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Determination of the Institutional Image of the University According to the Opinions of Students Receiving Sports EducationGökhan Sabancı¹, Havva Demirel²**ARTICLE INFORMATION**

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Volume: 5, No: 1**Pages:** 01-22**ABSTRACT**

This research was conducted to determine the institutional image of the university they study according to the opinions of the students receiving sports education and to determine whether the institutional image of the university they study differs according to demographic variables. The normality of the data obtained in the study was tested with Kolmogorov-Smirnov and Shapiro-Wilk tests; since the data did not show normal as a result of the test, Mann-Whitney U Test was used for pairwise comparisons and Kruskal-Wallis Analysis of Variance was used for multiple comparisons. In cases where a significant difference was found as a result of Kruskal-Wallis Analysis of Variance in multiple comparisons, Mann-Whitney U Test was applied to determine between which groups this difference originated. In all statistical calculations, the basic significance level was accepted as 0.05. As a result of the research; it was determined that the perceptions of the students receiving sports education towards the image of the universities they study are high / positive. It was determined that students' perceptions of the corporate image of their universities in all dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) differed significantly according to gender, age and the department they studied. Again, it was determined that students' perceptions of their universities' corporate image dimensions of employees, management quality, social responsibility, product and service quality, communication activities differed significantly according to the class variable, and their perceptions of product and service quality and communication activities corporate image dimensions differed significantly according to the sport branch variable. It was determined that the perceptions of the students towards the corporate image dimension of the working environment of the universities they studied according to the class variable; the perceptions of the students towards the dimensions of employees, management quality, social responsibility, working environment corporate image did not differ significantly according to the sport branch variable.

Keywords: Education, Institutional image, Student, University

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INTRODUCTION

Visual elements and advertisements are the tools that organizations try to create and improve their corporate image in the new era. Increasing the corporate image with the use of these tools is important in terms of increasing the loyalty and preference of the institutions. At the same time, ensuring loyalty provides a guarantee for organizations to maintain their existence in the long term. At this point, corporate image is the most important factor that ensures the continuity of organizations (Kargün et al., 2017).

The number of universities in Turkey and in the world is increasing day by day and state and foundation universities are being established. Although the number of universities and quotas are constantly increasing in Turkey and in the world, the demand cannot be met, especially the occupancy rates in the quotas in foundation universities do not reach the desired levels. The ability of universities, which are in intense competition, to fill their quotas varies depending on their image as well as the opportunities they offer to students. However, although the establishment of new universities is not considered sufficient, newly established universities should offer certain opportunities to students and be able to compete with state and foundation universities. In addition, in order to attract students, it would be a strategic move to analyse the internal and external target audience correctly, to plan their activities in a way that will give them an advantage, and to know their competitors very well (Marangoz & Aslan, 2015). In our world where information is rapidly increasing and renewed, in recent years, research in the field of education has brought great changes in the perspective of education and the individual (Çağlayan & Sezen, 2007).

It is important for organizations to have a positive image in the eyes of the target audience. However, the sector in which the institution operates requires the institution to give more importance to corporate image. For example, the prerequisite for universities in the service sector to increase their preferability is to create a positive image and make a name for themselves. In this direction, the concept of corporate image in universities has gained importance recently. Studies show that the perception of the institutional image of the university is an important criterion that affects students' decision-making in choosing the university. Students who will choose a school for undergraduate and graduate education make their preferences according to the image of that university, faculty or even department (Nguyen & Leblanc, 2001).

The fact that students around the world see the brand as an identity card, perceive it as a means of status in society, and tend to use this brand in their social relations has an extremely important place for many institutions and organizations (Sarıpek, 2023). Oxford University, which has made a name for itself especially with its success in numerical fields, offers university education in scientific fields such as genetics, physics and mathematics. In addition, universities such as Stanford, Cambridge and Harvard have come to the fore with their quality of education. So much so that scientists who have made a name for themselves in many fields have been trained in these universities. Universities with a positive image perception are educational institutions that manage to fulfil important criteria such as quality of education, expert academic staff, location of the education campus, community service function, maximum student capacity (Ürkmez, 2021). The dynamism of the sports industry and its potential to reach large masses offer many opportunities to strengthen and expand the corporate image and build a brand. In many recent scientific studies, it has been shown that brand building and brand recognition is one of the most important factors in maintaining a company's commercial existence (Barsbuga et al., 2018). While sport was in a relatively low-value position, today it has become a highly valued institution at the center of universities (Çağlayan & Fişekçioğlu, 2004).

As seen in the examples given above, both in the world and in our country, universities carry out various studies in order to influence their potential students and increase their preferability by contributing to their image. In an effort to create a positive image perception, universities primarily work with academic staff who are experts in their fields in order to provide quality education and impress their target audience with various quality certificates. Today, in addition to quality education, universities invest in their image by increasing their motivation and contributing to their personal development through social activities offered to their students.

In the light of this information, the aim of the study is to determine the corporate images of the universities they study according to the opinions of the student's receiving sports education and to determine whether the corporate images of the universities they study differ according to demographic variables.

METHOD

Research Design

In the research, a descriptive survey method aiming to reveal the current situation was used. Survey models are research approaches that aim to describe a past or current situation as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is. No effort is made to change or influence them in any way (Karasar, 2008).

Universe and Sample

The population of the study was formed according to the 2018 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide (OSYM. 2018), according to Table 4 (Higher Education Undergraduate Programs Taking Students with Central Placement) and Table 5 (Higher Education Programs Taking Students According to the Results of Special Talent Examination), 8 Sports Sciences Faculty, 5 Physical Education and Sports School, 2 Physical Education and Sports Teaching Department of Education Faculties, 1 School of Sports Sciences and Technology and 1 Faculty of Health Sciences Sports Sciences affiliated to state universities in Turkey. The names of the institutions constituting the population of the study are given in Table 1.

Table 1

The Names of the Universities and Units in the Central Anatolia Region, which constitute the population of the study, Providing Sports Education/Receiving Students

University	Unit
1 Aksaray University	Faculty of Sport Sciences
2 Ankara University	Faculty of Sport Sciences
3 Erciyes University (Kayseri)	Faculty of Sport Sciences
4 Eskişehir Technical University	Faculty of Sport Sciences
5 Gazi University (Ankara)	Faculty of Sport Sciences
6 Hacettepe University (Ankara)	Faculty of Sport Sciences
7 Kırıkkale Üniversitesi	Faculty of Sport Sciences
8 Selçuk University (Konya)	Faculty of Sport Sciences
1 Karamanoğlu Mehmetbey University (Karaman)	School of Physical Education and Sports
2 Kırşehir Ahi Evran University	School of Physical Education and Sports
3 Niğde Ömer Halisdemir University	School of Physical Education and Sports
4 Sivas Cumhuriyet University	School of Physical Education and Sports

5	Yozgat Bozok University	School of Physical Education and Sports
1	Necmettin Erbakan University (Konya)	Ahmet Keleşoğlu Faculty of Education Physical Education and Sports Teaching
2	Nevşehir Hacı Bektaş Veli University	Faculty of Education Physical Education and Sports Teaching
1	Nevşehir Hacı Bektaş Veli University	School of Sport Sciences and Technology
1	Ankara Yıldırım Beyazıt University	Faculty of Health Sciences Sports Sciences

The sample of the study was selected by random sampling method from the institutions providing sports education/receiving students in the Central Anatolia Region according to the 2018 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide (OSYM, 2018), Table 4 (Higher Education Undergraduate Programs Receiving Students with Central Placement) and Table 5 (Higher Education Programs Receiving Students According to the Results of Special Ability Examination) in 5 Sports Sciences Faculties affiliated to state universities in Turkey [Aksaray University Faculty of Sports Sciences, Erciyes University Faculty of Sport Sciences, Eskişehir Technical University Faculty of Sport Sciences, Gazi University (Ankara) Faculty of Sport Sciences, Selçuk University (Konya) Faculty of Sport Sciences] and 4 Physical Education and Sports Schools [Karamanoğlu Mehmetbey University (Karaman) School of Physical Education and Sports, Niğde Ömer Halisdemir University School of Physical Education and Sports, Sivas Cumhuriyet University School of Physical Education and Sports, Yozgat Bozok University School of Physical Education and Sports].

According to 2021 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide (OSYM, 2021), Table 4 (Higher Education Undergraduate Programs Receiving Students by Central Placement) and Table 5 (Higher Education Programs Receiving Students According to the Results of Special Talent Examination); After the period when the research data were collected, 4 Physical Education and Sports Schools (Karamanoğlu Mehmetbey University (Karaman), Niğde Ömer Halisdemir University, Sivas Cumhuriyet University, Yozgat Bozok University Physical Education and Sports School), which constituted the sample of the research, were closed with the Presidential Decrees published in the Official Gazette and transformed into the Faculty of Sports Sciences.

The findings of the research are given based on the current names of the 2021 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide (OSYM, 2021), Table 4 (Higher Education Undergraduate Programs Receiving Students by Central Placement) and Table 5 (Higher Education Programs Receiving Students According to the Results of Special Ability Examination).

The scales were tried to be applied to all students in the sample group, but the scales were not applied to the students who were not present at the time of the application and the students who did not want to participate in the survey. At the end of this process, it was determined that the students studying at 9 Sport Sciences Faculties (n=1207) affiliated to state universities in Turkey, which were selected by random sampling method from the institutions providing sports education/receiving students in the Central Anatolia Region, which constituted the sample of the research based on their current names, participated in the data collection process of the research. The percentage and frequency distributions of the students who participated in the data collection process of the research according to their universities are shown in Table 2.

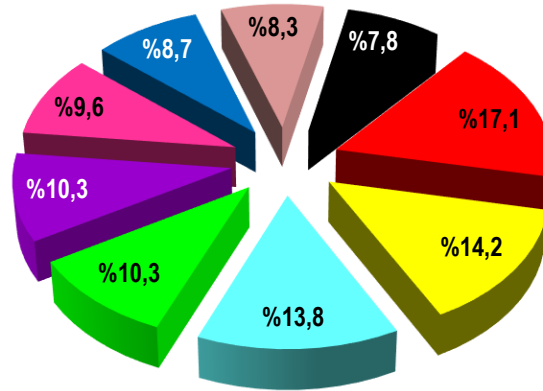
Table 2

Percentage and Frequency Distributions of the Students Who Participated in the Data Collection Process of the Research according to Their Universities of Study

	University	Unit	n	%
1	Selçuk University (Konya)	Faculty of Sport Sciences	207	17,1
2	Gazi University	Faculty of Sport Sciences	171	14,2
3	Eskişehir Technical University	Faculty of Sport Sciences	166	13,8
4	Niğde Ömer Halisdemir University	Faculty of Sport Sciences	124	10,3
5	Sivas Republic University	Faculty of Sport Sciences	124	10,3
6	Erciyes University (Kayseri)	Faculty of Sport Sciences	116	9,6
7	Yozgat Bozok University	Faculty of Sport Sciences	105	8,7
8	Karamanoğlu Mehmetbey University (Karaman)	Faculty of Sport Sciences	100	8,3
9	Aksaray University	Faculty of Sport Sciences	94	7,8
	Total		1207	100,0

Figure 1

Percentage and Frequency Distributions of the Students Who Participated in the Data Collection Process of the Research according to Their Universities of Study



As seen in Table 2 and Figure 1, the distribution of the students who participated in the data collection process of the research according to their universities; 17,1% (n=207) at Selçuk University (Konya) Faculty of Sport Sciences, 14,2% (n=171) at Gazi University (Ankara) Faculty of Sport Sciences, 13,8% (n=166) at Eskişehir Technical University Faculty of Sport Sciences, 10,3% (n=124) at Niğde Ömer Halisdemir University Faculty of Sport Sciences, 10,3% (n=124) at Sivas Cumhuriyet University Faculty of Sport Sciences, It was observed that 9.6% (n=116) of the participants studied at Erciyes University (Kayseri) Faculty of Sport Sciences, 8.7% (n=105) at Yozgat Bozok University Faculty of Sport Sciences, 8.3% (n=100) at Karamanoğlu Mehmetbey University (Karaman) Faculty of Sport Sciences, and 7.8% (n=94) at Aksaray University Faculty of Sport Sciences.

Data Collection Tools & Process

Corporate Image Scale: "Yaşar University Corporate Image Scale" developed by Taner Uluçay (2012) was used as a data collection tool in the study. In order to develop the data collection tool, Taner Uluçay (2012) analyzed the corporate image and reputation scales in the literature as well as domestic and foreign research on the subject.

In addition to the corporate reputation scale developed by Fombrum et al (2000) and the corporate image scale developed exclusively for educational institutions by Harris-Interactive, which conducts the most reputable reputation research such as America's most admired companies, the "Corporate Personality Scale" developed by Davies et al. (2003) to determine corporate image was taken as a model (Taner Uluçay, 2012).

The scale created in the light of all these studies was collected in a single scale form under the title of "Yaşar University Corporate Image Scale". Accordingly, "Yaşar University Corporate Image Scale" consists of corporate image and corporate personality sections. In this study, the corporate image section of the scale was used.

Taner Uluçay (2012) determined the dimensions found appropriate to be included in the corporate image section as communication activities, management quality, working environment, employees, product and service quality, and social responsibility. The questions that can question each category under these six headings were created first for the internal stakeholder group and then for the external stakeholder groups. The majority of the questions considered for the two groups are identical. In this study, the questionnaire form of the corporate image section of the scale for internal stakeholders (students) was used.

In the first stage of the scale developed by Taner Uluçay (2012), the most appropriate items for the purpose of the study were selected from the items of the corporate image section for internal stakeholders consisting of 6 factors and 64 items. After the process of selecting the items of the corporate image section, the scale of 49 items under 7 factors developed by Davies et al. (2003) was examined in depth and the opinions of the lecturers who conducted research on the subject were consulted and the adjectives with high representation quality were determined. The corporate image scale for internal stakeholders was reduced to 6 factors and 43 items (Taner Uluçay 2012).

The resulting data collection tool was applied to a total of 398 participants consisting of internal and external stakeholder groups for pilot study. At the end of the pilot study, it was aimed to finalise the data collection tool and to bring it to a healthy state in terms of validity and reliability. As a result of the application, the overall internal consistency coefficient of the data collection tool was found to be 0.946 (Taner Uluçay, 2012).

In order to determine the weak items in terms of reliability, the items with corrected item-total correlation values of 0.30 and below were eliminated and 3 items in the scale were removed because they negatively affected the overall reliability of the scale. After the factor analysis, it was decided to exclude one more item from the study since its factor load was below 0.30. As a result of the reliability analysis performed again, the overall reliability of 39 items was found to be quite high as 0.948. Factor analysis revealed 6 factors with a total variance of 60.44%. It was decided that the explained variance was at an ideal level according to different sources (Taner Uluçay, 2012).

In this way, the "Corporate Image Scale" for internal stakeholders developed by Taner Uluçay (2012) consists of 39 items gathered in 6 sub-dimensions: employees, management quality, social responsibility, working environment, product and service quality and communication activities. The scale is a 5-point Likert-type data collection tool and item options range from "1=strongly disagree" to "5=strongly agree". The 9th, 16th, 23rd, and 33rd items in the scale are negative and are scored in reverse order. The number of items and question items that make up the factors of the Corporate Image Scale, where the averages of the items in the sub-dimension give the scores for each dimension and the evaluations are made on the basis of each sub-dimension, are shown in Table 3.

Table 3

Number of Items Constituting the Factors of the Corporate Image Scale and Question Items

Corporate Image Scale Factors	Article Count	Question Items Forming the Factors
Employees	10	20, 21, 22, 24, 25, 26, 28, 29, 30, 31
Management Quality	9	1, 2, 5, 6, 7, 8, 10, 11, 27
Social Responsibility	5	4, 34, 35, 36, 37
Working Environment	7	12, 13, 14, 15, 17, 18, 19
Product and Service Quality	4	3, 32, 38, 39
Communication Activities	4	9, 16, 23, 33

Within the scope of this research, reliability analyses were performed for the overall scale and its factors and Cronbach alpha values were calculated. Reliability analyses for the overall scale and its factors are given in Table 4.

Table 4

Reliability Analysis of the Corporate Image Scale

Factors of Corporate Image Scale	Cronbach Alpha	Item Number
Employees	0,917	10
Management Quality	0,902	9
Social Responsibility	0,854	5
Working Environment	0,898	7
Product and Service Quality	0,750	4
Communication Activities	0,666	4
Corporate Image Scale Total	0,959	39

The evaluation criterion used in the evaluation of Cronbach's alpha coefficient is as follows: $0,00 \leq \alpha < 0,40$ means that the scale is not reliable, $0,40 \leq \alpha < 0,60$ means that the scale is low reliable, $0,60 \leq \alpha < 0,80$ means that the scale is highly reliable, $0,80 \leq \alpha < 1,00$ means that the scale is highly reliable (Özdamar, 2004).

As seen in Table 4, the results of 0.917 obtained in the "Employees" dimension, 0.902 obtained in the "Management Quality" dimension, 0.854 obtained in the "Social Responsibility" dimension, 0.898 obtained in the "Working Environment" dimension and 0.959 cronbach alpha coefficient obtained from the overall scale show that the overall scale and four sub-dimensions are highly reliable; The results of 0,750 cronbach alpha coefficient obtained in the "Product and Service Quality" dimension and 0,666 cronbach alpha coefficient obtained in the "Communication Activities" dimension showed that the two sub-dimensions of the scale were highly reliable.

Data Analysis

The data collected from the students participating in the study with Personal Information Form and Corporate Image Scale were analysed with SPSS 23.0 software. Before analysing the collected data, it was checked by Exploratory Data Analysis (EDA) whether they were within the specified limits and whether they were missing or contained errors that could not be used in statistical analyses. Afterwards, the normality distributions of the scale scores were examined in order to decide which statistical techniques to use in order to determine the institutional images of the universities where students studying sports education and to determine whether the institutional images of the universities they study differ according to demographic variables. Normality distributions were tested with Kolmogorov-Smirnov test and Shapiro-Wilk test. As can be seen from the test results in Table 5, the results were significant in all variables ($p < 0.05$). In other words, it was seen that all variables did not show normal distribution.

For this reason, it was tested with nonparametric tests whether the institutional image of the universities where the student’s studying sports differed according to demographic variables. Mann-Whitney U Test was used for pairwise comparisons and Kruskal-Wallis Analysis of Variance was used for multiple comparisons. In cases where a significant difference was found as a result of Kruskal-Whitney Analysis of Variance in multiple comparisons, Mann-Whitney U Test was applied to determine between which groups this difference originated. In all statistical calculations, the basic significance level was accepted as 0.05.

Table 5

Kolmogorov Smirnov Test and Shapiro Wilk Test Results for the Institutional Image Scale of Students in Higher Education Institutions Receiving Sports Education

		Kolmogorov-Smirnov Tests			Shapiro-Wilk Tests		
		Statistic	df	Sig.	Statistic	df	Sig.
CORPORATE IMAGE SCALE	Employees	0,125	1207	0,000*	0,941	1207	0,000*
	Management Quality	0,148	1207	0,000*	0,922	1207	0,000*
	Social Responsibility	0,157	1207	0,000*	0,933	1207	0,000*
	Working Environment	0,140	1207	0,000*	0,954	1207	0,000*
	Product and Service Quality	0,142	1207	0,000*	0,945	1207	0,000*
	Communication Activities	0,113	1207	0,000*	0,979	1207	0,000*

Note. *p<0.1.

FINDINGS

The findings pertaining to the data collected for this study are presented in this section.

Table 6

Percentage and Frequency Distributions of Students in Higher Education Institutions Receiving Sports Education According to Personal Variables

Variables	Subcategories	n	%	Total
Gender	Male	657	54,4	1207 - %100,0
	Female	550	45,6	
Age	16-19 years old	125	10,4	1207 - %100,0
	20-24 years old	811	67,2	
	25-29 years old	180	14,9	
	30 years and older	91	7,5	
Department	Physical Education and Sports Teaching	289	23,9	1207 - %100,0
	Sport Management	492	40,8	
	Coaching Education	382	31,6	
	Recreation	44	3,6	
Classroom	1st class	141	11,7	1207 - %100,0
	2st class	353	29,2	
	3st class	541	44,8	
	4st class	172	14,3	
Sport Branch	Individual Sports	494	40,9	1207 - %100,0
	Team Sports	601	49,8	
	No Branch	112	9,3	

As seen in Table 6; 54,4% (n=657) of the students participating in the study were male, 45,6% (n=550) were female; 23,9% (n=289) were studying in Physical Education and Sports Teaching, 40,8% (n=492) in Sports Management, 31,6% (n=382) in Coaching Education, 3,6% (n=44) in Recreation; 10,4% (n=125) were in the 16-19 age group, 67,2% (n=811) were in the

20-24 age group, 14,9% (n=180) were in the 25-29 age group, 7,5% (n=91) were in the 30 and above age group; 11,7% (n=141) were in the 1st grade, 29,2% (n=141) were in the 1st Grade, 29.2% (n=353) 2nd Grade, 44.8% (n=541) 3rd Grade, and 14.3% (n=172) 4th Grade students; 40.9% (n=494) of the participants played individual sports, 49.8% (n=601) played team sports, and 9.3% (n=112) did not have an active sports branch.

Table 7

Mann Whitney U Test Results Showing the Comparison of institutional image levels of Students in Higher Education Institutions Receiving Sports Education According to Gender Variable

	<i>Gender</i>	<i>n</i>	\bar{X}	<i>Rank Mean</i>	<i>Row Total</i>	<i>U</i>	<i>p</i>
Employees	Male	657	3,68	575,37	378020,00	161867,000	0,002*
	Female	550	3,77	638,20	351008,00		
Management Quality	Male	657	3,63	564,97	371187,00	155034,000	0,000*
	Female	550	3,77	650,62	357841,00		
Social Responsibility	Male	657	3,58	565,99	371855,50	155702,500	0,000*
	Female	550	3,72	649,40	357172,50		
Working Environment	Male	657	3,42	580,02	381073,00	164920,000	0,009*
	Female	550	3,56	632,65	347955,00		
Product and Service Quality	Male	657	3,41	580,61	381462,50	165309,500	0,010*
	Female	550	3,49	631,94	347565,50		
Communication Activities	Male	657	3,10	548,03	360052,50	143899,500	0,000*
	Female	550	3,41	670,86	368975,50		

Note. *p<0,05

Table 7 shows the Mann Whitney U test results showing the comparison of the mean scores of the sub-dimensions of the Corporate Image Scale according to the gender variable. These results show that students' mean scores on the Corporate Image Scale sub-dimensions of employees (U=161867,000; p<0.05), management quality (U=155034,000; P<0.05), social responsibility (U=155702,500; p<0.05), working environment (U=164920,000; p<0,05), product and service quality (U=165309,500; P<0,05) and communication activities (U=143899,500; p<0,05) sub-dimensions differed significantly in favor of female students in gender variable. According to this result; the perceptions of female students studying sports in all dimensions (employees, management quality, social responsibility working environment, product and service quality, communication activities) towards the corporate image of the universities they study are significantly higher than male students.

Table 8

Kruskal Wallis-H Test Results Showing the Comparison of Institutional Image Levels of Students in Higher Education Institutions Receiving Sports Education according to Age Variable

	<i>Age</i>	<i>n</i>	\bar{X}	<i>Rank Mean</i>	<i>Sd</i>	X^2	<i>p</i>	<i>Significant Difference</i>
Employees	16-19 years old ^a	125	3,96	714,88	3	38,882	0,000*	a>b c>b d>b
	20-24 years old ^b	811	3,67	561,71				
	25-29 years old ^c	180	3,78	695,51				
	30 years and older ^d	91	3,80	647,54				
Management Quality	16-19 years old ^a	125	3,95	719,39	3	36,205	0,000*	a>b c>b d>b
	20-24 years old ^b	811	3,63	563,12				
	25-29 years old ^c	180	3,74	667,99				
	30 years and older ^d	91	3,81	683,20				
Social Responsibility	16-19 years old ^a	125	3,98	737,66	3	66,269	0,000*	a>b c>b d>b
	20-24 years old ^b	811	3,54	547,92				
	25-29 years old ^c	180	3,76	710,26				
	30 years and older ^d	91	3,88	710,03				
Working Environment	16-19 years old ^a	125	3,61	658,46	3	57,100	0,000*	a>b, c>b, d>a, d>b d>c
	20-24 years old ^b	811	3,38	554,20				
	25-29 years old ^c	180	3,68	702,63				
	30 years and older ^d	91	3,84	777,88				
Product and Service Quality	16-19 years old ^a	125	3,72	725,44	3	36,632	0,000*	a>b a>d c>b c>d
	20-24 years old ^b	811	3,38	565,81				
	25-29 years old ^c	180	3,55	690,16				
	30 years and older ^d	91	3,46	607,09				
Communication Activities	16-19 years old ^a	125	3,16	574,75	3	20,115	0,000*	c>a c>b d>b
	20-24 years old ^b	811	3,19	580,83				
	25-29 years old ^c	180	3,44	692,72				
	30 years and older ^d	91	3,42	675,22				

Note. * p<0,05

Table 8 shows the results of the Kruskal Wallis-H test showing the comparison of the mean scores of the sub-dimensions of the Corporate Image Scale according to the age variable. These results show that students' mean scores on the Corporate Image Scale sub-dimensions of employees [$X^2(3)=38,882$; $p<0,05$], management quality [$X^2(3)=36,205$; $p<0,05$], social responsibility [$X^2(3)=66,269$; $p<0,05$], working environment [$X^2(3)=57,100$; $p<0,05$], product and service quality [$X^2(3)=36,632$; $p<0,05$] and communication activities [$X^2(3)=20,115$; $p<0,05$] sub-dimensions significantly differed according to age variable.

Table 9

Kruskal Wallis-H Test Results Showing the Comparison of Institutional Image Levels of Students in Higher Education Institutions Receiving Sports Education according to the Department They Study

	<i>Department</i>	<i>n</i>	\bar{X}	<i>Rank Mean</i>	<i>Sd</i>	X^2	<i>p</i>	<i>Significant Difference</i>
Employees	Physical Education and Sports Teaching ^a	289	3,65	587,50				
	Sport Management ^b	492	3,82	656,13	3	24,494	0,000*	b>a b>c
	Coaching Education ^c	382	3,64	543,35				d>c
	Recreation ^d	44	3,83	655,99				
Management Quality	Physical Education and Sports Teaching ^a	289	3,66	591,38				b>a, b>c
	Sport Management ^b	492	3,79	649,42	3	36,352	0,000*	d>a, d>b d>c
	Coaching Education ^c	382	3,57	534,30				a>c
	Recreation ^d	44	3,93	784,18				
Social Responsibility	Physical Education and Sports Teaching ^a	289	3,61	594,62				b>a
	Sport Management ^b	492	3,77	674,53	3	42,282	0,000*	b>c
	Coaching Education ^c	382	3,50	523,06				a>c
	Recreation ^d	44	3,62	579,59				
Working Environment	Physical Education and Sports Teaching ^a	289	3,51	625,54				b>a
	Sport Management ^b	492	3,67	679,63	3	72,236	0,000*	b>c
	Coaching Education ^c	382	3,21	483,06				a>c d>c
	Recreation ^d	44	3,65	666,82				
Product and Service Quality	Physical Education and Sports Teaching ^a	289	3,33	555,96				
	Sport Management ^b	492	3,60	671,60	3	31,875	0,000*	b>a b>c
	Coaching Education ^c	382	3,35	558,80				
	Recreation ^d	44	3,35	556,15				
Communication Activities	Physical Education and Sports Teaching ^a	289	3,17	573,20				b>a
	Sport Management ^b	492	3,31	637,37	3	19,918	0,000*	b>c
	Coaching Education ^c	382	3,16	566,60				d>a d>c
	Recreation ^d	44	3,64	757,82				

Note. * p<0,05

Table 9 shows the results of the Kruskal Wallis-H test showing the comparison of the mean scores of the sub-dimensions of the Organizational Image Scale according to the department of study variable. These results show that students' mean scores on the Corporate Image Scale sub-dimensions of employees [$X^2(3)=24,494;p<0,05$], management quality [$X^2(3)=36,352; p<0,05$], social responsibility [$X^2(3)=42,282; P<0,05$], working environment [$X^2(3)=72,236; p<0,05$], product and service quality [$X^2(3)=31,875; p<0,05$] and communication activities [$X^2(3)=19,918; p<0,05$] sub-dimensions significantly differed according to the department they studied.

Table 10

Kruskal Wallis-H Test Results Showing the Comparison of Institutional Image Levels of Students in Higher Education Institutions Receiving Sports Education According to the Class Variable

	<i>Classroom</i>	<i>n</i>	\bar{X}	<i>Row Mean</i>	<i>Sd</i>	X^2	<i>p</i>	<i>Significant Difference</i>
Employees	1st class ^a	141	3,78	635,43	3	20,241	0,000*	a>d b>d c>d
	2st class ^b	353	3,80	634,95				
	3st class ^c	541	3,73	609,34				
	4st class ^d	172	3,49	497,90				
Management Quality	1st class ^a	141	3,82	671,55	3	26,882	0,000*	a>c, a>d b>c, b>d c>d
	2st class ^b	353	3,78	646,89				
	3st class ^c	541	3,69	591,22				
	4st class ^d	172	3,41	500,79				
Social Responsibility	1st class ^a	141	3,74	652,24	3	29,707	0,000*	a>d b>c b>d c>d
	2st class ^b	353	3,77	657,55				
	3st class ^c	541	3,61	591,53				
	4st class ^d	172	3,41	493,78				
Working Environment	1st class ^a	141	3,45	595,19	3	6,471	0,091	---
	2st class ^b	353	3,56	630,52				
	3st class ^c	541	3,50	606,44				
	4st class ^d	172	3,30	549,13				
Product and Service Quality	1st class ^a	141	3,62	687,71	3	58,479	0,000*	a>c, a>d b>c, b>d c>d
	2st class ^b	353	3,61	684,57				
	3st class ^c	541	3,41	572,67				
	4st class ^d	172	3,06	468,56				
Communication Activities	1st class ^a	141	3,29	632,44	3	17,567	0,001*	a>b c>b c>d
	2st class ^b	353	3,09	550,13				
	3st class ^c	541	3,35	642,20				
	4st class ^d	172	3,17	571,10				

Note. * p<0,05

Table 10 shows the results of the Kruskal Wallis-H test showing the comparison of the students' mean scores of the sub-dimensions of the Organizational Image Scale according to the class variable. These results show that the students' mean scores of the Corporate Image Scale working environment [$X^2(3)=6,471$; $p>0,05$] sub-dimension do not differ significantly according to the class variable; employees [$X^2(3)=20,241$; $p<0,05$], management quality [$X^2(3)=26,882$; $p<0,05$], social responsibility [$X^2(3)=29,707$; $p<0,05$], product and service quality [$X^2(3)=58,479$; $p<0,05$] and communication activities [$X^2(3)=17,567$; $p<0,05$] sub-dimensions differed significantly according to the class variable.

Table 11

Kruskal Wallis-H Test Results Showing the Comparison of Institutional Image Levels of Students in Higher Education Institutions Receiving Sports Education according to the Sport Branch Variable

	<i>Sport Branch</i>	<i>n</i>	\bar{X}	<i>Row Mean</i>	<i>Sd</i>	X^2	<i>p</i>	<i>Significant Difference</i>
Employees	Individual Sports ^a	494	3,70	591,24				
	Team Sports ^b	601	3,72	604,45	2	3,382	0,184	---
	No Branch ^c	112	3,84	657,90				
Management Quality	Individual Sports ^a	494	3,69	600,75				
	Team Sports ^b	601	3,70	609,28	2	0,367	0,832	---
	No Branch ^c	112	3,69	590,00				
Social Responsibility	Individual Sports ^a	494	3,61	590,47				
	Team Sports ^b	601	3,64	604,31	2	3,954	0,138	---
	No Branch ^c	112	3,77	662,04				
Working Environment	Individual Sports ^a	494	3,47	599,41				
	Team Sports ^b	601	3,49	611,67	2	0,785	0,675	---
	No Branch ^c	112	3,49	583,10				
Product and Service Quality	Individual Sports ^a	494	3,36	575,09				
	Team Sports ^b	601	3,48	610,54	2	11,706	0,003*	c>a c>b
	No Branch ^c	112	3,64	696,38				
Communication Activities	Individual Sports ^a	494	3,24	596,15				b>a
	Team Sports ^b	601	3,33	643,24	2	36,757	0,000*	b>c
	No Branch ^c	112	2,82	428,04				a>c

Note. *p<0,05

Table 11 shows the results of the Kruskal Wallis-H test showing the comparison of the students' mean scores of the sub-dimensions of the Organizational Image Scale according to the sport branch variable. These results show that the students' mean scores of the Corporate Image Scale sub-dimensions of employees [$X^2(2)=3,382$; $p>0,05$], management quality [$X^2(2)=0,367$; $p>0,05$], social responsibility [$X^2(2)=3,954$; $p>0,05$], working environment [$X^2(2)=0,785$; $p>0,05$] do not differ significantly according to the sport branch variable; The mean scores of product and service quality [$X^2(2)=11,706$; $p<0,05$] and communication activities [$X^2(2)=36,757$; $p<0,05$] sub-dimensions differed significantly according to the sport branch variable.

DISCUSSION & CONCLUSION

The mean scores obtained from the sub-dimensions of the Corporate Image Scale by students studying sports reveal interesting insights. In the "Employees" dimension, students scored 3.72 ± 0.65 , indicating a positive perception of the employees within the corporate image. Similarly, in the "Management Quality" dimension, students scored 3.69 ± 0.67 , reflecting a favorable view of the management quality. The "Social Responsibility" dimension received a score of 3.64 ± 0.72 , suggesting that students value social responsibility in a corporate image. In contrast, the "Work Environment" dimension scored 3.48 ± 0.84 , and the "Product and Service Quality" dimension scored 3.44 ± 0.72 , indicating slightly lower perceptions in these areas. The lowest score was in the "Communication Activities" dimension, with a score of 3.24 ± 0.82 , highlighting a potential area for improvement in communication efforts within the corporate image (Ko et al., 2008). Research by found that students engaged in sports activities tend to have higher mean scores across various dimensions compared to those who do not participate in sports. This suggests a positive correlation between sports involvement and certain aspects of student perceptions, which could align with the higher scores observed in the Corporate

Image Scale sub-dimensions for students studying sports (Tozoğlu et al., 2022). Furthermore, the study by emphasized the impact of regular sports participation on various aspects of individuals, including tolerance development and passion. This could potentially influence the differences observed in the mean scores of students engaged in sports activities compared to those who are not, particularly in dimensions related to corporate image (Güvendi & Abanoz, 2019). These findings collectively suggest that students involved in sports activities may exhibit more positive perceptions in dimensions such as employees, management quality, and social responsibility within the corporate image scale.

In the analysis conducted to interpret the mean scores obtained from the sub-dimensions of the Corporate Image Scale, it was determined that the level of participation of the students studying sports in the statements that constitute the corporate image dimensions of "Employees", "Management Quality", "Social Responsibility", "Working Environment" and "Product and Service Quality" of the universities they study covers the "agree" option, while the level of participation in the statements that constitute the corporate image dimension of "Communication Activities" covers the "undecided" option. This result can be interpreted as high/positive perceptions of sports education students towards the institutional image of their universities.

A comparison of the results with similar studies in the literature shows that the results reflected in this study may have both similar and different results in the light of the same methodology. In 2012, in a similar study conducted on Yaşar University, the overall average of the internal stakeholder group's responses to the corporate image scale was 3.60 and the overall average of the external stakeholders' responses to the corporate image scale was 3.86, while the average of the internal stakeholders' responses to the corporate personality scale was 3.54 and the average of the external stakeholders' responses to the corporate personality scale was 3.92. The results above the threshold value of 3.14 indicate that internal and external stakeholders view Yaşar University's corporate image positively. However, another study published by Deniz Sezgin was conducted with the participation of 1671 people and the employees' perspective on the institution's corporate image was interpreted as negative. In the studies of Kazoleas et al. (2001), İbicioğlu (2005), Cerit (2006), Polat (2011), Cankurtaran and Özbek (2012), students made evaluations about the image of their institutions and as a result, an average image perception was encountered. However, it was observed that the results obtained did not overlap with the results of other studies.

It was determined that the perceptions of the students of higher education institutions receiving sports education on all dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) of the corporate image of their universities differed significantly in favor of female students in gender variable (Table 7). According to this result; the perceptions of female students studying sports in all dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) towards the corporate image of the universities they study are significantly higher than male students.

In similar studies conducted on the subject in the related literature, Koçak (2014) stated that male students in SBF were at a higher level than females in the institutional image dimension of their schools. Although Şişli and Köse (2013) reached the same conclusion in the study organized by Şişli and Köse (2013) to determine the corporate culture and corporate image of state universities and foundation universities, Cerit (2006) and Cankurtaran and Özbek (2012) concluded that corporate image did not change according to gender in their studies. At the same time, in the studies conducted by Polat (2011) and İbicioğlu (2005) at Kocaeli and Süleyman Demirel Universities, it was seen that female students found the university's corporate image higher than male students and the results of the research overlapped.

It was determined that the perceptions of students in higher education institutions receiving sports education towards all corporate image dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) of their universities differed significantly according to the age variable (Table 8). In the analysis made over the binary combination of age variables in all dimensions of corporate image;

It was determined that the perceptions of students aged 16-19, 25-29 and 30 years and above on the dimensions of employees, management quality, social responsibility and corporate image of their universities were significantly higher than those of students aged 20-24. Again, it was determined that the perceptions of the students between the ages of 16-19 and 25-29 towards the institutional image dimension of the working environment of the universities they studied were significantly higher than the students between the ages of 20-24; and the perceptions of the students aged 30 and over towards the institutional image dimension of the working environment of the universities they studied were significantly higher than the students between the ages of 16-19, 20-24 and 25-29. It was also found that the perceptions of the students aged 16-19 and 25-29 on the institutional image dimension of the product and service quality of the universities they studied were significantly higher than those of the students aged 20-24 and 30+.

This suggests that age plays a crucial role in shaping how students perceive the corporate image of their universities (Ali et al., 2016). The study by Ali et al. (2016) emphasizes the importance of student satisfaction in influencing institutional image. Satisfied students are more likely to have positive perceptions of the institutional image, highlighting the significance of addressing factors such as service quality to enhance student satisfaction and, consequently, institutional image (Ali et al., 2016). Furthermore, the research by Clemes et al. (2008) indicates that students' perceptions of constructs such as service quality and satisfaction are influenced by demographic factors like ethnicity and year of study. This underscores the need to consider various demographic variables, including age, when analyzing student perceptions within higher education institutions, particularly in the context of sports education programs (Clemes et al., 2008). The findings from these studies collectively suggest that age is a significant factor that influences how students in higher education institutions receiving sports education perceive different dimensions of corporate image. Also, in the study on the Perception of Yaşar University's Corporate Image by Different Stakeholder Groups conducted by Uluçay (2012), when internal stakeholders were evaluated according to the age variable, positive evaluations were made for all sub-dimensions except product and service quality and communication activities, while the 20-29 age group made negative evaluations in the field of Product and Service Quality. At the same time, the age group below 19 and the age group between 20-29 made negative evaluations regarding the Communication Activities sub-dimension. It is concluded that there is a significant difference in all sub-dimensions except management quality and product service quality according to age variable. While the over 50 age group has the most positive evaluations, the 20-29 age group has the lowest average score evaluations.

It was found that the perceptions of students in higher education institutions receiving sports education towards all corporate image dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) of their universities differed significantly according to the department of study variable (Table 9). In the analysis made over the binary combination of the department of study variable in all dimensions of corporate image; It was determined that the perceptions of the students studying in the department of sport management were significantly higher than the students studying in the departments of physical education and sport teaching and coaching education, and the perceptions of the students studying in the department of recreation were significantly higher than the students studying in the department of coaching education towards

the corporate image dimension of the employees of the universities they studied. It was determined that the perceptions of the students studying in the department of sport management were significantly higher than the students studying in the departments of physical education and sport teaching and coaching education; the perceptions of the students studying in the department of recreation were significantly higher than the students studying in the departments of physical education and sport teaching, sport management and coaching education; and the perceptions of the students studying in the department of physical education and sport teaching were significantly higher than the students studying in the department of coaching education towards the institutional image dimension of the management quality of the universities they studied.

It was determined that the perceptions of the students studying in the department of sport management were significantly higher than the students studying in the departments of physical education and sport teaching and coaching education, and the perceptions of the students studying in the department of physical education and sport teaching were significantly higher than the students studying in the department of coaching education towards the social responsibility corporate image dimension of their universities. It was determined that the perceptions of the students studying in the department of sport management were significantly higher than the students studying in the departments of physical education and sport teaching and coaching education; the perceptions of the students studying in the department of physical education and sport teaching were significantly higher than the students studying in the department of coaching education; and the perceptions of the students studying in the department of recreation were significantly higher than the students studying in the department of coaching education towards the institutional image dimension of the working environment of their universities. It has been determined that the perceptions of the students studying in the department of sports management towards the product and service quality institutional image dimension of the universities they study are significantly higher than the students studying in the departments of physical education and sports teaching and coaching education. It was determined that the perceptions of the students studying in the departments of sports management and recreation were significantly higher than the students studying in the departments of physical education and sports teaching and coaching education towards the institutional image dimension of the communication activities of their universities. In the study of Organizational Image Perceptions of University Students conducted by Karacabey et al (2016) at Ömer Halisdemir University, it was concluded that agricultural sciences students perceive the university image more positively due to the fact that they have higher perception averages than students studying in engineering sciences. Uluçay (2012), in the study of Yaşar University's Organizational Image by the University by different stakeholders, there is a significant difference in the perception changes according to departments, while the Faculty of Law and the School of Foreign Languages in the dimension of management quality and working environment, in the sub-dimension of product and service quality by the participants of the Faculty of Law, the School of Communication and the School of Foreign Languages in the sub-dimension of product and service quality, in the dimension of communication activities by the students of the Faculty of Law, the School of Communication, the Vocational School and the Faculty of Architecture. Also, the study by Alves & Raposo (2010) delves into the influence of university image on student behavior, emphasizing the specific impacts of image on student satisfaction and loyalty. This underscores the importance of understanding how different factors, such as the department of study, can influence student perceptions of corporate image within higher education institutions. Moreover, the research by Alhaza et al. (2021) focuses on factors affecting university image among undergraduate students, highlighting the significance of considering various elements that contribute to the overall perception of universities. The department of study variable could be one of the key factors influencing how students perceive different dimensions of corporate image within their respective institutions.

These findings collectively suggest that the department of study variable plays a significant role in shaping students' perceptions of corporate image dimensions within higher education institutions offering sports education programs.

It was determined that the perceptions of the students in higher education institutions receiving sports education towards the corporate image dimension of the working environment of their universities did not differ significantly according to the class variable, while their perceptions towards the corporate image dimensions of employees, management quality, social responsibility, product and service quality, and communication activities differed significantly according to the class variable (Table 10). In the analysis made over the binary combination of the class variable in the dimensions of employees, management quality, social responsibility, product and service quality, and communication activities of corporate image; It has been determined that the perceptions of the students studying in the 2nd, 2nd and 3rd grades towards the corporate image dimension of the employees of the universities they study are significantly higher than the students studying in the 4th grade. 1st and 2nd grade students have significantly higher perceptions of the management quality corporate image dimension of their universities than 3rd and 4th grade students, and 3rd grade students have significantly higher perceptions of the management quality corporate image dimension of their universities than 4th grade students. 1st, 2nd and 3rd grade students' perceptions towards the social responsibility corporate image dimension of their universities are significantly higher than 4th grade students; 2nd grade students' perceptions towards the social responsibility corporate image dimension of their universities are significantly higher than 3rd grade students. It has been determined that 1st and 2nd grade students' perceptions towards the product and service quality corporate image dimension of their universities are significantly higher than 3rd and 4th grade students; and 3rd grade students' perceptions towards the product and service quality corporate image dimension of their universities are significantly higher than 4th grade students. It has been determined that 1st and 3rd grade students' perceptions towards the corporate image dimension of communication activities of their universities are significantly higher than 2nd grade students; and 3rd grade students' perceptions towards the corporate image dimension of communication activities of their universities are significantly higher than 4th grade students.

Throughout the study, it was found that there were significant differences in students' views on all corporate image dimensions according to class differences. In general, it was found that the 1st and 2nd grade students had more positive thoughts than the 3rd and 4th grade students, and even as the grade increased, the students' corporate image views turned negative. The reason for this can be explained by the fact that 2nd and 3rd grade students have started to get to know the institution better than 1st grade students, and 4th grade students can make more diverse evaluations as they have started to be interested in different institutions and to be in relationships with different institutions with their efforts to step into the profession. In Cerit's (2006) study, it was stated that the academic environment, social and physical environment dimensions changed according to class values, but no significant variability was found in the environmental perception dimension. The study by (Minkiewicz et al., 2011) highlights a significant direct relationship between corporate image and employees in the leisure services sector. This finding aligns with the contention that employee interaction is crucial in service management and plays a key role in supporting and reinforcing corporate image (Minkiewicz et al., 2011).

It was determined that the perceptions of the students in higher education institutions receiving sports education towards the corporate image dimensions of the universities they studied in terms of employees, management quality, social responsibility and working environment did not differ significantly according to the sport branch variable, while their perceptions towards the corporate image dimensions of products and services and communication activities differed significantly according to the sport branch variable (Table

11). In the analysis made over the binary combination of the sport branch variable in the product and service and communication activities dimensions of corporate image; It was determined that the perceptions of the students who stated that they did not have an active sports branch were significantly higher than the students who practiced both individual and team sports.

Again, it has been determined that the perceptions of the students who do team sports towards the corporate image dimension of the communication activities of the universities they study are significantly higher than the students who do individual sports and state that they do not have an active sports branch, and the perceptions of the students who do individual sports towards the corporate image dimension of the communication activities of the universities they study are significantly higher than the students who do individual sports and state that they do not have an active sports branch. The perceptions of students in higher education institutions receiving sports education towards various corporate image dimensions of the universities they study in have been investigated in relation to the sport branch variable. It was found that perceptions related to employees, management quality, social responsibility, and working environment did not exhibit significant differences based on the sport branch variable. However, perceptions regarding the corporate image dimensions of products and services, as well as communication activities, showed significant variations according to the sport branch variable Ko et al. (2008). The study by Ko et al. (2008) delves into the effects of sport involvement, sponsor awareness, and corporate image on the intention to purchase sponsors' products. This research sheds light on the theoretical relationships between sponsor awareness, corporate image, and future purchase intention, providing insights into the dynamics of sponsorship effectiveness. In a related context, the research by Filo et al. (2010) explores the antecedents and outcomes of attachment and sponsor image within charity sport events. The study emphasizes the relevance of projecting a favorable image in the sport event sponsorship context, highlighting the challenges faced by corporations in identifying effective sport sponsorship opportunities. In the study on corporate reputation and corporate image perceptions conducted by Önlü (2015), it was determined that the subject of branch did not add significant differences to the sub-dimensions of corporate image. By synthesizing these studies, it can be inferred that while certain dimensions of corporate image in higher education institutions receiving sports education may not vary significantly based on the sport branch variable, other dimensions such as products and services, and communication activities, do exhibit notable differences.

Conclusion

As a result, it is concluded that the perceptions of sports education students towards the corporate image of their universities are high/positive; the perceptions of female sports education students towards the corporate image of their universities in all dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) are significantly higher than male students; their perceptions towards all corporate image dimensions (employees, management quality, social responsibility, working environment, product and service quality, communication activities) of their universities differ significantly according to age and department of study; perceptions of the universities they have studied towards the corporate image dimension of working environment do not differ significantly according to the class variable; perceptions of the universities they have studied towards employees, management quality, social responsibility, product and service quality, communication activities corporate image dimensions differ significantly according to the class variable; perceptions of the universities they have studied towards employees, management quality, social responsibility, working environment corporate image dimensions do not differ significantly according to the sport branch variable; perceptions of the universities they have studied towards product and service and communication activities corporate image dimensions differ significantly according to the sport branch variable.

In summary, while there are areas of strength in universities' corporate images as perceived by sports education students, notably in employee behavior, management quality, and social responsibility, there are clear opportunities for enhancement, especially in communication efforts. The significant demographic and educational variations in perception underscore the importance of tailored communication and improvement strategies to address the diverse needs and expectations of the student body.

Limitations

The study's limitations stem primarily from its sampling framework, which was confined to specific higher education institutions in Turkey, including 8 Sports Sciences Faculties, 5 Physical Education and Sports Schools, 2 Physical Education and Sports Teaching Departments within Education Faculties, 1 School of Sports Sciences and Technology, and 1 Faculty of Health Sciences Sports Sciences Department, as delineated by the 2018 Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide. This selective focus may limit the generalizability of the findings across the broader spectrum of higher education institutions offering sports education. Furthermore, the reliance on data from a single country and a specific set of educational programs could constrain the applicability of the results to other contexts or regions with different educational systems and cultural perspectives on sports education and university corporate image.

Recommendations

Based on the study's findings, it is recommended that universities focus on enhancing their communication strategies, particularly in areas where student perceptions were less favorable, such as product and service quality and communication activities. Efforts should be tailored to address gender, age, department of study, class, and sport branch-specific differences in perceptions. Strengthening the work environment and enriching the quality of products and services could further improve the overall corporate image. Universities might also benefit from engaging in more targeted social responsibility initiatives, as this dimension was viewed positively by students, indicating a valuable area for reinforcing university reputation.

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