to Burnett (2002), and Belch and Belch (2003), are the message, the source, and the channel. Good advertising messages are especially important in today's costly and cluttered advertising environment (Kotler and Armstrong, 2012). No matter how big the budget, advertising can succeed only if advertisements gain attention and communicate well.

According to (Kotler and Armstrong, 2012) there are three types of appeals: rational, emotional, and moral. An appeal is "something that makes a product particularly attractive or interesting to the consumer" (Wells, Burnett and Moriarty, 2003). Similarly (Gunja, 2012) states that advertisement involves rational and emotional appeals. In rational appeals the product can be emphasized mainly on its benefit which it can solve while on the other hand emotional appeal meet the consumer's psychological, emotional and social requirements.

Marketing and advertising both reflect and shape cultural values and norms, they are one of the strongest forces that shape our world today, and for these reasons the popularity of these two appeals are quit concerning (Fam & Grohs,2007). According to (George, 2005) emotional appeals have been found to be most effective when brand response involvement and advertising message involvement are low, whereas rational appeals are found to be relatively more effective when customers are highly involved with the brand and the advertisement.

Advocates of emotional messages claim that they attract more attention and create more belief in the sponsor and the brand. The idea is that consumers often feel before they think, and persuasion is emotional in nature (Kotler and Armstrong, 2012).

Different authors define the message source in terms of source credibility. The source credibility model is proposed by Hovland, Janis and Kelley (1953), contend that expertise and trustworthiness are the essential factors leading to the perceived credibility of a message. Expertise can be defined as the extent to which the endorser (communicator) is perceived to be knowledgeable, skillful and experienced and the statements it makes turn out to be valid (Hovland and Weiss 1951). According to (Erdogan 1999) the benefit of using expert endorser is that it enhances brand recall and positively affects the buying intentions of consumers.

According to source credibility model trustworthiness defined as the extent to which the endorser is perceived to be believable, honest and dependable. Greater the proportion of these aspects, higher will be the likelihood of the endorser to be selected by the advertisers (Shimp 2007). In

addition source attractiveness is also one factors in addition to the above that determine the efficacy of the message.(Hovland and Wiess, 1951; McGuire, 1969; Ohanian, 1991). Source attractiveness refers to the endorser's physical appearance, personality, likeability, and similarity to the receiver, thus to the perceived social value of the source (Solomon 2002).

According to (Keller and Kotler 2012) Media selection is finding the most cost-effective media to deliver the desired number and type of exposures to the target audience. The effect of exposures on audience awareness depends on the exposures' reach, frequency, and impact:

- **Reach (R)**. The number of different persons or households exposed to a particular media schedule at least once during a specified time period
- **Frequency (F)**. The number of times within the specified time period that an average person or household is exposed to the message
- **Impact (I)**. The qualitative value of an exposure through a given medium

2.1.5 Advertising Model

A number of models can be found in the literature including Lavidge's hierarchy of effects, DAGMAR, AIDA and other variants. Some authors have argued that, for advertising purposes, the hierarchical models have dominated advertising theory, and that, of these models, the AIDA model is one of the most widely applied.

AIDA Model

The advertising and marketing literature suggests a variety of different models to explain how advertising works. These models are not competing theories, but rather explanations of how advertising persuades or influences different types of consumers in different purchase contexts.

AIDA was created by Strong in 1925 and is a behavioral model that has as purpose to make sure that an advertisement raise awareness, stimulate interest, and leads the customer to desire and eventually action (Hackley, 2005).

The AIDA model proposes that advertising messages need to accomplish a number of tasks designed to move the consumer through a series of sequential steps from brand awareness through to action (purchase and consumption).

The model implies that advertising should inject memorable and believable messages that will make costumers triggered to act in a certain way (Brierley, 2002). Hence according to (Butterfield, 1997) the model is seen as a highly persuasive and is said to often unconsciously affect our thinking.

The basic AIDA model is one of the longest serving models but the model is not free from critics. According to (Hackley, 2005) AIDA models assume that customer's always goes through this rational process when buying products but it is true if it is high-involvement purchases. Similarly Ambler (2000) also criticizes AIDA model that advertisements that may be perceived as irrelevant are processed in the same way as those that are considered to have some degree of relevance to the receiver.

The Hierarchy of Effect model

It was developed by Robert Lavidge and Gary Steiner as a paradigm for settling and measuring advertising objective. The model shows the process by which advertising works; it assumes a consumer pass through a series of steps in sequential order from initial awareness of a product to actual purchase. A basic premise of this model is that advertising effect occurs over a period of time. Advertising communication may not lead to immediate behavioral process or purchase; rather, a series of effect must occur, with each step fulfilled before the consumer can move to the next stage in the hierarchy. The hierarchy of effects model has become the foundation for objective setting and measurement of advertising effects.

Hierarchy-of-effects model is created to show the process, or steps, that an advertiser assumes that customers pass through in the actual purchase process (Barry & Howard, 1990). According to (Lavidge & Steiner, 1961) customers needs to complete each step in a linear way on the way towards the next stage. Similarly (Belch & Belch 1998) supports that advertising effects occur over time and advertising communication may not lead to immediate behavioral response or purchase, but rather, consumers must fulfill each step before she or he can move to the next stage in the hierarchy.

A major deficiency of hierarchical models is the absence of post-purchase effects such as satisfaction, consumption, repeat patronage behavior and other post-purchase behavioral intentions such as referrals or participating in the preparation of online product reviews.

Another important criticism of the hierarchical models includes their reliance on the concept of a linear, hierarchical response process. Indeed, some research suggests that consumers process promotional information via dual pathways, namely both cognitive (thinking) and affective (feeling) simultaneously. This insight has led to the development of a class of alternative models, known as integrative models.

2.1.6 Customer Based Brand Equity Model

Starting from the early days when the importance of brand equity was given recognition, several researchers have attempted to conceptualize and measure brand equity. The two most established brand equity models came from cognitive psychology perspective discussed below briefly. According to this perspective the effects of brands is seen as a node in the memory with different types of association, varying in strength, linked to it. It also assumes that consumers see brands as categories that, over time, have come to be associated with a number of specific attributes, based in part on the attributes associated with the different products that represent individual members of the brand category.

Keller's Brand Equity Model

Keller (1993) defined customer based brand equity as “the differential effect that brand knowledge has on consumer response to the marketing of that brand. In Keller's (1993) brand equity model, the consumer's brand knowledge is seen as the key outcome of the marketing program and the key measure of brand equity. Brand knowledge, in turn, can be partitioned into two components: brand awareness and brand image. In addition the model states that brand equity occurs when consumers hold a favorable, unique and strong brand association in memory.

According to Keller (2013), consumer knowledge about a brand can be shaped by the various marketing activities undertaken by a firm but brand equity “...ultimately depends on what resides in the minds and hearts of consumers” and Consumers accumulate knowledge about the brand from various promotional activities undertaken by a firm which in turn shapes their brand perception.

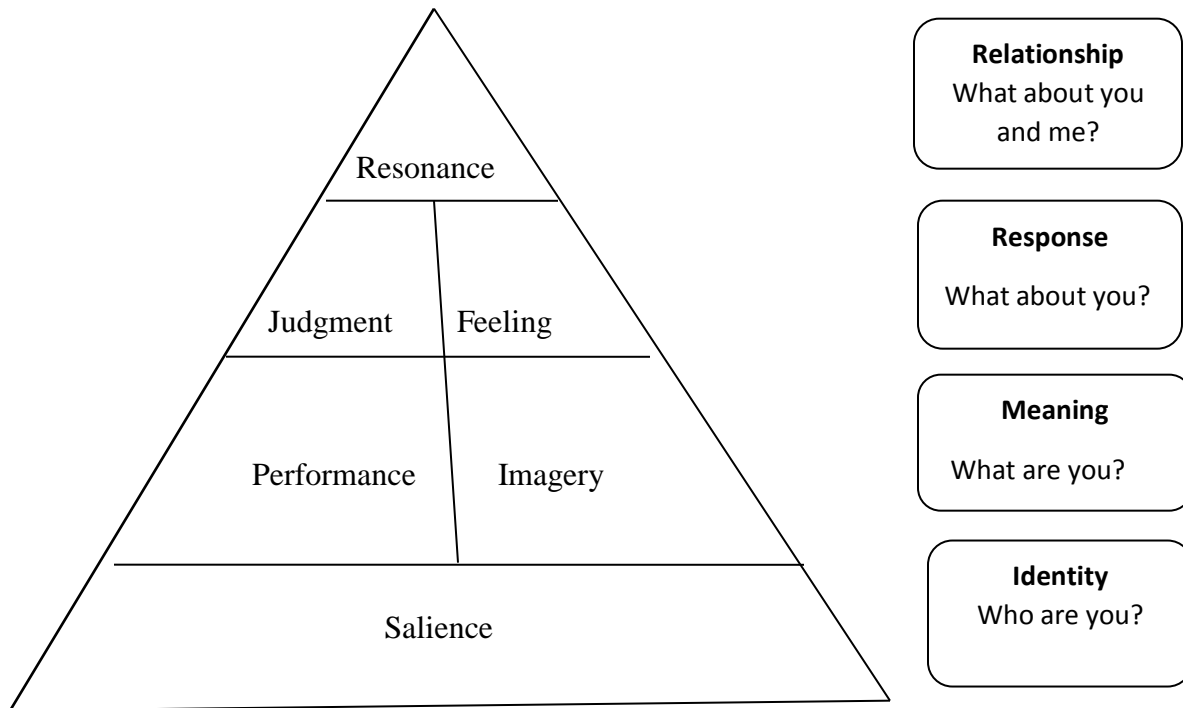


Figure 1:

Keller's Customer-based Brand Equity Pyramid

Customer-based brand equity is said to have been achieved when the consumer has a high level of awareness and familiarity with the brand and holds some strong, favorable, and unique brand associations in memory (Keller, 2008).

Aakers' Brand Equity model

Aaker (1991), defined brand equity as "...a set of assets and liabilities linked to a brand, its name and symbol, that add or subtract from the value provided by a product or service to a firm and/or that firm's customers".

Aaker elaborated on this definition in by focusing on five distinct points. The first one is that brand equity is a set of assets categorized in to brand awareness, brand loyalty, perceived quality and brand association. Any attempt in managing brand equity is thus must involve the continuous investment to create and enhance these assets (Aaker, 1996).

A firm may also undertake a successful brand extension and achieve a competitive advantage over other firms if it is successful in building strong brand equity (Aaker, 1991)

The third point from the definition underlies the assets of and liabilities should be linked to the name and symbol of the brand. According to Aaker (1996), “if the brand’s name or symbols should change, some or all of the assets or liabilities could be affected and even lost, although some might be shifted to the new name or symbol”.

2.2 Empirical Review

In the study by Lian (1990) to explore consumer involvement, product types, and the effect of communication through advertisement with a spokesperson, celebrities created the best effect on advertising recall rates, advertising attitudes, attitude towards spokespersons, and purchase intention. The study takes into accounts celebrities, Madonna, a well known entertainment celebrity promotes Pepsi's.

According to the study Strout R (2008) "Pepsi & Madonna" It illustrates how companies try to tie the success of the artist to their product. The \$5 million campaign featuring the extravagant vocalist had to be scrapped because of its links to Madonna's highly controversial "Like a Prayer" music video."

Arguably the study by Biswas S, Hussain M, O'Donnell concludes that there is a positive impact of celebrity endorsements on attention and exposure of consumers and further acknowledge the risk in endorsing celebrities and suggests that companies to consider the way to leverage the likeable image of the celebrity & transfer it to the products and services.

In another study by Jafar et al. (2011) in the study to assess the relationship between celebrity endorsements and the customer based brand equity of high fashion ready-to-wear products found out that celebrity endorsement have an impact on customer based brand equity. Similarly Sivesan (2013) agrees with the finding that there is positive relationship between celebrity endorsement & customer based brand equity.

Companies' uses of celebrity endorsement to enhance their product image, brand awareness, brand recall, brand retention and brand credibility also supported by Anjum et al. (2012). Further, conclude that celebrity endorsement has positive impact on company as well as brand and customers. Sharma and Kumar (2013) also take the same stand and states that the celebrity endorsement when in sync with the customers' tastes can, therefore, indeed lead to brand loyalty.

In explaining purchase intentions, (Ohanian, 1990) argues that the perceived expertise of celebrity endorser is more important than celebrity attractiveness or trustworthiness.

All the above empirical study suggests that celebrity endorsement has a positive impact on the brand equity building and in my study to assess the effect of advertisement on brand equity of privately Owned University I uses source factors as one of independent variables.

Previous empirical research findings indicate that television advertisements have a significant impact on consumer buying behavior. Jupiter Research In-Market Media Usage Survey, 2007 found that 23% of people made a definite purchase after seeing a television advertisement (Strong, C.A. and Eftychia, S, 2006). In addition (Gayathri and Swetha G, 2012) points out: “Due to audio & visual feature of T.V., it has a strong impact on the audience, this medium has the ability to deliver commercial to mass viewers.” Television advertisement provides information about products and brands.

A research paper to determine the factors influencing beer brand and which media factor significantly influence customer choice taking in to account dwellers of Adama city, Ethiopia found out that Advertisement has influence on the customer choice and Television is the most influential media outlets. (Gossa, 2016)

The suggestion television advertising is the preferred media type is also supported by Adeole et al. (2005) in examined the impact of advertisement on consumers brand preference in different areas. Gezachew (2012) conducted with same topic with reference to electronics product and found that from advertising media perspective television advertising is the most preferred by consumers to have awareness.

In another study by Chandrima (2009) titled “The impact of electronic and print media on consumers brand preference.” Customers prefer television in comparison to other media since they get both the audio and visual effects.

The above mentioned research papers indicates the relation between media factors and brand equity and the effect of which media to use on brand equity of private universities will be assessed in my research study.

Authors (Moore, Reardon, 1987) state that it is incorrect to assume that increasing the number of endorsers will automatically enhance the persuasive impact of an advertising appeal. Study indicates that an increase in persuasion occurred only when the ad mentioned strong and meaningful attributes of the product.

A study done by Ranjbarian, Abdollahi and Khorsandnejad (2011) concluded that Advertising effectiveness can be influenced by whether a brand name is recognized and recalled by the consumers. The higher the levels of brand awareness the more effective the designed advertisement is. Finally, brand image including attributes, benefits, and attitudes stored in consumers' minds driven by brand awareness which is known as brand associations can influence the effectiveness of a company's advertisements positively.

Researchers surely found that advertising is a successful factor to provide brand equity, particularly where the sale promotion is failed. Simon and Sullivan (1993) identified the positive effect of advertising. Advertising is an external signal to show the quality of products (Milgrom and Roberts, 1986)

According to Sawant (2012) study entitled “the impact of advertising on brand awareness and consumer preference” concludes that advertising and brand awareness has a strong correlation. The finding indicates that 86% of the respondent brand awareness as a result of advertising.

In another study in Pakistan by Akhtar, Ahmed, Jafar, Rizwan& Nawaz (2016), the aim of the study is to examine the relationship between the packaging, price, brand awareness and brand loyalty. And also the researcher recommended that Brand awareness is the objective of the advertising. When advertising is more it may cause to brand awareness and brand awareness may lead to brand loyalty.

2.3 Conceptual Framework

Based on the above empirical finding proposed by various researchers the following conceptual framework is developed for this study. The framework shows causal relationship of communication variable as independent variables and brand equity as dependent variable.

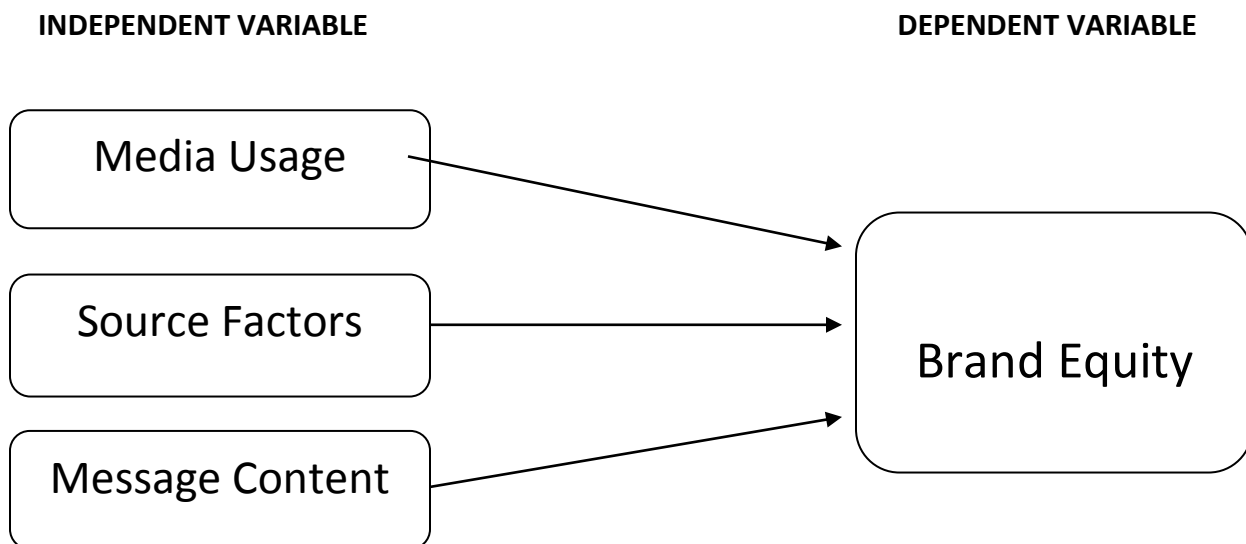


Figure 2.4:

Conceptual Framework of the Study

2.4 Hypothesis of the study

The findings of empirical researches have proved to be important for this study, in terms of creating an understanding and clarifying the relationship between communicational factors and brand equity. Hence the following hypothesis had been articulated to be tested empirically by gathering and analyzing data later in the research.

H0: Media usage has no effect/influence on brand equity

H0: Source factor has no effect/influence on brand equity

H0: Message appeal has no effect/influence on brand equity

CHAPTER THREE

RESEARCH DESIGN & METHODOLOGY

This chapter discuss the type of research approach, how the research work is designed and sampling design, source of data collection, research instruments, method of data collection,

3.1. Description of the Study Area

This study select private university currently accredited the statuses of university level by Ethiopia Higher Education Relevance and Quality Agency: namely: Admas University, St. Mary University, Rift Valley University and Unity University. The agency granted "University" status when it has a minimum enrollment capacity of 2,000 students in regular undergraduate and graduate programs in at least three academic units larger than departments, or it has a minimum enrollment capacity of 2,000 students in regular undergraduate programs in at least four academic units larger than departments.(Higher Education proclamation of FDRE 2009)

According to the study (Kassahun, 2015) Private higher educational sector accept approximately 25% of country undergraduate students. Advertising practice of those higher educational sectors have huge implication on the life of many Ethiopians and their families.

Unity University is the first privately owned institute of higher learning to be awarded full-fledged university status in Ethiopia by the Ministry of Education. It is also the first private university in the country to offer postgraduate programs leading to master's degree in business administration & development economics.

Admass University commenced its operation in October 1998 under the name of “Admass Business Training Center”. After six months of operation it upgrades to a college status as of April 1999 and in the year 2007 it upgrade the status to University College. After ensuring that all the requirements of Higher Education proclamation no 650/2009 have been met, the Ministry of Education granted full university status to Admass University as of July 2014.

St. Mary's University was established in 1998 under St. Mary's University General Educational Development PLC with its head office in Awassa and a branch in Addis Ababa. Currently St. Mary's University has eleven degree and vocational programs in its conventional mode of learning and 22 degree and vocational programs in its distance learning through its 154 coordinating centers.

Rift valley University (RVU) has began operation on the year 2000 providing evening program with five part time staff in the city of Adama. The first accreditation by the Ministry of Education in five diploma program of study was granted in the year 2001.

3.2 Research Approach & Design

In order to study the effect of advertising on brand equity of private university the researcher chooses quantitative research approach. Quantitative research involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics (Geoffrey, David D. & David F., 2005)

In order to answer the problem statement and meet the research objectives, the design of the study were descriptive type. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. The main characteristic of this method is that the researcher has no control over the variables; he/she can only report what has happened or what is happening (Kothari, 2004)

The method of this research is survey. A survey method provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population (Creswell, 2003). Among the two types of survey which are cross sectional and longitudinal survey the researcher uses cross sectional one. Cross-sectional surveys are studies aimed at determining the frequency (or level) of a particular attribute, such as a specific exposure, satisfaction or any other service-related event, in a defined population at a particular point in time. Independent and dependent variables are measured at the same point in time e.g., using a single questionnaire (Anol, 2012).

3.3 Population & Sample

The population of this study will be all regular and extension students join the Universities in the year 2019 to study business and business related field program irrespective of gender in the campus located in the capital city, Addis Ababa. According to Higher Education Relevance & Quality Agency, Rift Valley University has six campuses in Addis Ababa followed by Admas University with 3 Campuses and both St. Mary University and Unity University each have only one campus for undergraduate studies in Addis Ababa.

Table 3.1

Population of the Study

	Population
Admass University	780
Rift Valley University	770
St. Marry University	1525
Unity University	625
Total	3,700

Source: Data obtained from private universities registrar, 2019

To select appropriate number of sample size, among different strategies available, I select the formula suggested by (Kothari, 2004) to select sample size for this study using a following formula:

$$n = \frac{Z^2 pq N}{e^2 (N-1) + Z^2 pq}$$

n= Sample size required

N = grand total of population = 3700

Where, p=sample proportion, q=1-p,

e= acceptable sample error = 5% =0.05

Z=the value of standard deviation at a given confidence level and to be worked out from the z table which shows area under the normal curve= confidence level = 1.96 for 95% confidence;
 $n=1.962(0.52)3700/ (0.052(3700-1) + (1.96)2(0.5)2 =348.11\approx 348$

In order to be prepared for the possibility of non returned questioner, additional 10% questionnaire was prepared & the total of 382 participants was selected as sample size.

3.4 Sampling Techniques

Sampling technique is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. There are lot of sampling techniques which are grouped in to two categories as Probability Sampling and Non-Probability Sampling, the difference between the two is based on randomization or not. With randomization, every elements gets equal chance to be picked up and to be part of sample for study.

The probability method was chosen due to the universal acceptance of results because of the availability of sampling frame. From the list of probability sampling methods, Proportionate Stratified Sampling method was used for this particular study. It means sampling is done proportionate with the number of students in each university.

Proportional Stratified Sampling is the most appropriate since there is a need to represent all groups of the largest population in a certain stratum. In this case the method is very economical, offers accurate results and high degrees of representativeness.

Hence, sample from each university was determined based on their proportionate weight in terms of their number of students.

Total students registered in the year 2011 = 3,700

Proportionate share of Admass University = $780/3700*382 = 81$

Proportionate share of Rift Valley University = $770/3700*382 = 79$

Proportionate share of St Mary University = $1525/3700*382 = 157$

Proportionate share of Unity University = $625/3700*382 = 65$

After determining how many sample to be selected from each stratum, students were selected in a random manner and every student study business and business related field program at door step was given an equal chance of inclusion in the sample.

3.5 Data Type and Source

The sources of data for this research paper was collected from primary sources using questionnaires as the means of data collection methods..

For the purpose of this research, structured questionnaires was distributed to sample private University students and a five point Likert scale ranging from “Strongly disagree to Strongly Agree” was used to record data from respondents. Structured questionnaires was selected due to it allow the researcher to contact large number of respondents quickly and easily. Furthermore, closed questionnaire are relatively quick and easy to create, code and interpret and because it is easy to standardize, the researcher, therefore, can be sure that everyone in the sample answers exactly the same question, which makes this a very reliable method of research.

A five point Likert Scale type of questionnaires was used due to its universal method of collecting data which is easy to understand and easy to draw conclusions, reports, results and graphs from the responses.

3.6 Data Collection Procedures

The research instrument used self-administering questionnaire that was distributed to sample respondents. Closed or structured questionnaires are a quantitative method of research and it includes the low level of involvement of the researcher and high number of respondents.

The Questionnaire was designed to cover all the variables that helped to satisfy the objective of the study and is making up of items that will lead to the assessment of Advertisement impact on brand equity focusing on communication variables namely source, media and message factors.

3.7 Data Analysis

Descriptive statistics was used to describe the general characteristics of the demographic information using frequency distribution, percentage, mean, and standard deviation.

In order to assess the relation between two variables, correlation was used. In addition multiple linear regressions were also used to assess the contribution of each independent variable to the dependent variable, brand equity.

3.8 Measures of Reliability & Validity

3.8.1 Reliability

Reliability is the degree of consistency of measures which are free from random error and, therefore, provide consistent data. A test will be reliable when it gives the same repeated result under the same conditions. The reliability and internal consistency of the data were measured by the Cronbach Alpha coefficient. According to George & Mallery, (2003) a cronbach alpha coefficient greater than 0.9 implies excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 is questionable, greater than 0.5 is poor, and less than 0.5 is unacceptable”.

Table 3.2

Reliability Test by Cronbachs’s Alpha

Variables	Cronbach's Alpha	N of Items
Media Factors	.763	4
Source Factors	.710	3
Message Content	.776	4
Brand Equity	.717	7

Source: SPSS data output

Table 3.2: shows reliability coefficient for items in each variable (Cronbach’s alpha) is all greater than 0.7 which showed higher reliability of the items used in measurement of the variables.

3.8.2 Validity

Validity it is how far the constructs are able to measure what is intended to measure. According to Kothari (2004) content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe, the content validity is good. Its determination is primarily judgmental and intuitive. The pre-testing pilot survey was conducted and discussion with fellow researchers was also made to check the appropriateness of the questions. In addition the content validity was verified by the advisor of this research.

3.9 Ethical Consideration

For each and every respondent, the researcher will express the purpose of the study and ask their permission for the study. Everything that follows happens after properly receiving respondents' approval. All kinds of information obtained during the research shall be kept confidential. Furthermore, the subject anonymity must be respected.

Chapter Four

Data Presentation, Analysis, and Interpretation

4.1 Characteristics of Background variables

The background information presented below was obtained from structured questionnaire. A total of 382 questionnaires were issued and 348 respondents were filled as indicated the table below:

Table 4.1

Frequency and Percentage of respondents Gender

Background variable	Group	Frequency	Percent
Gender	Male	131	37.6
	Female	217	62.4
	Total	348	100%

Source: SPSS data output

Table 4.1 shows frequency and percentage of participants Gender participated in this study. A total of 348 participants involved in this study of which the majority, (62.4%) were female and the remaining 37.6% were male. This shows the majority of respondents are female.

Table 4.2

Frequency and Percentage of respondents Age

Background variable	Group	Frequency	Percent
Age	18- 25	185	53.2
	26 – 30	100	28.7
	31 – 35	28	8.0
	Over 35	35	10.1
	Total	348	100%

Source: SPSS data output

Table 4.2 shows More than half of the total participants (53.2%) were in the age range of 18-25 years old. 28.7% of participants were in the age range of 26-30 years old while minorities of participants, 10.1% and 8%, were in the age range of over 35 and 31-35 years old respectively. It implies that around 82% of respondent age lies between age 18 and 30.

Table 4.3

Frequency and Percentage of respondents' Educational background

Background variable	Group	Frequency	Percent
Educational level	High school (10+3)	13	3.7
	Certificate	8	2.3
	Diploma	217	22.7
	Degree	79	62.4
	Master's degree	31	8.9

Source: SPSS data output

Table 4.3 shows educational level of participants, the majority, 62.4%, were having educational qualification of Diploma. 22.7% were having educational qualification of Bachelor Degree. 8.9% of participants were having educational level of Master's degree. Whereas the remaining minorities, 3.7% and 2.3%, were having educational level of high school and certificate respectively. It implies that majority of respondents have the potential to understand the questionnaire.

Table 4.4

Frequency and Percentage of respondent's Service year background

Background variable	Group	Frequency	Percent
Occupation	Full-time student	166	32.2
	Employed	112	47.7
	Unemployed	70	20.1

Source: SPSS data output

Table 4.4 shows respondent service year of occupation, almost half of the total participants, 47.7%, were full-time student 32.2% of participants were employed and the remaining 20.1% were unemployed.

Table 4.5

Frequency and Percentage of respondent's how they first learn about the service

Background variable	Group	Frequency	Percent
First learn	Television	256	73.6
	Radio	37	10.6
	News Paper	10	2.9
	Outdoor ads	45	12.9

Source: SPSS data output

Finally, participants' were asked how they first learn about which private higher education they going to join. Almost three-fourth of participants (73.6%) reported that they first learn through television. 12.9% were said that they first learn through outdoors. The remaining minorities, 10.6% and 2.9%, reported that they first learn through radio and newspaper respectively. The classification of the respondent based on how they first learn about which university to enroll seems to be quite important, because it indicates which media option reaches majority of students. How students first expose to advertisement is indicated by the following pie chart.

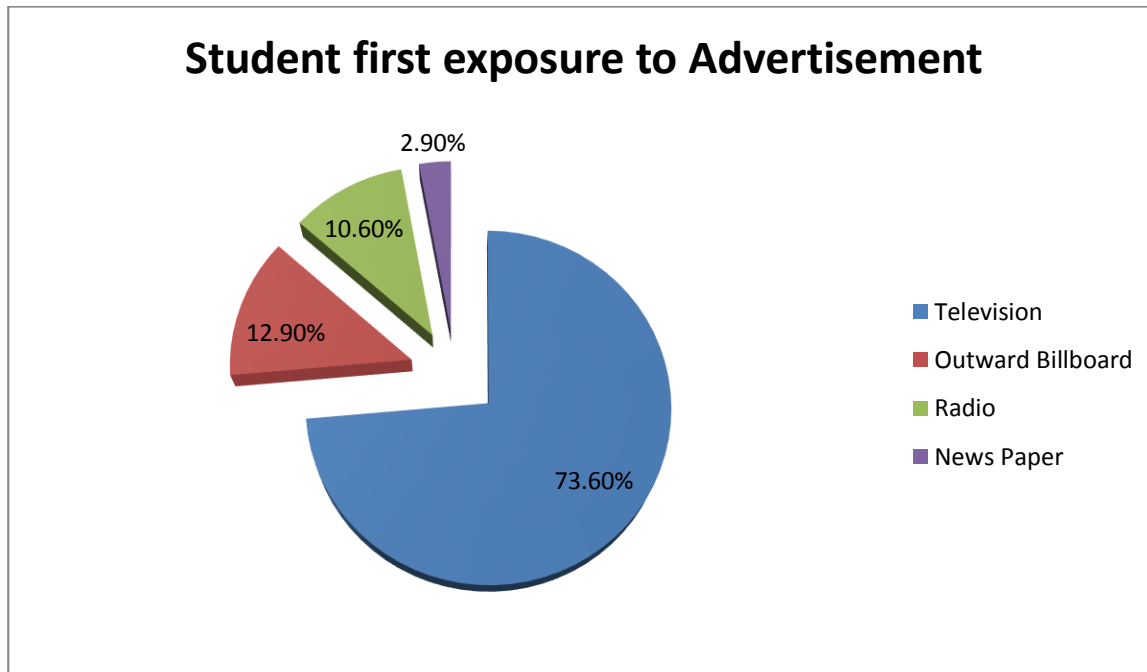


Figure 4.1

Student first exposure to advertisement

4.2 Descriptive analysis

Table 4.6:

Media used means & standard deviation

	Mean	Std. Deviation
Advertising using television as a media influence my brand choice of which university to enroll.	4.35	.812
I prefer to see Radio advertising to make my decision on which university to be my brand choice	2.95	1.320
News Paper advertising is my choice to learn more about the institution	2.89	1.158
Outdoor (Banner & Billboard) advertising is my choice to decide which university to enroll	2.82	1.284

Table 4.6: shows that among the media option Television advertising calculated mean was 4.35 and standard deviation of .812. . The calculated mean score was greater than the neutral value of 3. This implies that majority students report that television advertising helps them in their enrollment decision. Table 4.6 also shows that the calculated mean score all the remaining option scores below the cut point 3.0. It implies that many students rely less than the average on other media option to make enrollment decision.

Table 4.7:

Source Factors means & standard deviation

	Mean	Std. Deviation
I choose to see ads campaign endorsed by Expertise /Knowledgeable source to make my enrollment decision	4.230	.8616
Advertising campaign endorsed by likeable celebrity influence my brand choice of which university to enroll.	3.149	1.2031
To make a decision on which university to join, I need to see ads campaign endorsed by trust worthy person	4.092	1.1847

Table 4.7: shows that all three variables considered scored above the cut point 3.0. Advertising campaign endorsed by expertise/knowledgeable source scores the highest mean 4.23 and standard deviation .8616. Ads campaign endorsed by trust worthy person also scored well with mean 4.092 and standard deviation 1.1847. Endorsement by likeable celebrity scored the least mean 3.149. The calculated mean of all factors, expertise/knowledgeable source, trust worthy person and likeable celebrity, was greater than neutral value of 3. This implies that advertising campaign endorsed by all source factors favorably seen by students in their enrollment decision.

Table 4.8:

Message Content means & standard deviation

	Mean	Std. Deviation
I prefer advertising message that demonstrate service features and benefits	3.879	1.2961
Advertising message which use humor as a focal point significantly influence my brand choice of which university to enroll	2.509	1.1324
Frequently played ads campaign has an impact on my enrollment decision.	4.101	1.0890
I choose to see creativity in each advertising to give my attention	2.868	1.4642

Table 4.8: shows that frequently played ads campaign had an impact on student’s enrollment decision with scored mean value 4.101 and standard deviation 1.089. Advertising message that demonstrate service features and benefits also scored mean value 3.879 and standard deviation 1.2961. This implies that advertising campaign that uses rational message & played repetitively on the media have seen favorably by students in their enrollment decision. Table 4.8 also shows that advertising message which focuses on humor and advertising with creativity scored low below the cut point 2.509 & 2.868 respectively. This implies that ads that focus on humor as a focal point receives less than average acceptance in student enrollment decision.

Table 4.9:

Brand Equity means & standard deviation

	Mean	Std. Deviation
Ads campaign using X as a media has significantly helped me to develop awareness about my current choice	3.974	.9881
I believe that ads campaign endorsed by celebrity spokesperson helps me to recall my current choice among competitive brands	3.721	1.1931
It is easy to recall brands that uses rational type of advertising message rather than the emotional one	3.655	.9908
I believe that repetitively making advertising campaign associate with having a strong brand image	3.707	1.1689
Celebrity endorsement has a potential to transfer the endorser success to the brand	4.032	.7528
I will pay extra if ads promise me to provide high quality and technologically advanced service	3.770	1.1534
The more I know about the brand. I become committed to that brand and willing to advocate it.	4.011	1.2288

Table 4.9: shows that celebrity endorsement helps students to recall the brand and to associate the celebrity success with the brand with scored mean value of 4.032 & 3.721 respectively. Media advertising significantly helped me to develop awareness about the brand scored mean value 3.974 and standard deviation .9881. The more knowledge about the brand will lead to loyalty also scored 4.011 and standard deviation 1.2288. Advertising message that uses rational type of message helped me to recall the brand also scored mean value 3.655 and ads campaign which promise high quality and technologically advanced service scored mean value 3.770.

4.3 Level of Independent and Dependent Variables

Table 4.10:

Descriptive Statistics of Independent and Dependent Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
MU	348	1.75	5.00	3.2514	.88759
SF	348	1.00	5.00	3.8238	.87090
MC	348	1.50	5.00	3.3391	.96962
BE	348	1.71	4.71	3.7282	.56661

Table 4.10 shows that the calculated mean, minimum, maximum score and standard deviation of variables. The calculated mean score of BE was 3.73 with a standard deviation of 0.57. The calculated mean score was greater than the hypothetical mean score or the neutral value of 3. This implies that the level of BE was high or above average. Table 4.10 also shows the calculated mean, minimum, maximum score and standard deviation of independent variables. The calculated mean of all independent variables, MU, SF and MC, was greater than neutral value of 3. This implies that the level of MU, SF and MC were high or above average.

4.4 Relationship among Variables

Correlation analysis estimates the extent of the relationship between any pair of variables (Reimann, Filzmoser, Garrett, & Dutter, 2008). The correlation coefficient is a measure of this relationship and depends on the variability of each of the two variables. Because of covariance, correlation coefficient can take a number with + or – sign (Reimann et.al, 2008). One of the widely-used methods to calculate a correlation coefficient is the Pearson product moment correlation. This method result in a number between –1 and +1 that expresses how closely the two variables are related, ± 1 shows a perfect 1:1 relationship (positive or negative) and 0 indicates that no systematic relationship exists between the two variables (Reimann et.al, 2008). In relation to the magnitude of correlation coefficient, Cohen (1988) stated that a correlation coefficient between 0.10 to 0.29 can be considered as small or weak, from 0.30 to 0.49 medium and from 0.50 to 1.00 large or strong.

Table 4.11:

Correlation Statistics of Independent and Dependent Variables

	BE	MU	SF	MC
BE	1	.271**	.289**	.100
MU		1	-.002	.173**
SF			1	.030
MC				1

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

Table 4.11 shows correlation between dependent and independent variables. As indicated in table 4.8, there was a statistically significant positive correlation between BE and MU, BE and SF. The correlation between BE and MU was weak, $r = 0.271$, $p < 0.01$. This implies that as MU increases BE also increases and vice-versa. Similarly, the correlation between BE and SF was also weak, $r = 0.289$, $p < 0.01$. Table 4.11 also shows correlation among independent variables. The correlation between MU and MC was the only statistically significant, $r = 0.173$, $p < 0.01$.

4.5 The Influence of Independent Variables on the Criterion: Multiple Linear Regressions

Before computing multiple linear regressions for assessing the influence of predictor variables on the dependent variable (BE), major assumptions of multiple linear regressions were tested. Major assumptions such as multicollinearity, outliers, normality, homoscedasticity and independence of residuals were tested and described in the next paragraphs.

4.5.1: Multicollinearity

The assumption of multicollinearity can also be assessed using SPSS as part of multiple regression procedure. In the collinearity statistics section, Tolerance and VIF values are given. According to Pallat (2007) tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model and is calculated using the formula $(1 - R \text{ squared for each variable})$. If this value is small (less than 0.10) it indicates that the multiple correlation which other variables is high, suggesting the possibility of multicollinearity (Pallat, 2007). The other value given is the VIF (Variance

inflation factor), which is just the inverse of the Tolerance value. VIF values above 10 would indicate multicollinearity. In the present study the tolerance value for each independent variable was not less than 0.10 as well as the VIF value was not greater than 10 for all independent variables (see table 4.12), therefore, this suggests that the assumption of multicollinearity was not violated. In addition, the variables (MU, SF and MC) have shown significant relationship with each other which was not too high (see table 4.12). This also confirms that the assumption multicollinearity was not violated.

Table 4.12:

Collinearity Statistics Test of Independent Variables

	Collinearity Statistics	
	Tolerance	VIF
MU	.970	1.031
SF	.999	1.001
MC	.969	1.032

4.5.2: Homoscedasticity

"Homogeneity of variance" assumption or homoscedasticity. It states that the variances of the same variable, selected from independent samples, will be equal. In regression analysis, this assumption states that the variances of the Y s, for each X , will be equal. The standard suggestion for examining the assumption of homoscedasticity in regression analysis is to plot the predicted Y values against the residual values. Heteroscedasticity is indicated when these values spread or fan out from left to right or right to left (Pallat, 2007). However, the scatter plot shows that the points are concentrated around 0 which shows that no violation of homoscedasticity (see figure 4.2).

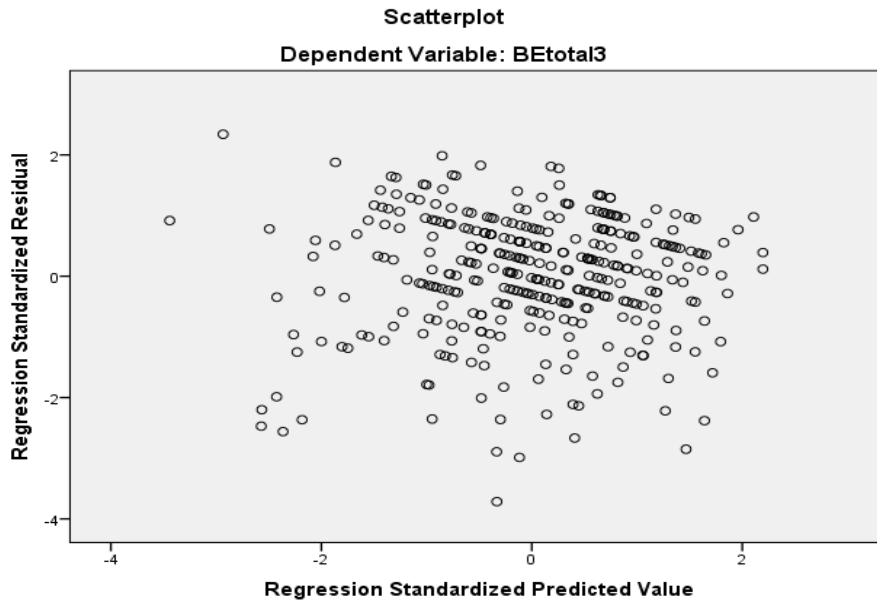


Figure 4.2, Scatter plot of SE

4.5.3: Outliers, normality, linearity, independence of residuals

These assumptions can be checked by inspecting the Normal Probability Plot (P-P) of the Regression Standardized Residual and the Scatter plot shown as part of the analysis. If points lie in a reasonably straight diagonal line from bottom left to top right in the Normal P-P plot, no major deviation from normality can be suggested (Pallat, 2007). In the present study, the Normal P-P plot shows that points line in a reasonably straight diagonal line from bottom left to top right for the dependent variable (see figure 4.3). This suggests that the assumption of normality was not violated. In the Scatter plot of the standardized residuals, the residuals were roughly rectangular with most of the scores concentrated in the center, along the line 0. This also suggests no violation of the assumption of independence of residuals. Outliers can also be detected from the Scatter plot. From this Scatter plot we can find that there were no major outliers.

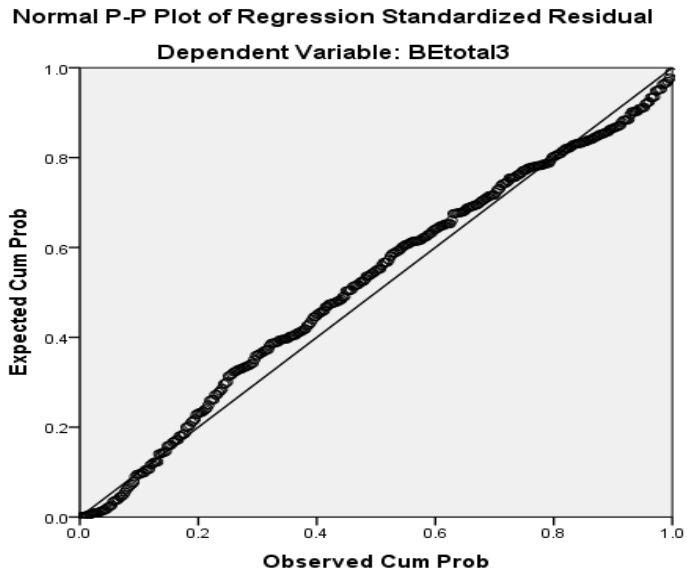


Figure 4.3, P-P plot of BE

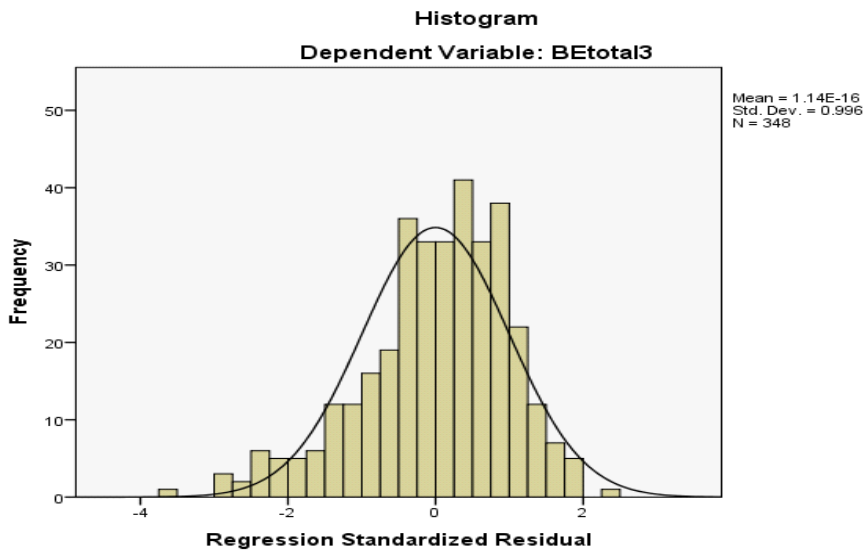


Figure
4.4, Histogram of BE

Table 4.13:

The Influence of Predictor Variables on Retention: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399 ^a	.159	.152	3.65261
a. Predictors: (Constant), MC, SF, MU				
b. Dependent Variable: BE				

Table 4.13 shows that the value of R square was 0.159. This value tells how much of the variance in the dependent variable BE is explained by the model, independent variables (MU, SF and MC). In other words, multiplying R Square value with 100, the model explains 15.9% of the variance in the criterion variable (BE).

4.5.4: Goodness of Fit

Table 4.14:

ANOVA Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	869.173	3	289.724	21.716	.000 ^b
Residual	4589.505	344	13.342		
Total	5458.678	347			
a. Dependent Variable: BE					
b. Predictors: (Constant), MC, SF, MU					

The goodness of fit results of linear multiple regression with BE as the dependent variable and variables (MU, BF and MC) as predictors is reported in table 4.14. The model reveals a statistically significant relationship between RE and predictor variables, $F(3,344) = 21.72$, $p < 0.001$. This implies that the model was significant or fit.

Table 4.15:

Regression coefficients of predictor variables in predicting the dependent variable, BE

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.625	1.258		13.215	.000
MU	.294	.056	.263	5.246	.000
SF	.438	.075	.288	5.833	.000
MC	.047	.051	.046	.909	.364

To assess the influence of predictor variables on BE, multiple linear regression analysis was computed. The table 4.15 shows that, predictor variables, i.e. MU, SF made a statistically significant influence/prediction in predicting the dependent variable (BE).

In order to evaluate the contribution or influence of each independent variable to the dependent variable, we can see the Beta value. In the table 4.15 above, the Beta value for predictor variable, SF was 0.288 which implies that this predictor variable made the first strong positive and statistically significant influence in explaining or predicting the dependent variable BE, when the variance explained by all other variables in the model is controlled for.

In addition, MU made a statistically significant positive prediction to the dependent variable with Beta value of 0.263. This implies that MU made the second strong influence in predicting the criterion variable BE. However, predictor variable MC didn't make a statistically significant influence/contribution in predicting the dependent variable, BE, $p > 0.05$.

4.6 Interpretation

In this research it was hypothesized that “there was no statistically significant relationship between advertising campaign media usage and brand equity in private universities advertising practice”. However, the correlation and regression result showed that there was a statistically significant positive relationship between the type of media usage of private university advertising campaign and brand equity in selected private university of Ethiopia. Therefore the null hypothesis was rejected and the alternative hypothesis was accepted.

In addition the finding that media usage had significant positive relationship with brand equity was also in agreement with the findings by local researchers like Gossa (2016) and Michael (2012). International study findings investigated by Adeole et al. (2005), Chandrima (2009), also found a positive correlation between media factors and brand equity.

Regarding the finding on the second hypotheses that “there was no statistically significant relationship between advertising campaign usage of source factors and brand equity in private universities advertising practice”. The result was in agreement with source credibility theory. According to source credibility theory, communication persuasiveness is favorably affected by the perceived credibility of the source of the communication. This persuasiveness by credible source encourages trial purchase, used to coax customers to add and retain particular brands in their consideration set, thereby increasing the chance of customer loyalty.

The finding was also in agreement with international study finding by Lian (1990), Strout R (2008), Jafar et al. (2011), Sivesan (2013), Anjum et al. (2012) & Sharma and Kumar (2013) all takes the same stand that there is positive relationship between celebrity endorsement & customer based brand equity. Hence, the null hypothesis was rejected and the alternative hypothesis was accepted.

On the other hand the third null hypothesis that “there was no statistically significant relationship between message factor used in advertising campaign and brand equity in private universities advertising practice” was accepted due to the research finding indicates that message content Beta value 0.046 to evaluate its influence to the dependent variable, BE didn't make a statistically significant influence/contribution in predicting the dependent variable, BE, $p > 0.05$. Hence, the null hypothesis was accepted.

The result that message factor used in advertising campaign didn't make statistically significant influence on brand equity was in agreement with Langer's Symbol Theory that focused on the concepts of signs, signifiers and denotative/connotative meanings (Littlejohn and Foss 2005, pp. 101-103)

According to Langer's Symbol Theory, due to the engaging nature of television advertisement the usage of signs and symbols is more frequent and effective in this media. Denotation of any communication message refers to the lexical meaning of it where the common two aspects include the symbol and the referent. On the other hand, the concept of connotation refers to the psychological meaning where the effective elements are the symbol and the person.

In addition the finding was also in agreement with Nonverbal Signs Theory in that television advertisement mostly uses acting of the models in the videos ranges from mere facial expression to more complicated series of actions in a video sequence.

Given that television advertising is the only viable option identified in this study; both Langer's Symbol Theory & Nonverbal Signs Theory concludes that in television advertisement symbols & non-verbal communication are the effective one rather than the message content. Besides, according to (Streeck & Knapp 1992) research has shown that in television advertisement facial actions in message delivery, which components of nonverbal signs are, serve as 'meta-communicative comments' that form an impression in the minds of the audience regarding the seriousness of the message.

Chapter Five

Conclusion and Recommendation

This chapter presents conclusions and recommendation derived from the data analysis carried out in the previous section. A further area of research that may be of interest for other researchers is also suggested.

5.1 Conclusion

The general objective of this study was to identify effect of advertising practice of private university brand equity focusing on communicational factors. According to Burnett (2002), and Belch and Belch (2003) communicational factors are message content, type of media used, and source factors.

In order to achieve this objective, the researcher used quantitative research design and collect data from four private university students. The nature of data used by this study was a survey data which was collected through questionnaire. Using SPSS computer program descriptive statistics like means and standard deviations were used to describe the data. In addition correlations and regression analysis were used to assess the relationship among variables. Prior to data analysis, the researcher hypothesized no statically significant relationship of determinant factors (message content, type of media used, and source factors) with brand equity. In order to test the hypotheses, correlation and linear regression analysis were employed using brand equity as dependent and variables like message content, type of media used, and source factors as independent or predictor variables. Then, in this study, the following relationships of independent factors with the dependent variable were found;

The result of regression analysis shows that variables such as media used for advertising and source factor have positive and significant effect on brand equity. In contrary, message content didn't make a statistically significant influence/contribution in predicting the dependent variable.

From the type of media included in this study, Television advertisements were more effective than other media type. Similarly all source factors were found to be effective and using a spokesperson that is expertise, trustworthy, and likeable were found having significant effect on student decision making in such order.

5.2 Recommendations

Based on the major findings of this study, the following recommendations were forwarded;

- Private university should use celebrity endorsements (measured by the attributes of expertise, trustworthiness, and likeability in such order) to achieve positive influence on the attitude of students towards the endorsed brand and to capitalize on the success of the endorser towards the brand. Therefore, in order to make their university more successful and decide the best spokes person of their firm, marketing managers should give greater emphasis to these factors and need to work hard to identify the spokes person who possess all those attributes.
- Television advertisement was found the only viable option to reach out the students and the best solution to create brand awareness. Hence, private university should exhaustively used television as a media option to reach out their customers, students. Marketing managers need to have thorough knowledge in these regards to ensure that advertising budgets are fetching good business results by communicating the messages effectively with the audience.
- As mentioned above, television media advertising need to be used exhaustively & repetitively that helps to create awareness and helps students to develop some kind of association with the brand and that leads to the students who committed to the brand. Hence private university should play their advertising repeatedly.

5.3 Suggested Area for Future Research

- In the current study only four private university of Ethiopia were included as a sample. Therefore, the findings of the study might not be generalized to all private educational institutions found in Ethiopia. One possible implication for future research might be confirmation of the results through replication of the study with other demographically different private educational institution.

- This study examined the impact of communication factors (message content, type of media used, and source factors) on brand equity of private university of Ethiopia only quantitatively. This study did not support or triangulate its findings using a qualitative paradigm and did not investigate ‘why’, ‘what’ and ‘how’ these communication factors affect brand equity. Thus, implication or recommendation for future research will be to conduct a mixed approach of quantitative and qualitative study or only qualitative study to address how and why communication factors affect brand equity.
- This study investigated the effect of advertising, one element in the company promotional mix, on brand equity of private university of Ethiopia. Therefore, suggestion for future research will be to add other elements of promotional mix like sales promotion, public relation, internet & on-line marketing.

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APPENDEIX A

Questionnaire

Addis Ababa University School of Commerce Questionnaire on "The Effect of Advertising on Brand Equity: Advertising practice of private universities."

Dear Respondent,

First I would like to say thank you, for your kind cooperation to give your honest and accurate response. I am doing my thesis in partial fulfillment for the award of Master of Arts in Marketing Management on the effect of advertising on brand equity taking the case of four private universities advertising practice. Your genuine and accurate answers have great contribution to the outcomes of the research. Therefore, you are kindly requested to give genuine responses to the questions below.

The researcher would like to remind you that information you give to these questions are going to be used only for research purpose and kept confidential. If you have any problems or clarification you need, please be free to contact me through my cell phone 0913 696265 or email address ekram.abrar@yahoo.com at any time.

Thank you in advance for your cooperation and timely response.

Part 1: Demographic Information

In answering this part of the questionnaire, please use tick () mark in the boxes provided

1. Gender

Male

Female

2. Ages

18- 25

26 - 30

31 – 35

Over 35

3. Education Qualification

What is the highest level of education you have completed?

H/school Diploma (10+3) Certificate Diploma
 Degree Masters Degree

4. Occupation

Full-time student Employed
 Unemployed Other

5. How do you first learn about which Private Higher Education you are going to join?

Television Radio News Paper
 Outdoor ads

Part II: Specific Information

This part of the questionnaire collects information to your preference of private university. Please indicate the level of your agreement or disagreement on the statements by putting tick () mark on the space best describes your attitude in the scale.

Note: In the following statements, "X" represents the media that you choose in question 5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Media Used	(1)	(2)	(3)	(4)	(5)
1	Advertising using television as a media influence my brand choice of which university to enroll.					
2	I prefer to see Radio advertising to make my decision on which university to be my brand choice					
3	News Paper advertising is my choice to learn more about the institution					
4	Outdoor (Banner & Billboard) advertising is my choice to decide which university to enroll					

	Source Factor	(1)	(2)	(3)	(4)	(5)
1	I choose to see ads campaign endorsed by Expertise /Knowledgeable source to make my enrollment decision					
2	Advertising campaign endorsed by likeable celebrity influence my brand choice of which university to enroll.					
3	To make a decision on which university to join, I need to see ads campaign endorsed by trust worthy person					
	Message Content	(1)	(2)	(3)	(4)	(5)
1	I prefer advertising message that demonstrate service features and benefits					
2	Advertising message which use humor as a focal point significantly influence my brand choice of which university to enroll					
3	Frequently played ads campaign has an impact on my enrollment decision.					
4	I choose to see creativity in each advertising to give my attention					

	Brand Equity	(1)	(2)	(3)	(4)	(5)
1	Ads campaign using X as a media has significantly helped me to develop awareness about my current choice					
2	I believe that ads campaign endorsed by celebrity spokesperson helps me to recall my current choice among competitive brands					
3	It is easy to recall brands that uses rational type of advertising message rather than the emotional one					
4	I believe that repetitively making advertising campaign associate with having a strong brand image					
5	Celebrity endorsement has a potential to transfer the endorser success to the brand					
6	I will pay extra if ads promise me to provide high quality and technologically advanced service					
7	The more I know about the brand. I become committed to that brand and willing to advocate it.					

Thank you for your cooperation

የአማርኛ መጠይቅ

ውድ ተጠያቂዎች

በቅድሚያ በፈቃደኝነት ት□□ለኛና የተሞላ መልስ ሊሰጡኝ በመፍቀድ/ሽ ላመሰግን እወዳለሁ። በአሁኑ ወቅት በአዲስ አበባ ዩንቨርሲቲ ለሁለተኛ ዲግሪዬ የመመረቂያ ፅሁፍ በመስራት ላይ እገኛለሁ። የፅሁፌ ርዕስ የማስታወቂያ ተፅዕኖ በብራንድ ኢኩቲ ላይ ሲሆን ይህን መጠይቅ በሙሉ ታማኝነት እንዲሞሉልኝ እየጠየቅኩ የርስዎ አስተያየት ለዚህ ጥናት መሳካት ከፍተኛ አስተዋፅኦ እንዳለው በከፍተኛ አክብሮት እገልጻለሁ።

ለዚህ ጥናት መሳካት በመጠይቁ የሚሰጡኝ መረጃ ከዚህ ጥናት ወጪ ለምንም አገልግሎት እንደማይወልል እያረጋገጥኩ በጥያቄዎቼ ዙሪያ ለሚነሱ ማንኛውም ጥያቄ በስልክ ቁጥሩ 0913 696265 ወይም በኢሜይል አድራሻዬ ekram.abrar@yahoo.com መጠየቅ ይችላሉ።

ክፍል አንድ:- አጠቃላይ መረጃ

በዚህ ክፍል የሚገኙ ጥያቄዎችን ስመመሰስ በተዘጋጀው ሳፕን ውስጥ “X” ምልክት ይጠቀሙ።

- **ጾታ:-**

ወንድ ሴት

- **ዕድሜ:-**

ከ18- 25 ከ26-30

ከ31- 35 ከ35 በላይ

- **የትምህርት ደረጃ :**

በአሁኑ ሰዓት የደረሱበት ከፍተኛ የትምህርት ደረጃ

ከፍተኛ ደረጃ (10+3) ስርተፍኬት ዲፕሎማ

የመጀመሪያ ዲግሪ ሁለተኛ ዲግሪ

- **ስራ**

የሙሉ ስራ ሰዓት ተማሪ ተቀጣሪ

ሥራ አጥ ሴላ -----

- **አሁን እየተማሩበት ስላለዉ የንብርስቲ ስመጀመሪያ ግዜ የተረዱት አንዲት ነዉ**

በቴሌቪዥን በሬዲዮ በጋዜጣ

በዉጭ ማስታወቂያ

ክፍል ሁለት:-

ከዚህ በታች ያሉ ጥያቄዎች እርሶ ስለመረጡት የትምህርት ተቻም ያሉትን አመለካከት ስመረዳት የተቀመጡ ናቸው እናም ጥያቄቶችን በማንበብ መስማማትና አስመስማማታችሁን እንዲሁም በሚስማሙበት መስጫዎች መጠን “/” ምልክት በመጠቀም ያሳዩ።

ማስታወሻ: ከታች በተዘረዘሩት ጥያቄዎች መሀል “ X ” ምልክት የሚወክለው ከላይ በጥያቄ ቁጥር አምስት ላይ የመለሱት መልስ ነው።

		በጣም አስጠንቅቅኛ	አስጠንቅቅኛ	ገለልተኛ	አስማማሰው	በጣም አስማማሰው
	ሚዲያን በተመለከተ	(1)	(2)	(3)	(4)	(5)
1	ማስታወቂያዎች በቴሌቪዥን መተላለፋቸው በትምህርት ተቻም ምርጫ ላይ ከፍተኛ ተፅዕኖ ነበረው					
2	የትኛውን የትምህርት ተቻም ልምረጥ ሰሚሰው ወሳኔ ማስታወቂያዎች በሬዲዮ ቢተላለፉ አስጠንቅቀው					
3	ስለምመርጠው የትምህርት ተቻም ስመረዳት ማስታወቂያዎች በጋዜጣ ቢወጡ አስጠንቀቁ					
4	ስነ የትምህርት ቤት ምርጫ የመንገድ ላይ ማስታወቂያዎች ተመራጭ ናቸው					
	አስተዋዋቂውን በተመለከተ	(1)	(2)	(3)	(4)	(5)
1	በተማሪ ወይም አወቃቀት ባለው ግለሰብ ማስታወቂያዎች ቢተዋወቁ ስትምህርት ተቻም ምርጫ አስተዋፅኦ አለው					
2	ተወዳጅ በሆነ ግለሰብ የሚሰሩ ማስታወቂያዎች ስትምህርት ተቻም ምርጫ አስተዋፅኦ አላቸው					
3	የትኛውን የትምህርት ተቻም ልምረጥ ሰሚሰው ወሳኔ ማስታወቂያዎች ታማኝ በሆኑ ሰዎች መተዋወቅ አለባቸው					
	የመልክቱን ይዘት በተመለከተ	(1)	(2)	(3)	(4)	(5)

1	ማስታወቂያዎች ስለ አገልግሎቱ ዝርዝር እና ስለሚያስገኙት ጥቅም ቢያሳወቁኝ እመርጣለሁ።					
2	በማስታወቂያዎች ላይ በቀጠላ የተዘዙ መልእክቶች ቢተሳሰሩ ስትምህርት ተቻም ምርጫዬ አስተዋፅኦ አላቸው።					
3	ማስታወቂያዎች ተደጋግመው ቢታዩ ስትምህርት ተቻም ምርጫዬ አስተዋፅኦ አላቸው።					
4	የትምህርት ማስታወቂያ አትኩረቴን ስመሳብ ከተሰመደዉ አቀራረብ ሰየት ብሎ መቅረብ አለበት					
		በጣም አስተማማኝ	አስተማማኝ	ገለልተኛ	አስተማማኝ	በጣም አስተማማኝ
	የብራንድ ምርጫ	(1)	(2)	(3)	(4)	(5)
1	ማስታወቂያዎች በ "X" ሲተሳሰሩ በማየቴ ትምህርት ቤቱን ለማወቁ ከፍተኛ አስተዋፅኦ አለው።					
2	በኔ እምነት በታዋቂ ግለሰብ ማስታወቂያዎች መነገራቸው ከሌሎች ምርጫዎች መካከል የአሁኑን ምርጫዬን ለማስታወስ ይገዛኛል					
3	ትምህርት ቤቱን በቀላሉ ለማስታወስ ጠንክር ያሉ ህሳቦች በማስታወቂያ ላይ ቢነገሩ ተመራጭ ነው።					
4	በኔ እምነት ማስታወቂያዎችን በተደጋጋሚ ማሳየት የትምህርት ቤቱን ቁመና ጠንካራነት ያሳያል					
5	በታዋቂ አስተዋዋቂ መጠቀም የግለሰቡን ሰውነት ወደ ብራንዱ ለማስተሳሰፍ ይረዳል					
6	ማስታወቂያዎች ላይ የላቀ ጥራትና በቴክኖሎጂ የታገዘ አገልግሎት ቃል ቢገባ፣ በኔ በኩል ከተሰመደዉ ክፍያ ከፍ ያለ ስመክፈል ዝግጁ ነኝ					
7	ስለ ትምህርት ቤቱ የበለጠ ባወቅኩ ቁጥር ለራሴም ወደ ፊት ትምህርቴን ለመቀጠልና ሌሎች እንዲመዘገቡ ለማስተዋወቅ ያስችለኛል					

ውድ ጊዜዎትን ሰውተው ይህንን መጠይቅ ስለሞሉልኝ እና ስለ ትብብርዎት በጣም አመሰግናለሁ።

APPENDIX B

Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std.

					Deviation
MUtotal2	348	1.75	5.00	3.2514	.88759
SFtotal2	348	1.00	5.00	3.8238	.87090
MCtotal2	348	1.50	5.00	3.3391	.96962
BEtotal32	348	1.71	4.71	3.7282	.56661
Valid N (listwise)	348				

Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.710	3

Reliability Statistics	
Cronbach's Alpha	N of Items
.763	4

Reliability Statistics	
Cronbach's Alpha	N of Items
.776	4

Reliability Statistics	
Cronbach's Alpha	N of Items
.717	7

Correlations

Correlations					
		BEtotal3	MUtotal	SFtotal	MCtotal
BEtotal3	Pearson Correlation	1	.271**	.289**	.100
	Sig. (2-tailed)		.000	.000	.063
	N	348	348	348	348
MUtotal	Pearson Correlation	.271**	1	-.002	.173**
	Sig. (2-tailed)	.000		.963	.001
	N	348	348	348	348
SFtotal	Pearson Correlation	.289**	-.002	1	.030
	Sig. (2-tailed)	.000	.963		.577
	N	348	348	348	348
MCtotal	Pearson Correlation	.100	.173**	.030	1
	Sig. (2-tailed)	.063	.001	.577	
	N	348	348	348	348

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

Regression

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	MCtotal, SFtotal, MUtotal ^b		Enter
a. Dependent Variable: BEtotal3			
b. All requested variables entered.			

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	869.173	3	289.724	21.716	.000 ^b
	Residual	4589.505	344	13.342		
	Total	5458.678	347			
a. Dependent Variable: BEtotal3						
b. Predictors: (Constant), MCtotal, SFtotal, Mutotal						

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	16.625	1.258		13.215	.000		
	MUtotal	.294	.056	.263	5.246	.000	.970	1.031
	SFtotal	.438	.075	.288	5.833	.000	.999	1.001
	MCtotal	.047	.051	.046	.909	.364	.969	1.032
a. Dependent Variable: BEtotal3								

Collinearity Diagnostics ^a							
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Mutotal	SFtotal	MCtotal
1	1	3.859	1.000	.00	.00	.00	.00
	2	.063	7.805	.01	.00	.28	.72

	3	.060	8.044	.00	.78	.15	.15
	4	.018	14.836	.99	.21	.56	.13
a. Dependent Variable: BEtotal3							

Casewise Diagnostics ^a				
Case Number	Std. Residual	BEtotal3	Predicted Value	Residual
182	-3.716	12.00	25.5722	-13.57219
a. Dependent Variable: BEtotal3				

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	20.6510	29.5727	26.0977	1.58266	348
Residual	-13.57219	8.54564	.00000	3.63679	348
Std. Predicted Value	-3.442	2.196	.000	1.000	348
Std. Residual	-3.716	2.340	.000	.996	348
a. Dependent Variable: BEtotal3					