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**Leadership Practices Effect on University Brand Image: A Study on ISHIK University**

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| **\*Corresponding author***Osman Sahin***Article History***Received: 23.08.2017**Accepted: 28.08.2017**Published: 30.09.2017***DOI:**10.36347/sjahss.2017.v05i09.026**C:\Users\Habibur Rahman\Downloads\SJAHSS.png** | **Abstract:** The research conducted here is exploratory in nature and having the outcome based on primary data collected through the instrument which is a structured questionnaire. The dependent and independent variables are taken in consideration as University Brand Image (Mystery, Sensuality and Intimacy) and Leadership Practices (University Culture, Policies & Procedures and University Community Relationship) respectively. The mining of literature provides the idea leading to the research problem formulated that “mostly, the university brand image getting considered based on other factors rather than the leadership practices, though leadership practices makes the stake holder be aware and decides about the future of students and employees”. Here the main concern is to measure the effect of leadership practices on university brand image. The study is carried in ISHIK University, as the university is implementing leadership practices very aggressively at all levels in the organization. Research objective drawn to measure the importance of leadership practices in university education, to introspect the university brand image and to find the relationship and effect of leadership practices on university brand image. The simple random sampling of probability sampling adopted to select respondents among students. The sample size of 430 respondents collected based on the sample size selection methods by Cohen. Data analyzed using SPSS 23 for the statistical tests like t- test, correlation and regression. Findings of the analysis become the base for practical implication and recommendation. The research outcome can get used by the ISHIK management to understand the effect of leadership practices on brand image, which can be a source of introspection and development in management practices.**Keywords:** University, brand image, leadership, introspect, effect. |

**INTRODUCTION**

This study investigates the university’s brand image with the aim of explaining the components of image and effects of image on students’ university selection and also the study examines the relationships between the different components of the university image and to what extent they may affect the students’ satisfaction. The present paper analyses the issues of brand image of universities and the formation sources of that image. The main objective was to clarify how different public or private university constructs their image. A consumer‘s perceptions and feelings towards a brand shaped by direct/indirect brand experiences, which captures cognitive, sensory, and emotional aspects. These are reflected by the three dimensions of mystery, sensuality, and intimacy, respectively. The cognitive aspect of brand image reflects mental thoughts of a brand, which consumers establish by considering product attributes, service, performance, and symbolic or psychological meanings of a brand. The cognitive experience shaped by past and present interactions with a brand as well as future dreams and aspirations [1]. Mystery captures the cognitive experience, shaped by past and present interactions with a brand as well as future dreams and aspirations reflecting a certain lifestyle.

The sensory aspect of brand image refers to brand experiences, shaped through a consumer‘s physical senses (i.e., vision, smell, sound, touch, and taste). Sensuality reflects pleasant sensory experiences [1]. Music in the store or on a Website, a color scheme or design style, and the smell of the store‘s environment are examples of the sensory experiences that may lead to sensuality. The emotional aspect of brand image refers to brand experiences involved a consumer‘s feelings of interacting with a brand. Intimacy captures the affective and connective experiences between consumers and brands [1]. In the public markets main element is brand equity regarding companies’ performance and strength. Brand equity consists of consumer perception, negative or positive effects, and value. As Burman & Jont-Benz [2] states that the sources of brand value from both internal and external perspectives at the behavioral and financial level to obtain a more accurate and sustainable brand equity measurement approach. Burman & Jont-Benz [2] claims that regarding increasingly interchangeable product and service offers, brands are important drivers for product purchase and usage decisions. Adewale & Anthonia [3], talks about organizational culture and its effects on the development of technical and behavioral skills of human resources in an organization. The paper [3] claims that today's organization is mainly dynamic because it brings great opportunities and challenges to institutional practitioners and policy makers. Companies’ main priority is to understand this dynamism and to keep track of organizational strategic goals. This is logical because good behavior is based on ethical values. An organization guides the behavior of its employees by adding ethical values to their own culture. Myrden & Kelloway [4] aims to investigate the relationship between an employer’s brand image (i.e. symbolic and functional attributes) and job seekers’ attraction to the firm among a sample of young workers as well as compares the role of symbolic and functional attributes in predicting young workers’ attraction to the firm. Myrden & Kelloway [4] proposes that young workers are more influenced by symbolic attributes of the organizations’ brand image and these influences are stronger when individuals gain in work experience and when they perceive higher. Drori, and Oberg [16] claims that the logo of the emblem in the iconography of universities reflects the redefinition of the university and the social role of higher education. The study [16] states that these symbolic changes to the branding of universities originate from the professionalism of the university administration and from the globalization culture. Branding that is a strategy to create differentiation and to claim value as a tool means to create variations between similar products and products in a similar way.

**Literature Review**

In the public markets main element is brand equity regarding company’s performance and strength. Brand equity consists of consumer perception, negative or positive effects, and value. This study [2] investigates the sources of brand value from both internal and external perspectives at the behavioral and financial level to obtain a more accurate and sustainable brand equity measurement approach. As Burman & Jont-Benz [2] states that regarding increasingly interchangeable product and service offers, brands are important drivers for product purchase and usage decisions. Adewale & Anthonia [3], talks about organizational culture and its effects on the development of technical and behavioral skills of human resources in an organization. The paper [3] claims that today's organization is mainly dynamic because it brings great opportunities and challenges to institutional practitioners and policy makers. Companies’ main priority is to understand this dynamism and to keep track of organizational strategic goals. This is logical because good behavior is based on ethical values. An organization guides the behavior of its employees by adding ethical values to their own culture. Drori, and Oberg [16] claims that the logo of the emblem in the iconography of universities reflects the redefinition of the university and the social role of higher education. The study [16] argues that these symbolic changes to the branding of universities originate from the professionalism of the university administration and from the globalization culture. Branding that is a strategy to create differentiation and to claim value as a tool means to create variations between similar products and products in a similar way. The study [5] talks about the factors that may affect an employee’s perception of their company’s level of internal marketing orientation. The levels of internal marketing orientation are affected by the single item variables that are age location, and length of tenure [5]. Concerning the more complex “person £ situation” multi-item variables [5], states that the perceived market orientation of local managers and direct managers/supervisors are the most significant determinants and also aspects of communication, socialization, and workplace satisfaction. Boukis, *el al.* [6] focuses on how to improve employees’ behaviors positively that promote customer perceived service quality utilizing the adoption of an internal marketing programme in a retail banking setting and also discuss brand manager’s role for employees’ alignment with internal marketing philosophy and identifies some customer-related gains from internal marketing implementation.

Boukis, *et al,.* [6], reveals that manager’s internal marketing adoption can improve employee adoption of internal marketing and raises their levels of motivation, empowerment and organizational identification as well as confirm that employee motivation, empowerment and organizational identification affect customer perceptions of service quality. The literature [7] discusses the dimensions of customer relationship management (CRM) and their effects on customer outcomes. This study [7] claims that the influences of the dimensions of CRM on customer outcomes remain equivocal. So this paper investigates the expanding of sales people in successful CRM implementation and outcomes regarding four key CRM dimensions that are Focusing on Key Customers, Organizing around CRM, Managing Knowledge, and Incorporating CRM-Based Technology. According to this study [8] it is wanted to provide insights into how advantaged (favored) and (non-favored) disadvantaged customers perceive fairness in retailers’ marketing tactics. This paper [8] claims that customer relationship management (CRM) treats various proﬁles of customers or individual customers differently, purposively favoring certain customers while deliberately disadvantaging others. Nguyen & Simkin [8] argues that service and marketing communications concern the advantaged (favored) customers most, while pricing is the most important aspect for the disadvantaged (non-favored) customers. 8) The & Saleh [9] examines the effect of brand meaning on brand equity of higher education institutions and compare the effect of brand meaning on brand equity between public and private higher education institutions. The & Saleh [9] provides empirical evidence to verify the results of past qualitative studies, thus proving that the stronger the degree of brand meaning of higher education institutions’, the higher their brand equity. This paper [10] states that for any company or business brand name that can change people’s buying behavior positively as a tool or brand image plays a very important role in order to improve their performance.

Shehzad, Ahmad, Iqbal, Nawraz & Usman [10] analyzes the influence of brand name on consumer buying behavior in University students of Gujranwala, Faisalabad and Lahore. Shehzad, Ahmad, Iqbal, Nawraz & Usman [10] reveals that brand image or brand name has significant positive relationship with consumer buying behavior and also they show that students are brand conscious and prefer branded product. Private or public universities are in the world of the competition that is the case today so to increase their share in the market, become more competitive, be constantly, and differentiate their organization they should offer the market new projects and new activities about branding. The literatre [11] investigates the choice of institutions and the expectations of Malaysian Chinese students’ application for admission on selected factors to become more competitive regarding past researches that affect the competition in private higher. Mourad, Ennew, and Kortam [12] wants to improve academic understanding of brand equity in the higher education sector and investigate the implications for management practice. It is often claimed that it is relatively difficult marketing in the service sector because of the service’s unique features and the dominance of experience and credence qualities. Undoubtedly, brand equity that is the value given by customers to the brand. Chinomona [13] explores the effect of brand communication, brand image and brand trust as potential antecedents of brand loyalty in a sample of consumers in Gauteng Province of South Africa. Chinomona [13] reveals that brand communication has stronger effects on brand image than on brand trust and also indicates that brand communication can have a strong influence on brand trust and brand loyalty through brand image that strongly affects brand trust. Especially, brand trust and brand loyalty have strong relationship Chinomona [13]. Xiao & Lee [14] introduces brand identity fit as an important factor that influences co-branding success. Regarding motivated reasoning theory, the authors [14] suggests that consumer-brand identification moderates the effect of brand identity fit on co-branding attitudes and also they investigate the role of consumer coping and perceived brand identity fit on consumers’ attitude toward co-branding. The study [14] found that when co-branding identification is low, consumers’ co-branding evaluations and the loyalty of the focal brand are higher the low brand identity fit condition than those in the high brand identity fit condition.

**RESEARCH PROBLEM**

Many research papers [15] argues about the challenges of university branding and the qualities that make university branding different from commercial branding regarding cultural issues, branding concepts and frameworks, and brands architecture investigates. This study [15] shows the differences between university and commercial brandings as well as culture, brand concepts, and brand architecture. *The research gap observed in this study, as to study the brand image and to measure the effect of leadership practices adopted in Ishik University impacting its brand image.*

**Research Objectives**

The research problem observed above based on extensive literature review gives the complete idea and depth of concern in this study. For the purpose of solving the research problem following research objectives formulated:

* To know the dimensions of leadership practices in Ishik University
* To understand the brand image with its dimensions
* To analyze the relationship in leadership practices and university brand image.

**RESEARCH METHODOLOGY**

Quantitative researchis used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, mobile surveys, kiosk surveys, face-to-face interviews and systematic observations. Generally we can collect data from two sources, primary sources and secondary sources. Data collected from primary sources are known as primary data and data collected from secondary sources are called secondary data. Primary data are also known as raw data. Data are collected from the original source in a controlled or an uncontrolled environment. Example of a controlled environment is experimental research where certain variables are being controlled by the researcher. On the other hand, data collected through observation or questionnaire survey in a natural setting are examples data obtained in an uncontrolled environment. Secondary data are data obtained from secondary sources such as reports, books, journals, documents, magazines, the web and more. In order to collect the data set needed to test the research questions, a cross-sectional study design was used. This design was most convenient as the questionnaire was only sent out once to a single population element. The sample selection done randomly, using simple random sampling method of probability sampling 430 samples used for the study.

**Conceptual Model**

**Leadership Practices**

**University Brand Image**

****

**RESEARCH HYPOTHESIS**

H1: The university culture does not impact the brand image of the Ishik University.

H2: The university policies and procedures do not affect the brand image of Ishik University.

H3: The university community relationship does not affect university brand image.

**DATA ANALYSIS**

**Table-1: Reliability Statics**

|  |  |
| --- | --- |
| **Cronbach's Alpha** | **No. of Items** |
| 0.889 | 41 |

The Table 1 presented above having the data of the reliability statics executed on 41 items having the reliability value of 0.889 that shows 88.9%. The instrument is able to measure the research problem and can get associated to further in this study.

**Table-2: Demographical Data**

|  |  |  |
| --- | --- | --- |
| **Parameter** | **Frequency** | **Percent** |
| Gender | Male | 283 | 65.8 |
| Female | 147 | 34.2 |
| Age | 16 Years-25 Years | 293 | 68.1 |
| 26 Years -35 Years | 132 | 30.7 |
| 36 Years -45 Years | 5 | 1.2 |
| 55 - Above | 00 | 00 |
| Marital Status | Single | 361 | 84.0 |
| Married | 69 | 16.0 |
| Education | Intermediate | 5 | 1.2 |
| Graduate | 204 | 47.4 |
| Post graduate | 221 | 51.4 |
| Ph.D. | 00 | 00 |
| Family Income/ Month | Up to $1000 | 158 | 36.7 |
| $ 1001 - $2000 | 223 | 51.9 |
| $ 2001 - $3000 | 44 | 10.2 |
| $3001 - $4000 | 5 | 1.2 |
| $4001 and more | 00 | 00 |
| Profession | Student | 146 | 34.0 |
| Private Employee | 173 | 40.2 |
| Govt. Employee | 30 | 7.0 |
| Business | 81 | 18.8 |
| Self-Employee | 00 | 00 |

The Table 2 presented above is getting explained here as six demographical variables and their distribution. For gender the male population is double of female population as exposed more outside and in the society males are more participative in education compared to females. The very youth population of age group 16 Years-25 Years has contributed the maximum to the study as 68.1% shows the most students studying in universities are very young. Single students are more for the academic learning in universities almost five times more compared to married students. More than fifty percent of the respondents are having graduate level of education. A high segment of respondents come from moderate income family. The respondents are mostly being with private employment.

**Table-3: Items Data**

|  |  |  |
| --- | --- | --- |
| **Parameter** | **Frequency** | **Percent** |
| University establish and sustain a culture of inquiry and reflection | Strongly Disagree | 25 | 5.8 |
| Disagree | 34 | 7.9 |
| Neutral | 180 | 41.9 |
| Agree | 128 | 29.8 |
| Strongly Agree | 63 | 14.7 |
| University builds a collaborative culture | Strongly Disagree | 29 | 6.7 |
| Disagree | 30 | 7.0 |
| Neutral | 160 | 37.2 |
| Agree | 119 | 27.7 |
| Strongly Agree | 92 | 21.4 |
| University empower teachers in decision making | Strongly Disagree | 25 | 5.8 |
| Disagree | 63 | 14.7 |
| Neutral | 102 | 23.7 |
| Agree | 163 | 37.9 |
| Strongly Agree | 77 | 17.9 |
| University build a culture of teacher leadership | Strongly Disagree | 25 | 5.8 |
| Disagree | 24 | 5.6 |
| Neutral | 104 | 24.2 |
| Agree | 174 | 40.5 |
| Strongly Agree | 103 | 24.0 |
| University build a culture of mutual trust and respect | Strongly Disagree | 25 | 5.8 |
| Disagree | 4 | .9 |
| Neutral | 128 | 29.8 |
| Agree | 174 | 40.5 |
| Strongly Agree | 99 | 23.0 |
| University manages improvement | Strongly Disagree | 5 | 1.2 |
| Disagree | 29 | 6.7 |
| Neutral | 167 | 38.8 |
| Agree | 130 | 30.2 |
| Strongly Agree | 99 | 23.0 |
| University assume functions of accounts, maintenance, personnel | Strongly Disagree | 10 | 2.3 |
| Disagree | 50 | 11.6 |
| Neutral | 142 | 33.0 |
| Agree | 123 | 28.6 |
| Strongly Agree | 105 | 24.4 |
| University manages time effectively | Strongly Disagree | 5 | 1.2 |
| Disagree | 78 | 18.1 |
| Neutral | 117 | 27.2 |
| Agree | 101 | 23.5 |
| Strongly Agree | 129 | 30.0 |
| University adapt policy to local context | Strongly Disagree | 5 | 1.2 |
| Disagree | 44 | 10.2 |
| Neutral | 126 | 29.3 |
| Agree | 145 | 33.7 |
| Strongly Agree | 110 | 25.6 |
| University run staff meetings effectively | Strongly Disagree | 9 | 2.1 |
| Disagree | 24 | 5.6 |
| Neutral | 113 | 26.3 |
| Agree | 168 | 39.1 |
| Strongly Agree | 116 | 27.0 |
| University set as a role model | Strongly Disagree | 25 | 5.8 |
| Disagree | 8 | 1.9 |
| Neutral | 116 | 27.0 |
| Agree | 159 | 37.0 |
| Strongly Agree | 122 | 28.4 |
| University establishes open door policy for parents | Strongly Disagree | 25 | 5.8 |
| Disagree | 33 | 7.7 |
| Neutral | 101 | 23.5 |
| Agree | 135 | 31.4 |
| Strongly Agree | 136 | 31.6 |
| University provides a social service to community –act as social worker | Strongly Disagree | 25 | 5.8 |
| Disagree | 40 | 9.3 |
| Neutral | 131 | 30.5 |
| Agree | 103 | 24.0 |
| Strongly Agree | 131 | 30.5 |
| University foster meaningful relations | Strongly Disagree | 5 | 1.2 |
| Disagree | 65 | 15.1 |
| Neutral | 107 | 24.9 |
| Agree | 100 | 23.3 |
| Strongly Agree | 153 | 35.6 |
| University market itself | Strongly Disagree | 5 | 1.2 |
| Disagree | 60 | 14.0 |
| Neutral | 130 | 30.2 |
| Agree | 91 | 21.2 |
| Strongly Agree | 144 | 33.5 |
| University is very strong in council/ ministry | Strongly Disagree | 25 | 5.8 |
| Disagree | 4 | .9 |
| Neutral | 128 | 29.8 |
| Agree | 174 | 40.5 |
| Strongly Agree | 99 | 23.0 |
| University communicates with all stake holder | Strongly Disagree | 5 | 1.2 |
| Disagree | 44 | 10.2 |
| Neutral | 126 | 29.3 |
| Agree | 145 | 33.7 |
| Strongly Agree | 110 | 25.6 |
| University act as community leader | Strongly Disagree | 9 | 2.1 |
| Disagree | 24 | 5.6 |
| Neutral | 113 | 26.3 |
| Agree | 168 | 39.1 |
| Strongly Agree | 116 | 27.0 |
| University build community support for a humane, well balanced curriculum | Strongly Disagree | 9 | 2.1 |
| Disagree | 24 | 5.6 |
| Neutral | 113 | 26.3 |
| Agree | 168 | 39.1 |
| Strongly Agree | 116 | 27.0 |
| University brand adds to the experience of my life | Strongly Disagree | 47 | 10.9 |
| Disagree | 1 | 0.2 |
| Neutral | 123 | 28.6 |
| Agree | 168 | 39.1 |
| Strongly Agree | 91 | 21.2 |
| University brand awakens good memories for me | Strongly Disagree | 32 | 7.4 |
| Disagree | 79 | 18.4 |
| Neutral | 229 | 53.3 |
| Agree | 30 | 7.0 |
| Strongly Agree | 60 | 14.0 |
| University brand captures a sense of my life | Strongly Disagree | 16 | 3.7 |
| Disagree | 63 | 14.7 |
| Neutral | 170 | 39.5 |
| Agree | 90 | 20.9 |
| Strongly Agree | 91 | 21.2 |
| University brand captures the times | Strongly Disagree | 1 | 0.2 |
| Disagree | 95 | 22.1 |
| Neutral | 167 | 38.8 |
| Agree | 120 | 27.9 |
| Strongly Agree | 47 | 10.9 |
| University brand comes to mind immediately when I want to purchase education | Strongly Disagree | 17 | 4.0 |
| Disagree | 17 | 4.0 |
| Neutral | 125 | 29.1 |
| Agree | 179 | 41.6 |
| Strongly Agree | 92 | 21.4 |
| University brand is a part of my life | Strongly Disagree | 1 | 0.2 |
| Disagree | 17 | 4.0 |
| Neutral | 62 | 14.4 |
| Agree | 197 | 45.8 |
| Strongly Agree | 153 | 35.6 |
| The design of University brand‘s ads is really well done | Strongly Disagree | 1 | 0.2 |
| Disagree | 2 | 0.5 |
| Neutral | 61 | 14.2 |
| Agree | 184 | 42.8 |
| Strongly Agree | 182 | 42.3 |
| The feel of University brand is as pleasing as the education | Strongly Disagree | 46 | 10.7 |
| Disagree | 80 | 18.6 |
| Neutral | 105 | 24.4 |
| Agree | 95 | 22.1 |
| Strongly Agree | 104 | 24.2 |
| The environment of University brand appeals to me | Strongly Disagree | 16 | 3.7 |
| Disagree | 50 | 11.6 |
| Neutral | 208 | 48.4 |
| Agree | 156 | 36.3 |
| Strongly Agree | 00 | 00 |
| The Website design for University brand is really well done | Strongly Disagree | 44 | 10.2 |
| Disagree | 124 | 28.8 |
| Neutral | 155 | 36.0 |
| Agree | 107 | 24.9 |
| Strongly Agree | 00 | 00 |
| The well-maintained University environment appeals to me | Strongly Disagree | 49 | 11.4 |
| Disagree | 198 | 46.0 |
| Neutral | 154 | 35.8 |
| Agree | 29 | 6.7 |
| Strongly Agree | 00 | 00 |
| University brand has a beautiful color scheme | Strongly Disagree | 1 | 0.2 |
| Disagree | 47 | 10.9 |
| Neutral | 110 | 25.6 |
| Agree | 154 | 35.8 |
| Strongly Agree | 118 | 27.4 |
| University brand has incredible displays | Strongly Disagree | 61 | 14.2 |
| Disagree | 18 | 4.2 |
| Neutral | 109 | 25.3 |
| Agree | 167 | 38.8 |
| Strongly Agree | 75 | 17.4 |
| I can rely on University brand | Strongly Disagree | 106 | 24.7 |
| Disagree | 95 | 22.1 |
| Neutral | 137 | 31.9 |
| Agree | 60 | 14.0 |
| Strongly Agree | 32 | 7.4 |
| I feel connected to University brand | Strongly Disagree | 48 | 11.2 |
| Disagree | 148 | 34.4 |
| Neutral | 186 | 43.3 |
| Agree | 48 | 11.2 |
| Strongly Agree | 00 | 00 |
| I feel happy when I wear University brand | Strongly Disagree | 1 | .2 |
| Disagree | 94 | 21.9 |
| Neutral | 167 | 38.8 |
| Agree | 106 | 24.7 |
| Strongly Agree | 62 | 14.4 |
| I feel satisfied with University brand | Strongly Disagree | 18 | 4.2 |
| Disagree | 15 | 3.5 |
| Neutral | 135 | 31.4 |
| Agree | 183 | 42.6 |
| Strongly Agree | 79 | 18.4 |
| I have fun with University brand | Strongly Disagree | 18 | 4.2 |
| Disagree | 201 | 46.7 |
| Neutral | 133 | 30.9 |
| Agree | 78 | 18.1 |
| Strongly Agree | 00 | 00 |
| I have solid support for University brand | Strongly Disagree | 17 | 4.0 |
| Disagree | 32 | 7.4 |
| Neutral | 242 | 56.3 |
| Agree | 123 | 28.6 |
| Strongly Agree | 16 | 3.7 |
| I like looking at the products of University brand | Strongly Disagree | 18 | 4.2 |
| Disagree | 121 | 28.1 |
| Neutral | 166 | 38.6 |
| Agree | 107 | 24.9 |
| Strongly Agree | 18 | 4.2 |
| I really enjoy wearing University brand | Strongly Disagree | 16 | 3.7 |
| Disagree | 17 | 4.0 |
| Neutral | 163 | 37.9 |
| Agree | 156 | 36.3 |
| Strongly Agree | 78 | 18.1 |
| I would stay with University brand | Strongly Disagree | 77 | 17.9 |
| Disagree | 109 | 25.3 |
| Neutral | 136 | 31.6 |
| Agree | 108 | 25.1 |
| Strongly Agree | 00 | 00 |
| **Total** | 430 | 100 |

The above table 3 has presented the nineteen items as the frequency and percentage where almost all items are getting higher value for agree or strongly agree which is good for the further study on public university.

**Table-4: One-Sample T-Test**

|  |  |
| --- | --- |
| **Parameters** | Test Value = 4 |
| t | df | Sig. (2-tailed) |
|
| University establish and sustain a culture of inquiry and reflection | -12.286 | 429 | .000 |
| University builds a collaborative culture | -9.368 | 429 | .000 |
| University empower teachers in decision making | -9.739 | 429 | .000 |
| University build a culture of teacher leadership | -5.582 | 429 | .000 |
| University build a culture of mutual trust and respect | -5.340 | 429 | .000 |
| University manages improvement | -7.217 | 429 | .000 |
| University assume functions of accounts, maintenance, personnel | -7.677 | 429 | .000 |
| University manages time effectively | -6.808 | 429 | .000 |
| University adapt policy to local context | -5.772 | 429 | .000 |
| University run staff meetings effectively | -3.623 | 429 | .000 |
| University set as a role model | -3.882 | 429 | .000 |
| University establishes open door policy for parents | -4.443 | 429 | .000 |
| University provides a social service to community –act as social worker | -6.368 | 429 | .000 |
| University foster meaningful relations | -4.247 | 429 | .000 |
| University market itself | -5.275 | 429 | .000 |
| University is very strong in council/ ministry | -5.340 | 429 | .000 |
| University communicates with all stake holder | -5.772 | 429 | .000 |
| University act as community leader | -3.623 | 429 | .000 |
| University build community support for a humane, well balanced curriculum | -3.623 | 429 | .000 |
| University brand adds to the experience of my life | -7.323 | 429 | .000 |
| University brand awakens good memories for me | -19.348 | 429 | .000 |
| University brand captures a sense of my life | -11.210 | 429 | .000 |
| University brand captures the times | -16.141 | 429 | .000 |
| University brand comes to mind immediately when I want to purchase education | -5.852 | 429 | .000 |
| University brand is a part of my life | 3.194 | 429 | .002 |
| The design of University brand‘s ads is really well done | 7.512 | 429 | .000 |
| The feel of University brand is as pleasing as the education | -11.015 | 429 | .000 |
| The environment of University brand appeals to me | -22.169 | 429 | .000 |
| The Website design for University brand is really well done | -5.371 | 429 | .000 |
| The well-maintained University environment appeals to me | -16.629 | 429 | .000 |
| University brand has a beautiful color scheme | -4.409 | 429 | .000 |
| University brand has incredible displays | -9.865 | 429 | .000 |
| I can rely on University brand | -24.411 | 429 | .000 |
| I feel connected to University brand | -11.328 | 429 | .000 |
| I feel happy when I wear University brand | -14.597 | 429 | .000 |
| I feel satisfied with University brand | -7.077 | 429 | .000 |
| I have fun with University brand | -9.214 | 429 | .000 |
| I have solid support for University brand | -20.783 | 429 | .000 |
| I like looking at the products of University brand | -23.008 | 429 | .000 |
| I really enjoy wearing University brand | -8.467 | 429 | .000 |
| I would stay with University brand | -7.148 | 429 | .000 |

One sample T –Test performed and presented as Table 4 above, where 41 items checked for its acceptance on the data for ISHIK University, where all items are having significant result and, so it should not get included in the further study.

**Table-5: Regression Analysis: Independent Variable University Culture and Dependent Variable: University Brand Image**

|  |
| --- |
| **Coefficients** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.414 | .064 |  | 53.142 | .000 |
| University Culture | .016 | .017 | .044 | .903 | .367 |
| a. Dependent Variable: University Brand Image |

The above presented Table 5 is having the regression analysis where the independent variable University Culture and dependent variable University Brand Image are having the Beta value of .044 and insignificant outcome so cannot get further incorporated in this study.

**Table-6: Regression Analysis: Independent Variable University Policies and Procedures and Dependent Variable: University Brand Image**

|  |
| --- |
| **Coefficients** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.410 | .075 |  | 45.480 | .000 |
| University Policies and Procedures | .016 | .020 | .040 | .822 | .412 |
| a. Dependent Variable: University Brand Image |

The above presented Table 6 is having the regression analysis where the independent variable University Policies and Procedures and dependent variable University Brand Image are having the Beta value of .040 and insignificant outcome so cannot get further incorporated in this study.

**Table-7: Regression Analysis: Independent Variable University Community Relationship and Dependent Variable: University Brand Image**

|  |
| --- |
| **Coefficients** |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.311 | .071 |  | 46.822 | .000 |
| University Community Relationship | .043 | .018 | .111 | 2.312 | .021 |
| a. Dependent Variable: University Brand Image |

The above presented Table 7 is having the regression analysis where the independent variable University Community Relationship and dependent variable University Brand Image are having the Beta value of 0.111 and comparative significant outcome so can get further incorporated in this study. It shows that University Community has 11% correlation with University Brand Image.

**CONCLUSION**

The study concludes here that the research problem formulated as to study the brand image and to measure the effect of leadership practices adopted in Ishik University impacting its brand image has got measured accurately and have reached the research objectives to know the dimensions of leadership practices in Ishik University, to understand the brand image with its dimensions, and to analyze the relationship in leadership practices and university brand image very aptly. The first two hypothetical concepts are the university culture does not impact the brand image of the Ishik University and the university policies and procedures do not affect the brand image of Ishik University are getting rejected. The third hypothetical concept is getting accepted as the university community relationship has a good effect on Ishik university brand image. So the university should work on the university culture and university policies and procedures the two dimensions to build the brand image and simultaneously should go for performing with the third dimension the university community relationship that can build very strong image for Ishik University.

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