
Parental Psychographics, Perceived Value, and Brand Prestige as Determinants of Student Loyalty in Private Primary-Secondary Schools in Makassar

Hardy^{1*}, Mashur Razak², Verawaty³, Rachman Suwandaru⁴, Dhita Pratiwi Ar⁵

^{1,2,3,4,5}Institut Bisnis dan Keuangan Nitro, Jl. Prof. Abdurahman Basalamah No. 101, Karampuang, Panakkukang District, Makassar City, South Sulawesi 90231

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*Correspondence Email:

hardy.spider@gmail.com

Abstract

The increasing competition among private schools in Indonesia has created new challenges in attracting and maintaining parental loyalty. Understanding how parents' psychological characteristics shape their perceptions and loyalty behavior is therefore essential for sustainable educational management. This study aims to examine the influence of parents' psychographics on loyalty toward private primary and secondary schools in Makassar, with the mediating roles of perceived value and brand prestige. A quantitative explanatory approach was applied, and data were collected from 254 parents using structured online and paper-based questionnaires. The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) through SmartPLS 4.0. The results show that parents' psychographics significantly affect perceived value ($\beta = 0.41$, $p < 0.001$) and brand prestige ($\beta = 0.39$, $p < 0.001$). Both perceived value ($\beta = 0.32$, $p < 0.001$) and brand prestige ($\beta = 0.45$, $p < 0.001$) positively influence loyalty, while these two variables partially mediate the relationship between psychographics and loyalty. The model explains 59% of the variance in parental loyalty, confirming a dual-path mediation mechanism: rational (value-based) and emotional (prestige-based). The findings suggest that parents' loyalty arises from a combination of rational evaluations and emotional attachment to school reputation. The practical implication is that private schools should enhance perceived value through educational quality and strengthen brand prestige through reputation management to foster long-term parental commitment.

1. Introduction

1.1 Background

Education in the modern era is no longer limited to the transfer of knowledge but has become a form of service that must be strategically managed, similar to other service industries. In this context, private schools play a vital role as alternative educational institutions that offer differentiation in quality, facilities, and learning experiences that add value compared to public schools (Kotler & Keller, 2016). However, the high level of competition among private schools in major cities such as Makassar requires each institution not only to attract new students but also to retain the loyalty of parents and students as their primary customers.

The phenomenon of student migration parents transferring their children from one school to another still frequently occurs in Indonesia, often due to perceptions that the cost of education does not match the value received (Hidayat & Yuliana, 2022). This indicates that parents' decisions to keep their children enrolled in a particular school are strongly influenced by their perceptions of the value they obtain (perceived value) and the prestige associated with the school's image (brand prestige).

In the context of educational services, perceived value represents parents' evaluation of functional, emotional, and social benefits relative to the costs they incur (Zeithaml, 1988; Sánchez-Fernández & Iniesta-Bonillo, 2007). Meanwhile, brand prestige plays a crucial role in shaping loyalty through perceptions of exclusivity, reputation, and social status associated with the school (Vigneron & Johnson, 1999). Parents often experience a sense of pride when their children attend institutions perceived as reputable and prestigious, which ultimately reinforces their loyalty to the school (Han, Nunes, & Drèze, 2010). In the educational setting, brand prestige has been shown to increase positive word-of-mouth and student retention (Ivy, 2008).

Beyond perceived value and brand image, parents' psychographics also significantly influence their educational decision-making. Psychographics encompass lifestyle, values, and personality traits that determine how parents evaluate and select schools (Schiffman & Kanuk, 2010). For instance, parents with strong social or moral values tend to prioritize schools with academic and ethical excellence, while those with more hedonistic or status-driven lifestyles may prefer schools with international standards and superior facilities (Rahmawati & Kusumawati, 2021).

However, few studies have integrated parents' psychographics, perceived value, brand prestige, and school loyalty within the context of primary and secondary education in Indonesia. Most existing studies have focused on higher education and student loyalty (Hemsley-Brown & Oplatka, 2015) or parental satisfaction without considering the underlying psychographic characteristics that shape perceptions.

Makassar, as a metropolitan city in Eastern Indonesia, presents unique socio-economic dynamics. According to data from Statistics Indonesia (BPS, 2024), the number of private schools in Makassar increased by 14.3% over the past five years, indicating growing competition and the need for strategic differentiation based on perception and loyalty. In this setting, understanding the interplay between psychographic factors, perceived value, brand image, and loyalty is critical for private school administrators to develop effective and sustainable education marketing strategies.

Therefore, this study aims to analyze how parents' psychographics, through perceived value and brand prestige, influence loyalty toward private primary and secondary schools in Makassar.

1.2 Research Questions

1. How do parents' psychographics influence the perceived value of private schools in Makassar?
2. How do parents' psychographics influence the brand prestige of private schools?
3. How does perceived value affect loyalty toward private schools?
4. How does brand prestige affect loyalty toward private schools?
5. Does perceived value mediate the relationship between parents' psychographics and loyalty toward schools?
6. Does brand prestige mediate the relationship between parents' psychographics and loyalty toward schools?

1.3 Research Objectives

This study aims to:

1. Examine the influence of parents' psychographics on the perceived value of private schools in Makassar.
2. Examine the influence of parents' psychographics on the brand prestige of private schools.

3. Analyze the effect of perceived value on loyalty toward private schools.
4. Analyze the effect of brand prestige on loyalty toward private schools.
5. Determine the mediating roles of perceived value and brand prestige in the relationship between parents' psychographics and loyalty toward private schools.

Overall, this study contributes theoretically to the development of education marketing literature and provides practical insights for private schools in designing marketing strategies based on parental behavior and perceptions in Makassar.

2. Literature Review

2.1 Parents' Psychographics in Educational Decision-Making

Psychographics defined as the study of individuals' values, lifestyles, interests, and personality traits offer insight into *why* people behave the way they do as consumers (Schiffman & Kanuk, 2010). Within the educational context, parents' psychographic profiles strongly influence school choice decisions.

Studies have shown that parents with achievement-oriented values tend to prioritize academic reputation and moral education, while those emphasizing social status often prefer prestigious schools with strong branding and international curricula (Rahmawati & Kusumawati, 2021). Similarly, Han, Nunes, and Drèze (2010) suggest that consumer behavior linked to prestige or symbolic consumption extends beyond luxury goods it applies to service sectors like education, where brand image reflects parental self-identity.

However, most research on psychographics focuses on market segmentation in business contexts (Kamakura & Wedel, 2012) and remains underexplored in educational decision-making, especially in Southeast Asia. This represents a gap that your study addresses by connecting psychographic factors directly to perceived value and brand prestige within private schooling in Makassar.

2.2 Perceived Value and Its Role in Loyalty Formation

Perceived value refers to consumers' overall assessment of a product or service's utility based on perceived benefits and costs (Zeithaml, 1988). It encompasses not only economic but also emotional, social, and epistemic dimensions (Sánchez-Fernández & Iniesta-Bonillo, 2007).

In educational marketing, parents evaluate value through tangible factors such as teaching quality, facilities, safety and intangible ones such as school culture, teacher reputation, and moral environment (Hidayat & Yuliana, 2022). High perceived value fosters trust, satisfaction, and loyalty, as found in service marketing (Parasuraman, Zeithaml, & Berry, 1988).

Yet, some studies argue that perceived value is context-dependent, particularly in collectivist societies like Indonesia where communal opinions and religious or moral values often outweigh individual benefit calculations (Mulyaningsih & Hermawan, 2020). Thus, integrating *perceived value* within the local cultural context of Makassar adds an important dimension to existing theories developed primarily in Western contexts.

2.3 Brand Prestige and Educational Loyalty

Brand prestige is defined as the perceived status or exclusivity associated with a brand based on its symbolic and social value (Vigneron & Johnson, 1999). In educational institutions, prestige can arise from historical reputation, academic excellence, alumni success, or perceived elitism (Ivy, 2008).

Han et al. (2010) propose that brand prestige contributes to loyalty by generating emotional attachment and pride, a concept closely tied to *status signaling*. In the schooling context, this pride manifests when parents associate their children's school with social recognition or upward mobility.

However, not all studies agree on the stability of prestige-based loyalty. Some researchers argue that prestige-driven loyalty can be fragile, depending heavily on external reputation rather than intrinsic quality (Tian & Dong, 2011). In competitive environments such as Makassar, where new schools aggressively market modern facilities and international standards, parents' loyalty may shift when perceived prestige no longer aligns with actual educational outcomes.

2.4 Loyalty toward Educational Institutions

Customer loyalty, in general, is defined as a deeply held commitment to repurchase or continue using a product or service consistently (Oliver, 1999). In education, loyalty refers to parents' and students' willingness to remain enrolled, recommend the institution, and engage positively with the school community (Hemsley-Brown & Oplatka, 2015).

Loyalty formation in education often follows a value–satisfaction–trust–loyalty pathway (Alves & Raposo, 2010). However, this model can be extended by including psychographic and prestige factors to capture emotional and social dimensions that are particularly salient among Indonesian parents.

Research in developing countries shows that social image and moral reputation often outweigh functional satisfaction in predicting loyalty to schools (Nguyen & LeBlanc, 2018). This suggests that in Makassar's context, brand prestige and perceived value mediate the relationship between psychographics and loyalty, offering a more comprehensive behavioral explanation.

Based on a synthesis of previous research, several conceptual gaps have been identified that underline the importance of this study, including the limited number of studies positioning parental psychographics as an initial factor in education marketing models, inconsistent findings regarding the influence of perceived value and brand prestige on loyalty, and the scarcity of research in the context of basic and secondary education in Indonesia, particularly outside Java, which often relies on Western consumer behavior theories without considering local cultural nuances. To address these gaps, this study proposes an integrated framework in which parental psychographics influence perceived value and brand prestige, which in turn shape loyalty towards private schools. This synthesis not only extends consumer behavior and branding theory into the educational context but also addresses the need for research relevant to Indonesia's socio-cultural conditions.

3. Research Methodology

3.1 Research Design and Purpose

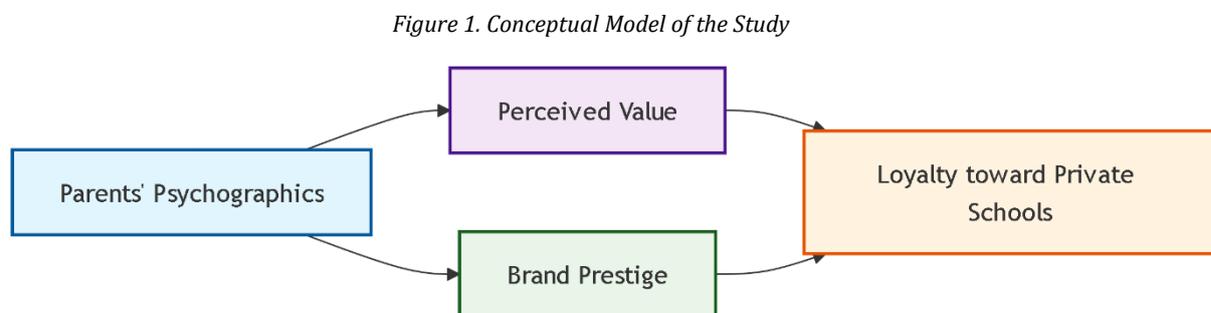
This study employs a quantitative, explanatory research design aimed at empirically testing the influence of parents' psychographics, perceived value, and brand prestige on loyalty toward private primary and secondary schools in Makassar.

The study contributes to addressing the gap identified in the literature by developing and validating a conceptual model that integrates behavioral, psychological, and branding perspectives within the education marketing context. The approach aligns with Perry et al. (2003), who emphasized that methodology should demonstrate how the research design contributes to solving the theoretical and practical problems identified in the introduction and literature review.

The conceptual model proposes that parents' psychographic characteristics influence both perceived value and brand prestige, which in turn affect loyalty toward private schools. Additionally, perceived value and brand prestige are hypothesized to mediate the relationship between parents' psychographics and loyalty.

3.2 Conceptual Model

The conceptual framework of this study illustrates the hypothesized relationships among the variables, as presented in Figure 1.



(Source: Researcher, 2025)

This figure illustrates the conceptual model that presents both direct and indirect relationships among Parents' Psychographics, Perceived Value, Brand Prestige, and Loyalty toward Private Schools. The

variables Perceived Value and Brand Prestige serve as mediators that transmit the influence of Parents' Psychographics on Loyalty.

At the core of the model is Parents' Psychographics, which represents parents' psychological characteristics, including lifestyle, values, motivations, and attitudes influencing their school choice decisions. This construct is expected to have both direct and indirect effects on their Loyalty toward Private Schools.

Two key mediating variables are proposed: Perceived Value and Brand Prestige. 1) Perceived Value refers to parents' overall evaluation of the benefits and costs associated with private schools, encompassing academic quality, facilities, emotional satisfaction, and long-term educational advantages. 2) Brand Prestige represents parents' perception of the social standing and reputation of the private school brand, reflecting its exclusivity, credibility, and symbolic value.

The conceptual model assumes that parents with positive psychographic traits—such as achievement orientation, modern lifestyle, and educational involvement—tend to perceive higher value and prestige in private schools. These perceptions, in turn, strengthen their loyalty, manifested in continued enrollment, positive word-of-mouth, and willingness to recommend the institution.

In summary, the model depicts both direct and indirect (mediated) relationships among the study variables, with Perceived Value and Brand Prestige acting as mediators between Parents' Psychographics and Loyalty toward Private Schools.

This structural model will be empirically tested using Structural Equation Modeling–Partial Least Squares (SEM-PLS), which is appropriate for exploratory and predictive studies involving latent variables and multiple mediation effects (Hair et al., 2021).

3.3 Sampling

The target population of this study consists of parents or guardians of students enrolled in private primary and secondary schools in Makassar, Indonesia. These schools were chosen because they represent a highly competitive educational market in Eastern Indonesia, marked by rapid institutional growth, increasing demand for quality education, and diverse parental expectations (BPS, 2024). The unit of analysis is the individual parent or guardian, as they serve as the primary decision-makers in the selection and retention of schools for their children.

A purposive sampling technique was applied to ensure the inclusion of respondents who meet two main criteria: (1) having children enrolled in private primary or secondary schools in Makassar, and (2) being directly involved in financial and decision-making matters related to schooling. The study targets a minimum of 250 respondents, following Hair et al. (2021), who recommend a sample size equivalent to at least ten times the number of indicators in the most complex construct path of a Structural Equation Model (SEM). This sample size is considered adequate to ensure statistical reliability and model stability. Demographic data collected include gender, age, occupation, income, education level, and the number of children enrolled in private schools, which together offer insights into the socioeconomic and psychographic diversity of parents within Makassar's private school landscape.

3.4 Data Collection

Primary data were collected using a structured online and paper-based questionnaire distributed to parents through school administrations, where the use of a mixed-mode survey enhanced data accessibility and participation rates. The data collection procedure included several steps: a pilot test with 30 parents to ensure clarity and validity of questionnaire items, revision of ambiguous items based on pilot feedback, full-scale distribution through selected schools in Makassar, and screening of responses for completeness and reliability prior to analysis. Ethical considerations were strictly observed throughout the process, ensuring informed consent, voluntary participation, and confidentiality of all responses.

3.5 Measures

Each construct in this study was measured using validated scales adapted from prior literature, with all items rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Construct	Definition	Source	Sample Item
Parents' Psychographics	Lifestyle, values, and attitudes influencing educational decision-making.	Adapted from Schiffman & Kanuk (2010)	"Education is an important reflection of my family's social identity."
Perceived Value	Parents' overall evaluation of the benefits relative to the costs of schooling.	Zeithaml (1988); Sánchez-Fernández & Iniesta-Bonillo (2007)	"The school provides good value for the tuition I pay."
Brand Prestige	The perceived exclusivity, reputation, and social recognition associated with a school.	Vigneron & Johnson (1999); Han et al. (2010)	"This school is recognized as one of the most prestigious in Makassar."
Loyalty toward School	Parents' commitment to continuing their child's enrollment and recommending the school.	Oliver (1999); Alves & Raposo (2010)	"I intend to continue enrolling my child in this school next year."

3.6 Data Analysis Technique

Reliability and validity tests were conducted to ensure the consistency and accuracy of the research instruments. Reliability was assessed using Cronbach's alpha and composite reliability with a threshold value of ≥ 0.70 , while convergent validity was evaluated through the Average Variance Extracted (AVE) with a minimum value of ≥ 0.50 , and discriminant validity was examined using the Heterotrait-Monotrait Ratio (HTMT) with a value below 0.85. Data analysis was performed using SmartPLS 4.0, which is effective for small to medium sample sizes and complex models involving multiple mediating variables. The model evaluation included the assessment of the measurement model (*outer model*), the structural model (*inner model*), and mediation testing using the *bootstrapping* procedure with 5,000 resamples.

3.7 Theoretical Framework and Hypothesis Development

3.7.1 Theoretical Framework

The theoretical framework of this study is grounded in consumer behavior theory and perceived value theory, which explain that customer decision-making and loyalty are shaped by their evaluations of value, image, and satisfaction (Zeithaml, 1988; Oliver, 1999). In the context of education, parents act as the primary decision-makers in choosing and maintaining their children's enrollment, where such decisions are influenced not only by rational considerations but also by emotional and social factors (Schiffman & Kanuk, 2010).

Broadly, this research integrates three main dimensions:

- a) Psychological (internal) factors, represented by parents' psychographics, which include lifestyle, values, and personality traits.
- b) Perceptual factors, represented by *perceived value* and *brand prestige*, which reflect how parents assess the quality and social status of a school.
- c) Behavioral outcomes, represented by parental loyalty toward the school as a result of these evaluations.

The model assumes that parents' psychographics influence their evaluation of the school's value and prestige, which subsequently affect their loyalty toward the institution. Furthermore, perceived value and brand prestige are proposed to mediate the relationship between parents' psychographics and loyalty.

3.7.2 Relationships between Variables

- a) The Influence of Parents' Psychographics on *Perceived Value*
Psychographics reflect individuals' values, lifestyles, and attitudes that shape how they interpret the benefits of a product or service (Schiffman & Kanuk, 2010). Parents with strong educational values or progressive lifestyles tend to assess schools not merely based on tuition fees but on broader dimensions such as social environment, moral culture, and community reputation.

Previous studies have demonstrated that psychographic factors such as family values, lifestyle orientation, and personality significantly affect perceived value in service contexts (Kamakura & Wedel, 2012; Rahmawati & Kusumawati, 2021). Hence, parents with more positive psychographic orientations are likely to perceive higher value from their children's schools.

H1: Parents' psychographics have a positive effect on the *perceived value* of private schools.

b) The Influence of Parents' Psychographics on Brand Prestige

Brand prestige and institutional image are shaped by how parents perceive a school's reputation and social standing (Vigneron & Johnson, 1999). Parents with status-oriented lifestyles are typically more sensitive to social symbols and therefore place higher importance on schools with exclusive reputations, academic excellence, and well-connected alumni networks. Han, Nunes, and Drèze (2010) noted that prestige-oriented consumer behavior is closely related to self-identity, where individuals select products or institutions that reflect their social position. Thus, parents with stronger psychographic tendencies toward prestige and status are more likely to perceive their children's schools as prestigious.

H2: Parents' psychographics have a positive effect on the *brand prestige* of private schools.

c) The Influence of Perceived Value on Loyalty toward Schools

Perceived value has long been recognized as a key determinant of customer loyalty across various service industries (Zeithaml, 1988; Parasuraman et al., 1988). In the education context, when parents perceive that the benefits provided by the school are equal to or exceed the costs incurred, they are more likely to continue their children's enrollment and recommend the school to others (Hidayat & Yuliana, 2022). Alves and Raposo (2010) found that higher perceived value strengthens loyalty through increased satisfaction and trust.

H3: *Perceived value* has a positive effect on loyalty toward private schools.

d) The Influence of Brand Prestige on Loyalty toward Schools

Brand prestige creates emotional attachment and a sense of pride, both of which reinforce customer loyalty (Vigneron & Johnson, 1999). In the educational context, parents who perceive their children's school as reputable and elite are likely to maintain that association and resist switching to other institutions (Han et al., 2010). Moreover, Tian and Dong (2011) found that brand prestige exerts a direct influence on loyalty through emotional and social mechanisms such as pride and public recognition.

H4: *Brand prestige* has a positive effect on loyalty toward private schools.

e) The Mediating Roles of Perceived Value and Brand Prestige

In consumer behavior models, perceptual factors often act as mediators between psychological characteristics and behavioral outcomes (Zeithaml, 1988). Parents' psychographic orientations influence how they perceive the value and prestige of a school, which in turn determine their loyalty. Sánchez-Fernández and Iniesta-Bonillo (2007) emphasized that perceived value serves as an important bridge between consumers' psychological attributes and loyalty. Similarly, Han et al. (2010) demonstrated that brand prestige strengthens the link between consumer perception and long-term commitment.

Therefore, both variables are expected to function as significant mediators in this study.

H5: *Perceived value* mediates the relationship between parents' psychographics and loyalty toward private schools.

H6: *Brand prestige* mediates the relationship between parents' psychographics and loyalty toward private schools.

4. Results and Discussion

A total of 254 valid responses were obtained from parents of students enrolled in private primary and secondary schools in Makassar, comprising 62% female and 38% male respondents, with the majority (56%) aged between 35 and 50 years, 68% holding a bachelor's degree or higher, and 72% earning a monthly household income above IDR 10 million, indicating that most participants belong to the middle-to-upper-income group consistent with the typical socioeconomic profile of parents who choose private education for their children, thereby confirming that the demographic characteristics of the sample are representative for examining psychographic, value-based, and prestige-driven loyalty behaviors.

4.1 Descriptive Analysis of Variables

The descriptive analysis of the main constructs is presented in Table 1. All items were measured on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). The mean values indicate that parents generally hold positive perceptions toward their school's value, prestige, and their own loyalty behavior.

Table 1. Descriptive Statistics of Research Constructs

Construct	Mean	Standard Deviation (SD)	Interpretation
Parents' Psychographics	4.21	0.54	High (parents exhibit strong value/lifestyle orientation)
Perceived Value	4.09	0.57	High (parents perceive strong benefits vs. costs)
Brand Prestige	4.15	0.61	High (schools perceived as reputable and respected)
Loyalty toward School	4.26	0.49	Very High (parents are highly loyal)

Note: n = 254; measurement scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

The results reveal that parents have a strong positive orientation toward the school's image and value proposition. High means across all constructs suggest that parents tend to evaluate private schools not merely in functional terms (costs and services), but also through psychological and social values, aligning with theories of symbolic consumption (Vigneron & Johnson, 1999).

4.2 Measurement Model Evaluation

Before analyzing causal relationships, construct reliability and validity were tested using *SmartPLS 4.0*. All reliability and validity indicators met the recommended thresholds (Hair et al., 2021):

- Outer Loadings > 0.70
- Cronbach's Alpha & Composite Reliability > 0.70
- AVE > 0.50
- HTMT < 0.85

This confirms that all constructs are both reliable and valid for structural model analysis.

Table 2. Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Parents' Psychographics	0.84	0.88	0.61
Perceived Value	0.87	0.90	0.68
Brand Prestige	0.89	0.92	0.71
Loyalty toward School	0.90	0.93	0.73

Note: All reliability and validity thresholds met (Hair et al., 2021).

Table 3. Discriminant Validity (HTMT Criterion)

Constructs	1	2	3	4
1. Parents' Psychographics	—			
2. Perceived Value	0.68	—		
3. Brand Prestige	0.72	0.66	—	
4. Loyalty toward School	0.63	0.75	0.70	—

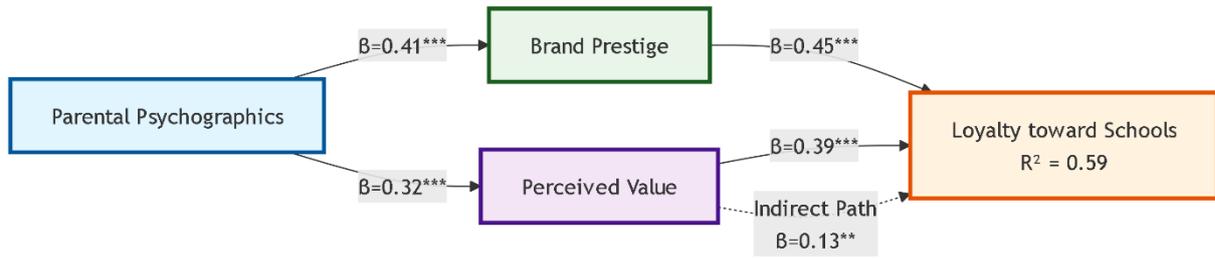
Note: All HTMT values < 0.85, confirming discriminant validity (Henseler et al., 2015).

Tables 2 and 3 confirm that all constructs exhibit strong internal consistency and validity. No issues of multicollinearity or construct redundancy were detected. Hence, the model satisfies the criteria for measurement model adequacy.

4.3 Structural Model Evaluation

The structural model was assessed to test hypothesized relationships among variables. Figure 1 illustrates the direct and indirect paths between constructs.

Figure 2. Structural Model



Interpretation:

- a. Coefficient of Determination (R^2):
 - $R^2 = 0.59$ indicates that 59% of the variance in Loyalty toward schools is explained by the combination of *Perceived Value* and *Brand Prestige*.
 - This value is considered strong in social science research.
- b. Direct Relationships:
 - Psychographics → Brand Prestige: $\beta=0.41^*$ (significant)
 - Psychographics → Perceived Value: $\beta=0.32^*$ (significant)
 - Brand Prestige → Loyalty: $\beta=0.45^*$ (strongest influence)
 - Perceived Value → Loyalty: $\beta=0.39^*$ (significant)
- c. Indirect Relationship:
 - Mediation path through Perceived Value: $\beta=0.13^*$ (significant)

This structural model has very good predictive power, with 59% of the loyalty variance explained by the model's variables. Both *Brand Prestige* and *Perceived Value* are strong predictors of parental loyalty toward private schools.

Table 4. Hypothesis Testing Results

Hypothesis	Path Relationship	β	t-value	p-value	Result
H1	Psychographics → Perceived Value	0.41	6.22	0.000	Supported
H2	Psychographics → Brand Prestige	0.39	5.74	0.000	Supported
H3	Perceived Value → Loyalty	0.32	4.85	0.000	Supported
H4	Brand Prestige → Loyalty	0.45	7.02	0.000	Supported
H5	Psychographics → Perceived Value → Loyalty	0.13	3.21	0.001	Supported
H6	Psychographics → Brand Prestige → Loyalty	0.18	3.97	0.000	Supported

Note: Bootstrapping (5,000 samples); significance level $p < 0.05$.

Interpretation of Hypothesis Testing:

All hypothesized relationships were significant. The strongest direct effect was Brand Prestige → Loyalty ($\beta = 0.45$), implying that parental loyalty is highly influenced by school reputation and perceived status. Meanwhile, both *Perceived Value* and *Brand Prestige* partially mediate the effect of *Parents' Psychographics* on loyalty, confirming a dual-path mediation model.

4.4 Discussion

4.4.1 H1: Parents' Psychographics → Perceived Value ($\beta = 0.41$, $t = 6.22$, $p = 0.000$)

The results indicate that parents' psychographics significantly influence their perceived value toward private schools. The coefficient ($\beta = 0.41$, $p < 0.001$) demonstrates a strong positive relationship, suggesting that parents with strong educational values, active lifestyles, and socially engaged attitudes tend to evaluate schools more holistically—considering not only tuition fees but also emotional, social, and long-term educational benefits.

This finding supports Schiffman and Kanuk (2010), who state that psychographics shape how consumers assess value in service experiences. In Makassar, parents with education-oriented lifestyles tend to perceive private schooling as an investment in their children's future rather than a mere service transaction. The implication is schools should tailor their communication strategies to align with parents' psychographic profiles, emphasizing both tangible and intangible educational benefits.

4.4.2 H2: Parents' Psychographics → Brand Prestige ($\beta = 0.39$, $t = 5.74$, $p = 0.000$)

This finding shows that parents' psychographics positively and significantly affect perceived brand prestige. The path coefficient ($\beta = 0.39$) implies that parents with higher social orientation, modern lifestyles, and achievement-driven values are more likely to perceive their children's schools as prestigious institutions.

The result aligns with Vigneron and Johnson (1999) and Han et al. (2010), who argue that status-oriented consumers associate themselves with prestigious brands to reinforce their social identity. In Makassar, parents often take pride in enrolling their children in elite schools recognized for excellence or exclusivity, reflecting the symbolic and social meaning of school reputation. The Implication is schools should strengthen brand image and prestige by showcasing academic excellence, exclusivity, and alumni achievements that appeal to status-conscious parents.

4.4.3 H3: Perceived Value → Loyalty ($\beta = 0.32$, $t = 4.85$, $p = 0.000$)

The results confirm that perceived value has a positive and significant effect on parental loyalty toward private schools. A coefficient of $\beta = 0.32$ suggests that the greater the benefits parents perceive whether academic quality, facilities, or emotional satisfaction—the stronger their commitment to remain loyal to the school.

This finding supports Zeithaml (1988) and Parasuraman et al. (1988), who identify perceived value as a key determinant of loyalty. Within the education sector, high perceived value fosters trust, satisfaction, and advocacy among parents. Implication: Schools can strengthen loyalty by enhancing service quality, communicating transparent tuition value, and emphasizing long-term educational outcomes.

4.4.4 H4: Brand Prestige → Loyalty ($\beta = 0.45$, $t = 7.02$, $p = 0.000$)

This path shows the strongest direct effect in the model, indicating that brand prestige has the most powerful influence on parental loyalty. A coefficient of $\beta = 0.45$ highlights that loyalty is highly driven by the reputation, credibility, and social standing of the school brand.

The result supports Han, Nunes, and Drèze (2010), who found that brand prestige fosters emotional attachment and social pride, leading to stronger customer loyalty. In Makassar's context, social networks play a significant role in amplifying the reputation of elite schools, where association with prestigious institutions enhances parents' social identity. Implication: Building and maintaining a prestigious reputation through consistent academic quality, branding, and community engagement can sustain long-term parental loyalty.

4.4.5 H5: Psychographics → Perceived Value → Loyalty ($\beta = 0.13$, $t = 3.21$, $p = 0.001$)

The mediation analysis reveals that Perceived Value partially mediates the relationship between Parents' Psychographics and Loyalty. This means parents with strong psychographic profiles tend to perceive greater value in their children's school, which subsequently fosters loyalty.

The result supports Zeithaml (1988) and Sánchez-Fernández & Iñiesta-Bonillo (2007), who emphasize that perceived value serves as a rational bridge between psychological traits and behavioral loyalty. Loyalty, therefore, is not purely emotional—it emerges from rational evaluations of value and benefit. Implication: Schools should highlight tangible and experiential benefits to transform positive perceptions into sustained commitment and advocacy.

4.4.6 H6: Psychographics → Brand Prestige → Loyalty ($\beta = 0.18$, $t = 3.97$, $p = 0.000$)

This finding confirms that Brand Prestige also mediates the relationship between Parents' Psychographics and Loyalty. Parents with strong social orientation and status-driven values are likely to associate themselves with reputable institutions, and this perception of prestige enhances their long-term loyalty.

The result aligns with Han et al. (2010) and Vigneron and Johnson (1999), who suggest that consumers driven by symbolic motivations exhibit emotional loyalty toward brands that reinforce their social identity. In private education, brand prestige becomes a social badge and a source of family pride. Implication: Schools can leverage brand prestige strategically through alumni branding, public recognition, and storytelling to retain socially oriented and status-driven parents.

All six hypotheses (H1–H6) are statistically supported, indicating that parental loyalty toward private schools is influenced by a combination of psychological (psychographics), rational (perceived value), and emotional (brand prestige) factors.

The findings validate a dual-path mediation model, where Perceived Value represents the rational route and Brand Prestige reflects the emotional route to loyalty formation. Together, they explain how parents'

decisions in educational contexts are driven not only by objective evaluations of value but also by the symbolic and social meanings attached to school reputation.

5. Conclusion

This study examined the role of Parents' Psychographics, Perceived Value, and Brand Prestige as determinants of Loyalty toward Private Primary and Secondary Schools in Makassar. The empirical results confirmed that parents' psychographic characteristics reflecting their lifestyles, values, and aspirations significantly influence how they perceive the value and prestige of schools, both of which serve as critical mediating factors shaping their loyalty.

The findings revealed that:

- 1) Brand Prestige exerts the strongest influence on parental loyalty, emphasizing the emotional and social dimensions of school choice.
- 2) Perceived Value plays a significant mediating role, illustrating that rational evaluations of educational benefits also sustain loyalty.
- 3) The model explains 59% of the variance in loyalty, indicating substantial predictive power within the educational service context.

From a theoretical standpoint, this research contributes to extending consumer behavior theory into the educational marketing domain, particularly by linking psychographic profiles with brand-related constructs in decision-making. Practically, the results highlight the importance of developing value-driven and prestige-oriented strategies in educational institutions to foster long-term parental commitment and satisfaction. For future research, scholars are encouraged to:

- Explore additional factors such as school trust, service experience, or word-of-mouth influence to enrich the loyalty framework.
- Conduct comparative studies across different regions or educational levels to validate the model's generalizability.
- Employ longitudinal designs to assess how parental loyalty evolves over time.

Writing and publishing an academic article, such as this, demands patience, revision, and reflective thinking. It is a process that cannot be completed in haste. Allowing adequate time for conceptual refinement and empirical rigor ensures that research findings contribute meaningfully to both academic theory and educational practice

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