



Determinants of Brand Equity at FPT Polytechnic College, Ho Chi Minh City

Thi Ha Trang Le

School of International Business - Marketing, University of Economics Ho Chi Minh City,
Vietnam

Tran Phuoc Nguyen^{*)}

School of International Business - Marketing, University of Economics Ho Chi Minh City,
Vietnam

^{*)}Corresponding author: phuocnt@ueh.edu.vn

ABSTRACT

This research investigates the factors influencing brand equity of FPT Polytechnic College in Ho Chi Minh City, with the objective of enhancing its competitive position and student recruitment. The study aims to elevate the institution's standing among its student body and key stakeholders. The investigation addresses a gap in the current literature by identifying specific factors that influence brand equity in higher education, while proposing strategies to enhance it. It is important to note that the study has limitations, including a constrained survey scope and the absence of comparative analyses with other institutions. The research employed a mixed-methods approach, utilizing both qualitative and quantitative techniques. Data was collected from a sample of 336 valid respondents, comprising current and former students, and subsequently analyzed using various statistical methods. The study identified seven key factors impacting brand equity, with Perceived Quality and Brand Association emerging as the most significant. The research concludes that strong brand equity contributes to institutional credibility, thereby fostering increased trust among parents and prospective students.

Keywords: brand; brand equity; university brand equity; higher education.

Received: 10 October 2025 ;

Accepted: 12 December 2025 ;

Published: December 2025.

How to Cite:

Le., T.H.T., & Nguyen, T.P. (2025). Determinants of Brand Equity at FPT Polytechnic College, Ho Chi Minh City. *Journal of Business and Behavioural Entrepreneurship*, 9(2), 324-343. <https://doi.org/10.21009/JOBBE.009.2.09>

INTRODUCTION

In the contemporary global marketplace, brand management has assumed heightened significance. A brand serves as a potent asset embodying a company's essence, necessitating meticulous development and management. Functioning as a business's most valuable intangible asset, a brand acts as a robust differentiator and guides customer decision-making (Aaker, 1991; Keller, 2013). In recent years, brands have served as effective vehicles for conveying functional and symbolic meanings, enabling customers to connect their personal values with a company's products (Oh et al., 2020). Given that a brand encapsulates customer perceptions and sentiments regarding a product or service and its efficacy (Kotler and Keller, 2006), a strong brand's true value lies in its capacity to comprehend customer preferences and foster loyalty (Pinar et al., 2011). Amid globalization and deepening international economic integration, higher education institutions are experiencing intensifying competitive pressures (Khoshtaria et al., 2020).

The higher education landscape is experiencing rapid evolution, not only in developed nations such as the United States, Canada, the United Kingdom, and Australia, but also in Vietnam, where notable advancements have been made. In response to domestic and global competition, higher education administrators have recognized that external branding initiatives or communication strategies alone are insufficient for establishing a robust university brand. This realization stems from the observation that most efforts appear to prioritize promotion and identity (Argenti, 2000; Bunzel, 2007; Jevons, 2006). Consequently, universities have begun implementing more sophisticated branding strategies to address global competitive challenges (Whisman, 2007). Brand development is now recognized as a key differentiator in the higher education sector (Jevons, 2006). Parameswaran and Glowacka (1995) posit that higher education institutions must cultivate and maintain a distinct image to gain a competitive edge, as this image can significantly influence student enrollment decisions.

Thus, establishing a compelling image in the minds of stakeholders is crucial (Ivy, 2008). Empirical research by Le Na et al. (2025) demonstrates that university brand equity plays a pivotal role in shaping student satisfaction and engagement. This study underscores the critical role of establishing and sustaining a robust brand identity in facilitating university growth and competitiveness within the global educational landscape. Numerous institutions have adopted branding as an enduring differentiation strategy (Chapleo, 2010), recognizing the demonstrated efficacy of strong brands in conferring organizational competitive advantages (Aaker, 1995; Kotler and Fox, 1995; Keller, 2013; Mourad et al., 2011; Kapferer, 2008).

As per the Ministry of Education and Training's 2023 data, Vietnam currently hosts 244 higher education institutions, encompassing both public and private universities, alongside 20 pedagogical colleges. In recent years, the higher education sector in Vietnam has experienced intensified competition, primarily driven by rapid quantitative expansion. Furthermore, the influx of international universities has contributed to the enhancement of competitive dynamics within the sector. The higher education landscape in Vietnam is experiencing rapid growth, leading to increased competition among institutions to attract students. Public universities in Vietnam generally possess stronger brand equity compared to private institutions, influencing the enrollment preferences of parents and students who gravitate towards institutions with established reputations.

Consequently, colleges and universities with less developed brand equity face significant challenges in this competitive market. However, in the existing literature, no study has investigated the factors influencing the brand equity of FPT Polytechnic College in Ho Chi Minh City, which represents a critical gap for conducting this research. Conducting research on the brand equity of FPT Polytechnic College Ho Chi Minh City serves a dual purpose: it aids in enhancing educational quality and institutional reputation while also informing the development of effective marketing strategies to attract a broader student base and potential partners. Recognizing the evolving complexities of the market, FPT Polytechnic College Ho Chi Minh City has proactively initiated the implementation of branding solutions to bolster its competitive position and ensure long-term sustainability.

Given the unique nature of higher education services, traditional brand-building approaches may not yield optimal results or create a lasting impact on the public perception. This necessitates the development of targeted strategies to enhance brand equity, with the dual objectives of attracting a broader student and partner base while solidifying FPT Polytechnic College Ho Chi Minh City's standing within the Vietnamese educational landscape. A robust brand identity can significantly elevate the institution's reputation, fostering high-quality collaborations and ensuring graduates are well-regarded in the global job market. Consequently, it is imperative to conduct thorough research on the factors influencing brand equity and formulate effective solutions to strengthen the college's brand positioning.

LITERATURE REVIEW

2.1 The concept of brand equity

Brand equity has been examined from two distinct perspectives: financial and customer-based. The financial perspective, which is not the focus of this article, pertains to the monetary value a brand generates for a business. This study concentrates on customer-based brand equity and its measurable outcomes (Farquhar et al. 1991; Simon and Sullivan, 1992). Aaker (1991) conceptualizes brand equity as "an amalgamation of assets including brand recognition, customer loyalty, perceived quality, and brand associations that enhance the value of a company's product or service offering." Keller (1993) offers a complementary definition, describing brand equity as the brand's influence on consumer responses to product-specific marketing initiatives. Additional scholars have underscored the significance of a company's brand as a valuable asset that contributes to future revenue growth (Farquhar, 1989). Lassar et al. (1995) posit that brand equity arises from consumers' heightened trust in a brand relative to its competitors. This enhanced trust manifests as consumer loyalty and a willingness to pay premium prices for the brand. Consequently, brand equity represents a crucial marketing concept, subject to diverse definitions and measurements across various studies. The literature categorizes brand equity perspectives into two primary classifications: financial-based brand equity and perception-based brand equity (Tasci, 2021). Early research on brand equity primarily emphasized financial metrics and market behaviors, including cash flow, cost reduction, sales figures, and pricing strategies. Some researchers equated brand equity with a company's total valuation

(Tasci, 2021). However, contemporary studies posit that brand success is contingent upon consumer perception and the ability to secure a sustained competitive edge over non-branded offerings through various factors such as pricing, market share, revenue generation, profitability, and cost management (Blattberg and Wisniewski, 1989; Murphy, 1989; Doyle, 2001; Keller and Lehmann, 2003; Tasci, 2021). This study will concentrate on the perception-based brand equity framework, a concept thoroughly examined in Tasci's (2021) research.

2.2 Building a Brand in Higher Education

Establishing a brand in the service sector is regarded as more critical than in the product market, primarily due to the service industry's distinct characteristics that introduce heightened purchasing risks (De Chernatony and Riley, 1999). Researchers have conceptualized services as intangible offerings that can be exchanged to fulfill customer needs without transferring ownership of a physical product (Murdick et al., 1990; Kotler and Andreasen, 1996). The inherent qualities of services - intangibility, heterogeneity, inseparability, and perishability (Bateson, 1991) - contribute to an elevated level of uncertainty regarding service outcomes. Higher education services have been selected by researchers to examine their associated attributes for the purpose of establishing brand equity among consumers. While higher education is a crucial service in any economy, its quality is challenging to evaluate beforehand, leading students to perceive the selection of an educational institution as a potentially risky decision. Notably, even after the completion of the educational service, consumers continue to face difficulties in assessing the delivered quality and related features (Byron, 1995). The distinct image of an institution can significantly influence students' inclination to submit applications; consequently, cultivating these perceptions in the minds of stakeholders is of considerable importance (Ivy, 2001). Hemsley-Brown and Goonawardana (2007) assert that empirical research specifically addressing higher education branding remains limited, despite the topic's increasing significance. Nevertheless, they contend that the broader field of international higher education marketing is a prominent focus in both empirical studies and theoretical discourse. Consequently, identifying the key factors that influence brand equity plays a critical role in attracting students and elevating the quality of educational services.

2.3. Factors Influencing Brand Equity

2.3.1. Brand Awareness

Aaker (1991) conceptualizes brand awareness as "the capacity of potential consumers to recognize a brand within a specific product category, emphasizing that awareness and recognition are prerequisites for attributing brand characteristics". In a similar vein, Keller (1993, p. 8) defines consumer-based brand equity as "the distinctive impact of brand knowledge on consumer response to brand marketing efforts". Brand awareness serves as a critical component in a company's brand equity. Renowned brands that resonate with

consumers frequently appear in their consideration sets. Furthermore, Keller and Lehmann (2003) identify brand awareness as the most crucial element among the components of the brand equity chain. It serves as a fundamental factor in positively enhancing brand equity. Research conducted by Chang et al. (2008), Alhaddad (2014), and Huang and Sarigollu (2014) underscores the pivotal role of brand awareness in constructing brand equity. Chamid Abdul et al. (2015) posit that brand awareness exerts a positive and significant influence on brand equity. Drawing upon previous research, the authors proposes the following hypothesis:

H1: Brand awareness positively influences the brand equity of FPT Polytechnic College Ho Chi Minh City.

2.3.2. Perceived Quality

Aaker (1991b) defines perceived quality as an intangible, overall impression of a brand. Zeithaml (1988) further characterizes it as "the consumer's assessment of a product's overall excellence or superiority." Essentially, perceived quality represents consumers' psychological evaluation of a product's quality based on their perceptions. Products possess objective attributes, encompassing both internal and external quality indicators. The concept of perceived quality, particularly from the perspective of university students, has garnered significant attention in academic research. Empirical studies investigating the perceived quality factor's contribution to university brand equity from the student viewpoint have consistently yielded significant results (Mourad et al., 2011; Hysi and Shyle, 2015). Sukiarti et al. (2016) posit that perceived quality exerts a positive and substantial influence on brand equity. Furthermore, Khoshtaria et al. (2020) corroborate Aaker's (1991) assertion that perceived quality constitutes a crucial component of brand equity. Drawing upon previous research, the authors proposes the following hypothesis:

H2: Perceived quality positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

2.3.3. Brand Association

Brand association encompasses all elements connected to a brand in an individual's memory (Aaker, 1991). Keller (1993) defines brand associations as information nodes linked to the brand node in memory, comprising brand knowledge—a synthesis of brand awareness and image. These associations extend to brand attitudes, emotional attributes, and experiential advantages (Keller, 2003). Distinctive brand associations enable consumers to differentiate a particular brand from competing products in the marketplace (Keller, 2003). Durianto et al. (2004) characterize brand association as the collective impressions in an individual's mind related to their brand recollections. Brand association plays a crucial role in establishing and sustaining brand equity, particularly for academic institutions. Moreover, research by Muzaqqi et al. (2016) indicates that brand association

exerts a substantial and positive influence on brand equity. Drawing upon previous research, the authors proposes the following hypothesis:

H3: Brand association positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

2.3.4. Brand Trust

Brand trust, as defined by Chaudhuri and Holbrook (2001), represents the typical consumer's inclination to rely on a brand's capacity to fulfill its stated functions in accordance with its promises. Conceptualizing brand trust as an expectation, it stems from consumers' perceptions that a brand possesses specific attributes such as consistency, competence, honesty, and responsibility. This aligns with the trust research conducted by Doney and Cannon (1997) as well as Larzelere and Huston (1980). Furthermore, research by Pinar et al. (2014) indicates that brand trust exerts a positive influence on brand equity. Drawing upon previous research, the authors proposes the following hypothesis:

H4: Brand trust positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

2.3.5. Learning Environment

The learning environment serves as a crucial platform for students to acquire knowledge, develop skills, and bolster their confidence. Astin (1984) posits that an effective learning environment encourages active participation in activities that foster faculty-student interaction and provide supportive learning contexts. Chickering and Gamson (1987) further emphasize the importance of an active learning environment in promoting student collaboration, faculty interaction, and experiential learning opportunities. Gray et al. (2003) identify the learning environment as a key brand positioning metric for higher education institutions. Stakeholders often highlight positive experiences and memorable encounters when discussing universities. Research by Girard and Pinar (2021) demonstrates that factors such as dormitories, facilities, and the overall learning environment significantly impact various aspects of brand equity in higher education. Drawing upon previous research, the authors proposes the following hypothesis:

H5: Learning environment positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

2.3.6. Emotional Environment

The experiences and emotional expressions of instructors and students contribute significantly to fostering a positive classroom atmosphere, a correlation observed across various countries (Meyer and Turner, 2006; Ulloa et al., 2010). This emotional climate, in turn, exerts a nuanced influence on the overall learning environment. The range of emotional experiences and expressions plays a crucial role in determining the quality of emotional behavior within the classroom setting (Harvey, 2004). Research indicates that a

positive classroom atmosphere is associated with numerous benefits, including enhanced student learning outcomes, reduced incidence of internalized behavioral disorders, improved student learning capabilities, and increased social and emotional competencies. Furthermore, it promotes greater participation and learning motivation while mitigating instances of teacher victimization. In a related context, Berry (2000) notes that successful brands consistently establish emotional connections with their target audience. This observation extends to educational settings, where research highlights the importance of recognizing generational differences in emotional responses to brands and learning environments. Drawing upon previous research, the authors propose the following hypothesis:

H6: Emotional environment positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

2.3.7. University Reputation

Reputation represents the collective external perception of a company's distinctive attributes (Fombrun and Rindova, 2000) or brand identity. Cultivating a brand's reputation extends beyond maintaining customer satisfaction; it is an asset earned through consistent performance and reflects how various stakeholders assess the brand. Organizations and brands with favorable reputations possess a competitive advantage in attracting clientele. Conversely, a brand risks eroding its positive standing and potentially developing a negative reputation if it repeatedly fails to fulfill its stated commitments or marketing promises (Milewicz and Herbig, 1994). Herbig and Milewicz (1995) assert that to effectively build brand equity and generate substantial returns, brands must cultivate a positive reputation. In the context of higher education, Girard and Pinar (2021) demonstrate that a university's reputation serves as a critical component in establishing the strength of its institutional brand. Drawing upon previous research, the authors propose the following hypothesis:

H7: University reputation positively influences the brand equity of FPT Polytechnic College in Ho Chi Minh City.

RESEARCH METHOD

3.1 Design Study

This research study conducted a survey of 336 current and former students at FPT Polytechnic College Ho Chi Minh City. The measurement scale was developed based on factors influencing brand equity, as outlined in Table 1. The analysis identified 44 observed variables that measure 8 distinct concepts explored in the study.

Table 1. Variable Items

Variables	Symbol	Items	Source
Brand Awareness	AW1	The university is well-known	Pinar et al. (2020)
	AW2	The university is among the first to come to mind when one thinks of all universities in the country	
	AW3	The university's logo is instantly recognizable	
	AW4	The university is known to offer specialized degree programs	
	AW5	The University's degree programs are well-known	
Perceived Quality	PQ1	The university's faculty are knowledgeable in their fields	Pinar et al. (2020)
	PQ2	The faculty are polite in responding to students	
	PQ3	The faculty care about students' needs"	
	PQ4	The faculty are responsive to student needs	
	PQ5	The faculty are willing to help students	
	PQ6	The faculty are accessible for students' questions and concerns	
	PQ7	The university has degree programs offered by few other universities in the country	
	PQ8	The faculty are engaged with the academic activities of publishing articles in journals, attending	
Brand Association	AS1	The university offers experiential learning opportunities (e.g., projects, community work) as a part of its educational program	Pinar et al. (2020)
	AS2	The university employs state-of-the-art technology in educating its students	
	AS3	The university offers an internship program	
	AS4	The university's career center helps students search for jobs	
	AS5	The university organizes alumni networking events	
	AS6	The university has intercollegiate athletic teams	
Brand Trust	BT1	Students have trust in the education they are receiving /received from the university	Pinar et al. (2020)
	BT2	The faculty are honest with students	
	BT3	The faculty and students trust each other	
	BT4	The faculty emphasize ethical values in their courses	
Learning Environment	LE1	The university has a supportive learning environment	Pinar et al. (2020)
	LE2	The university is known as a respected institution	
	LE3	The university has high academic standards	
	LE4	The university offers well-known degree programs	
	LE5	The university has a well-known academic reputation	
	LE6	Based on the cost of tuition, the university offers a good educational value	
Emotional Environment	EE1	The university provides a supportive environment	Pinar et al. (2014)
	EE2	The faculty/staff-student interactions are warm	
	EE3	Student relationships are characterized as warm and friendly	
	EE4	The university provides the students with a sense of community	
University Reputation	UR1	The graduates of the university earn higher incomes than industry average"	Pinar et al. (2014)

	UR2	Companies prefer recruiting the university's graduates	
	UR3	The university's graduates are well-recognized in their professions	
	UR4	The university's graduates have successful careers	
	UR5	The university's graduates receive good job offers	
	UR6	The university's graduates are employed before or soon after graduation	
	UR7	The university's graduates have no trouble getting accepted to graduate school	
Brand Equity	BE1	It makes sense to buy X instead of any other brand, even if they are the same	Yoo et al. (2000)
	BE2	Even if another brand has same features as X, I would prefer to buy X.	
	BE3	If there is another brand as good as X, I prefer to buy X.	
	BE4	If another brand is not different from X in any way, it seems smarter to purchase X	

3.2 Data Analysis

Utilizing an adjusted scale, the researcher constructed a comprehensive survey questionnaire to gather data from both current and former students of FPT Polytechnic College Ho Chi Minh City. The collected survey data underwent rigorous analysis using SPSS software. Data was collected from a sample of 336 valid respondents, comprising current and former students. To ensure the validity of the scale, the researcher employed the Cronbach's Alpha reliability coefficient method and conducted an exploratory factor analysis (EFA). Common method variance (CMV) was examined using Harman's single-factor test. The findings revealed that the total variance explained by a single factor was below 50%, suggesting that CMV does not pose a serious threat to the validity of this study. These analytical techniques were instrumental in identifying and prioritizing the factors that influence the brand equity of FPT Polytechnic College Ho Chi Minh City, thereby providing a solid foundation for the development of effective strategic solutions.

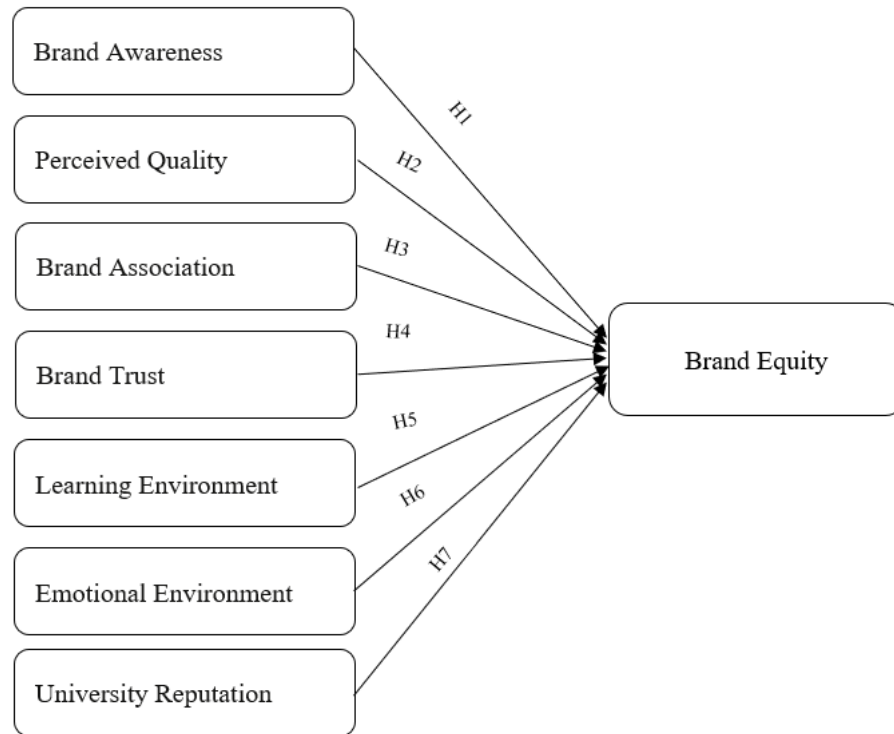


Figure 1. Research Model

RESULTS AND DISCUSSION

The age demographics indicate a predominant youth presence, with the 18-20 age bracket comprising 69.6% of respondents. The 21-24 age group follows at 23.2%, while those aged 25-29 represent 5.1%. Participants aged 30 and above constitute 2.1% of the sample. Analyzing the academic progression of student respondents, we observe that third-semester students form the largest cohort at 42%. Sixth-semester students follow at 18.5% , with fifth-semester students closely behind at 17.9%. Fourth-semester students account for 9.5%, while graduated students represent 4.5%. The remaining distribution includes 3.9% second-semester students, 3.0% seventh-semester students, and 0.9% first-semester students. Regarding occupational status, the vast majority of respondents (93.5%) identify as students. Office workers comprise 3.6% , while self-employed individuals account for 2.7%. A single respondent (0.3%) falls into an unspecified category. The income distribution reflects a predominantly low-income demographic, with 89.3% of respondents reporting earnings below 10 million dong. 7.1% of participants report incomes between 10-20 million dong. A small fraction, 2.4%, reports earnings exceeding 30 million dong, while 1.2% fall within the 20-30 million dong range.

Table 2. Cronbach's Alpha reliability test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Brand Awareness – Cronbach's Alpha: 0,866				
AW1	14,61	8,514	0,680	0,841
AW2	15,13	8,810	0,656	0,847
AW3	15,16	9,118	0,587	0,864
AW4	14,65	9,076	0,664	0,844
AW5	14,74	8,788	0,918	0,793
Perceived Quality – Cronbach's Alpha: 0,878				
PQ1	16,82	13,114	0,709	0,853
PQ2	17,31	13,419	0,648	0,863
PQ3	17,23	13,355	0,702	0,854
PQ4	17,35	12,534	0,771	0,842
PQ5	17,94	12,253	0,669	0,862
PQ6	17,47	13,772	0,624	0,866
Brand Association – Cronbach's Alpha: 0,895				
AS1	15,88	9,821	0,707	0,880
AS3	16,06	10,480	0,683	0,885
AS4	16,09	10,102	0,684	0,885
AS5	16,08	9,477	0,740	0,873
AS6	15,99	9,525	0,923	0,835
Brand Trust – Cronbach's Alpha: 0,917				
BT1	11,83	5,636	0,880	0,868
BT2	11,78	5,844	0,807	0,893
BT3	12,01	6,018	0,760	0,910
BT4	11,99	6,054	0,795	0,898
Learning Environment – Cronbach's Alpha: 0,939				
LE1	14,78	11,732	0,768	0,937
LE2	14,69	11,611	0,904	0,915
LE3	14,38	11,513	0,770	0,937
LE4	14,51	10,848	0,810	0,931
LE5	14,51	10,925	0,955	0,903
Emotional Environment – Cronbach's Alpha: 0,871				
EE1	9,04	5,350	0,663	0,858
EE2	9,85	4,487	0,737	0,832
EE3	9,85	4,738	0,664	0,864
EE4	9,34	4,995	0,888	0,784
University Reputation – Cronbach's Alpha: 0,926				
UR1	23,04	28,082	0,774	0,914
UR2	23,06	28,221	0,741	0,918
UR3	23,21	28,697	0,768	0,915
UR4	23,23	27,979	0,770	0,915
UR5	23,21	28,414	0,742	0,917

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
UR6	23,11	27,680	0,941	0,900
UR7	23,54	28,518	0,666	0,926
Brand Equity – Cronbach's Alpha: 0,938				
BE1	10,70	3,386	0,819	0,930
BE2	10,74	3,424	0,802	0,936
BE3	10,69	3,462	0,846	0,921
BE4	10,70	3,256	0,950	0,888

The test results reveal a Cronbach's Alpha coefficient of 0.818 for the "Perceived Quality" scale. However, observed variables PQ7 and PQ8 were eliminated from the model due to their item-total correlation coefficients being below 0.3. After model adjustment, all factors' Cronbach's Alpha values exceed 0.60 as shown in Table 2, indicating high reliability.

Table 3. Harman's single-factor test

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.338	30.314	30.314	13.338	30.314	30.314
2	4.356	9.901	40.214			
3	3.691	8.389	48.603			
4	3.063	6.961	55.563			
5	2.235	5.079	60.642			
6	1.877	4.265	64.907			
7	1.738	3.950	68.856			
8	1.338	3.042	71.898			
9	.909	2.066	73.964			
10	.785	1.784	75.749			
11	.730	1.658	77.407			
12	.657	1.494	78.901			
13	.635	1.444	80.345			
14	.612	1.390	81.735			
15	.590	1.341	83.075			
16	.554	1.259	84.334			
17	.476	1.083	85.417			
18	.471	1.070	86.487			
19	.441	1.002	87.489			
20	.434	.987	88.476			
21	.417	.947	89.423			

22	.407	.924	90.347		
23	.382	.868	91.215		
24	.362	.824	92.038		
25	.344	.781	92.819		
26	.335	.760	93.580		
27	.316	.718	94.297		
28	.293	.666	94.964		
29	.263	.597	95.561		
30	.259	.588	96.149		
31	.216	.490	96.639		
32	.208	.473	97.112		
33	.190	.432	97.544		
34	.180	.410	97.954		
35	.150	.341	98.295		
36	.148	.335	98.630		
37	.113	.256	98.886		
38	.099	.224	99.110		
39	.090	.204	99.315		
40	.083	.189	99.503		
41	.070	.159	99.662		
42	.054	.124	99.785		
43	.050	.113	99.898		
44	.045	.102	100.000		
Extraction Method: Principal Component Analysis.					

As presented in Table 3, the total variance explained by one factor is 30.314%, which is below the recommended 50% threshold, indicating that common method bias is not a serious issue in this study. In Table 4, the KMO and Bartlett's test yields a KMO coefficient of 0.853 (>0.5) with a significance level of 0 (Sig.=0.000), confirming the appropriateness of the EFA factor analysis. The total variance extracted (Rotation Sums of Squared Loadings) is 73.072%, showing that the 7 factor groups formed after EFA analysis explain about 73.072% of the data variance.

Table 4. KMO and Bartlett's Test and Total Variance Explained

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.853
Bartlett's Test of Sphericity	Approx. Chi-Square	9930.071
	df	630

	Sig.		.000						
Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.125	28.126	28.126	10.125	28.126	28.126	4.995	13.875	13.875
2	4.254	11.816	39.941	4.254	11.816	39.941	4.173	11.592	25.467
3	3.596	9.990	49.931	3.596	9.990	49.931	3.873	10.758	36.225
4	2.785	7.737	57.668	2.785	7.737	57.668	3.675	10.207	46.432
5	2.174	6.039	63.706	2.174	6.039	63.706	3.485	9.680	56.111
6	1.721	4.781	68.487	1.721	4.781	68.487	3.092	8.589	64.701
7	1.650	4.584	73.072	1.650	4.584	73.072	3.014	8.371	73.072
8	.801	2.225	75.297						
9	.691	1.921	77.218						
10	.637	1.770	78.988						
11	.617	1.713	80.701						
12	.567	1.574	82.275						
13	.531	1.476	83.751						

Table 5. Regression results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-0,218	,137		-1,590	,113		
	AW	0,114	,027	,137	4,152	,000	,780	1,282
	PQ	0,231	,030	,272	7,613	,000	,664	1,507
	AS	0,181	,027	,231	6,697	,000	,712	1,404
	BT	0,150	,028	,197	5,384	,000	,632	1,583
	LEA	0,156	,026	,215	6,099	,000	,682	1,467
	EE	0,134	,028	,159	4,693	,000	,740	1,351
	UR	0,064	,021	,094	3,028	,003	,890	1,123

a. Dependent Variable: BE

Based on the results table, all hypotheses have p-values < 0.05 , therefore all hypotheses are accepted. The research results show the factors influencing the following elements and their impact levels, arranged in descending order as follows: Perceived quality has the greatest impact on "Brand equity" with a beta impact coefficient of 0.272 (Sig = 0.000 < 0.05); followed by Brand association with an impact coefficient of 0.231 (Sig = 0.000 < 0.05). Next is Learning environment with a beta impact coefficient of 0.215 (Sig = 0.000 < 0.05); followed by Brand trust with a beta impact coefficient of 0.197 (Sig = 0.000 < 0.05); Emotional environment with a beta impact coefficient of 0.159 (Sig = 0.000 < 0.05); Brand awareness with a beta impact coefficient of 0.137 (Sig = 0.000 < 0.05); and finally, University reputation with a beta impact coefficient of 0.094 (Sig = 0.000 < 0.05).

5. Discussion

The research findings indicate that Perceived Quality exerts the most significant influence on "Brand Equity," with a beta coefficient of 0.272 (Sig = 0.000 < 0.05). Brand Association follows, demonstrating an impact coefficient of 0.231 (Sig = 0.000 < 0.05). The Learning Environment emerges as the third most influential factor, with a beta coefficient of 0.215 (Sig = 0.000 < 0.05). Brand Trust exhibits a beta coefficient of 0.197 (Sig = 0.000 < 0.05), while the Emotional Environment shows a beta coefficient of 0.159 (Sig = 0.000 < 0.05). Brand Awareness contributes with a beta coefficient of 0.137 (Sig = 0.000 < 0.05), and University Reputation rounds out the factors with a beta coefficient of 0.094 (Sig = 0.000 < 0.05). In comparison with previous research findings, the current study's results demonstrate consistency with established literature. Mourad et al. (2011) identified a positive correlation between brand awareness factors and university brand equity. Pinar et al. (2014) highlighted the varying importance of brand equity aspects in developing a strong university brand, with faculty quality being paramount, followed by reputation, emotional environment, loyalty, and awareness. Effah (2017) confirmed positive relationships between multiple factors and university brand equity, including awareness, image, perceived quality, reputation, and post-graduation employment prospects. Khoshtaria et al. (2020) emphasized the impact of brand awareness, perceived quality, and emotional environment on university brand equity. Additionally, Pinar et al. (2020) established significant connections between various brand equity aspects, including awareness, quality, associations, learning and emotional environments, trust, loyalty, and reputation. These consistent findings across multiple studies lend credibility to the current research outcomes.

CONCLUSION

This research endeavors to identify key factors and develop strategic solutions to enhance the brand equity of FPT Polytechnic College Ho Chi Minh City, with the ultimate goal of improving its competitive position in the education sector and attracting a larger

student base. The study is driven by the institution's commitment to elevating its competitive edge and educational quality, thereby enhancing its standing among prospective students. The primary objective of this investigation is to formulate effective strategies for bolstering the brand equity of FPT Polytechnic College Ho Chi Minh City. Through a comprehensive analysis of brand equity determinants, this study addresses a critical gap in the understanding of factors influencing educational brand equity.

The findings reveal that seven key factors impact the brand equity of FPT Polytechnic College Ho Chi Minh City, listed in order of significance: perceived quality, brand associations, learning environment, brand trust, emotional environment, brand awareness, and institutional reputation. These insights underscore the role of brand equity in fostering credibility and reputation, thereby strengthening the confidence of both parents and students in the institution. This research emphasizes the critical nature of enhancing these factors to fortify brand equity and increase student enrollment. While the findings are particularly relevant to FPT Polytechnic College Ho Chi Minh City, they offer valuable insights applicable to a broader spectrum of collegiate institutions. The proposed strategies are designed not only to bolster brand equity but also to contribute to the institution's long-term ranking improvements.

It is important to note, however, that this study has certain limitations. These include a relatively narrow survey scope, data collection confined to the student body of FPT Polytechnic College Ho Chi Minh City, and the absence of inter-institutional comparisons to identify specific strengths and challenges in brand equity development.

REFERENCES

- Aaker, D. A. (1995). Measuring brand equity across products and markets. *California management review*, 38(3)
- Aaker, D.A. (1991) *Managing Brand Equity*. New York: The Free Press.
- Alhaddad, A. (2014). The effect of brand image and brand loyalty on brand equity. *International Journal of Business and Management Invention*, 3(5)
- Argenti, P. (2000), "Branding B-schools: reputation management for MBA programs", *Corporate Reputation Review*, Vol. 3 No. 2, pp. 171-178
- Blattberg, R.C. and Wisniewski, K.J. (1989), "Price-induced patterns of competition", *Marketing Science*, Vol. 8 No. 4, pp. 291-309
- Bunzel, D. (2007), "Universities sell their brands", *The Journal of Product and Brand Management*, Vol. 16, No. 2, pp. 152-153.
- Byron, S. 1995. "Brand Equity and Market-based Assets of Professional Service Firms." *Journal of Professional Services Marketing* 13 (1): 3–7
- Chamid Abdul, B., Hasiolan, L. B., & Haryono, A. T. (2015). Pengaruh Citra Merek, Sikap Merek dan Kesadaran Merek Terhadap Ekuitas Merek Susu Frisian Flag (Studi Kasus di Kecamatan Tembalang Semarang). *Journal of Management*, 1(1)
- Chang, H., Hsu, C. H., & Chung, S. H. (2008). The antecedents and consequences of brand equity in service markets. *Asia Pacific Management Review*, 601-624.

- Chapleo, C. (2010). What defines “successful” university brands?. *International Journal of Public Sector Management*, 23(2), 169-183.
- Chaudhuri, A. and Holbrook, M.B. (2001), “The chain of effects from brand trust and brand affect to brand performance: the role of brand loyalty”, *Journal of Marketing*, Vol. 65, April, pp. 81-93
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE bulletin*, 3, 7.
- De Chernatony, L., and F. D. Riley. 1999. “Experts’ Views About Defining Services Brands and the Principles of Services Branding.” *Journal of Business Research* 46: 181–92
- Doney, P. M., & Cannon, J. P. (1997). An examination of the nature of trust in buyer–seller relationships. *Journal of marketing*, 61(2), 35-51.
- Doyle, P. (2001), “Shareholder-value-based brand strategies”, *Journal of Brand Management*, Vol. 9 No. 1, pp. 20-30.
- Durianto, Darmadi, Sugiarto, L. J. Budiman. (2004). Brand Equity Ten Strategi Memimpin Pasar. *Jakarta: PT.Gramedia Pustaka Utama*
- Effah, E. A. (2017). *Assessing the applicability of student-based brand equity constructs in university institution preference in Ghana* (Doctoral dissertation, London Metropolitan University).
- Farquhar, P. H. (1989). Managing brand equity. *Marketing research*, 1(3).
- Farquhar, P.H., Han, J.Y. and Ijiri, Y. (1991), Recognizing and Measuring Brand Assets, Report Number 91-119, *Marketing Science Institute, Cambridge, MA.*
- Fombrun, C. J., & Rindova, V. P. (2000). The road to transparency: Reputation management at Royal Dutch/Shell. *The expressive organization*, 7, 7-96.
- Girard, T., & Pinar, M. (2021). An empirical study of the dynamic relationships between the core and supporting brand equity dimensions in higher education. *Journal of Applied Research in Higher Education*, 13(3), 710-740.
- Gray, B.J., Fan, K.S. and Llanes, V.A. (2003), “Branding universities in Asian markets”, *Journal of Product & Brand Management*, Vol. 12 Nos 2/3, pp.
- Harvey, L., & Newton, J. (2004). Transforming quality evaluation. *Quality in higher education*, 10(2), 149-165.
- Hemsley-Brown, J.V. and Goonawardana, S. (2007) Brand harmonization in the international higher education higher education. *Journal of Business Research* 69(8): 3049-3057.
- Hemsley-Brown, J.V. and Goonawardana, S. (2007) Brand harmonization in the international higher education higher education. *Journal of Business Research* 69(8): 3049-3057.
- Huang, R., & Sarigöllü, E. (2014). Assessment of brand equity measures. *International Journal of Market Research*, 56(6), 783-806.

- Hysi, V., & Shyle, I. (2015). The image and perceived quality of universities as important dimensions for building university brand equity-case study involving Albanian students. *European Journal of Social Science Education and Research*, 2(2), 40-49.
- Ivy, J. (2001) Higher education institution image: a correspondence analysis approach. *International Journal of Education Management* 15(6/7): 276-82
- Ivy, J. (2008), "A new higher education marketing mix: the 7Ps for MBA marketing", *International Journal of Educational Management*, Vol. 22 No. 4, pp. 288-299.
- Jevons, C. (2006), "Universities: a prime example of branding gone wrong", *The Journal of Product and Brand Management*, Vol. 15 No. 7, pp. 466-467.
- Keller, K.L. (1993) Conceptualizing, measuring and managing customer based brand equity. *Journal of Marketing*
- Keller, K.L. and Lehmann, D.R. (2003), "How do brand create value", *Marketing Management*, pp. 26-31.
- Keller, K.L. and Lehmann, D.R. (2003), "How do brand create value", *Marketing Management*, pp. 26-31.
- Khoshtaria, T., Datuashvili, D., & Matin, A. (2020). The impact of brand equity dimensions on university reputation: an empirical study of Georgian higher education. *Journal of Marketing for Higher Education*, 30(2), 239-255.
- Kotler, P. and Keller, K. (2006), *Marketing Management*, 12th ed., Prentice-Hall, Upper Saddle River, NJ.
- Kotler, P., and Andriessen, A. R. (1996). *Strategic Marketing for Non-profit Organizations*. Upper Saddle River, NJ: Prentice Hall
- Kotler, P., and Andriessen, A. R. (1996). *Strategic Marketing for Non-profit Organizations*. Upper Saddle River, NJ: Prentice Hall
- Larzelere, R. E., & Huston, T. L. (1980). The dyadic trust scale: Toward understanding interpersonal trust in close relationships. *Journal of Marriage and the Family*, 595-604.
- Lassar, W., Mittal, B., & Sharma, A. (1995). Measuring customer-based brand equity. *Journal of consumer marketing*, 12(4), 11-19.
- Le Na, T. T., Men, T. T., Ngo, T. T., Duy, L. D. K., Phan, X. D., & Ngan, N. T. (2025). The Impact of University Brand Equity on Student Satisfaction and Engagement: A Study of Vietnamese Universities. *International Review of Management and Marketing*, 15(3), 164.
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18, 377-390.
- Milewicz, J., & Herbig, P. (1994). Evaluating the Brand Extension Decision Using a Model of Reputation Building. *Journal of Product & Brand Management*, 3(1), 39-47

- Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning*, 29(4), 403-420.
- Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning*, 29(4), 403-420.
- Murdick, R. G., B. Render, and R. S. Russell. 1990. Service Operations Management.
- Parameswaran, R. and Glowacka, A.E. (1995), "University image: an information processing perspective", *Journal of Marketing for Higher Education*, Vol. 6 No. 2, pp. 41-56.
- Pinar, M., Girard, T., & Basfirinci, C. (2020). Examining the relationship between brand equity dimensions and university brand equity: An empirical study in Turkey. *International Journal of Educational Management*, 34
- Oh, T. T., Keller, K. L., Neslin, S. A., Reibstein, D. J., & Lehmann, D. R. (2020). The past, present, and future of brand research. *Marketing Letters*, 31(2), 151-162.
- Pinar, M., Trapp, P., Girard, T. and Boyt, T. (2011) Utilizing Brand Ecosystem for Branding and Building Brand Equity in Higher Education. *International Journal of Educational Management* 25(7): 724-739
- Pinar, M., Trapp, P., Girard, T., & Boyt, T. (2013). University brand equity: An empirical investigation of its dimensions. *International Journal of Educational Management*, 28(6), 616–634.
- Simon, C.J. and Sullivan, M.W. (1992), "A financial approach to estimating firm-level brand equity and measuring the impact of marketing events", Report Number 92-116, *Marketing Science Institute*, Cambridge, MA.
- Sukiarti, S., Hasiholan, L. B., & Haryono, A. T. (2016). Pengaruh Citra Merek, Sikap Merek, Kesadaran Merek Dan Kualitas Merek Terhadap Ekuitas Merek, Hand & Body Lotion Vaseline (Studi Kasus Di Kecamatan Pringapus, Kabupaten Semarang). *Journal of Management*, 2(2).
- Tasci, A. D. (2021). A critical review and reconstruction of perceptual brand equity. *International Journal of Contemporary Hospitality Management*, 33(1), 166-198.
- Ulloa, M. L., Evans, I. M., & Parkes, F. (2010). Teaching to care: Emotional interactions between preschool children and their teachers. *New Zealand Research in Early Childhood Education*, 13, 145-156
- Whisman, R. (2007), "Internal branding: a university's most intangible asset", available at: www.brandchampionablog.com
- Yoo, B., Donthu, N. and Lee, S. (2000), "An examination of selected marketing mix elements and brand equity", *Journal of the Academy of Marketing Science*, Vol. 28 No. 2, pp. 195-211.

