



# Factors Affecting Brand Image: A Case Study of Public Universities in Ho Chi Minh City

Lan Chi Le\*, Saigon University (SGU), Ho Chi Minh City, Vietnam, [lechilan@sgu.edu.vn](mailto:lechilan@sgu.edu.vn)

**Abstract-** The role of brands is critical in signaling products/services characteristics and attributes to consumers, with reliable products/services and the experience of unrecognizable attributes. External signs should the brand become a single meaningful sign of quality for easier recognition by consumers. It is very role-playing to find the brand to convey the core values and the quality of the products/services to all customers and the outside market; organizations need to build a full and robust brand image and identity strong. Therefore, this article aims to provide a concept and best conception of the brand image and its role for public universities and students, help public universities understand brands, and apply them to build a sustainable brand. This study determines factors affecting public universities' brand image in Ho Chi Minh City (HCMC). The study surveyed 700 students studying at seven public universities in HCMC, but 635 samples processed and answered 31 items. The data collected from August 2020 to November 2020. The author tested with Structural Equation Model (SEM). Finally, seven factors affecting the brand image of public universities in HCMC with a significance level of 0.01.

**Keywords:** Brand, image, public, university, and SGU.

## I. INTRODUCTION

Brand image is an essential part of the branding process for marketing and advertising. It is also vital to build a brand identity and ensure that its message spreads by Ambler, T. C. (2016). With a consistent and clear style guide and branding approach, brands will quickly create their voice and have a specific place in the viewer's eyes. Brand image has become popular in brand management. These issues have been of interest to Vietnamese scientists recently. Today, universities see that competing to attract learners and finding partners is inevitable for the university to thrive. According to Aaker, J. M. (2018), the competition in higher education, both domestically and internationally, causes universities to find ways to attract students, students to study at the university, find more partners. Therefore, building a brand image is vital for universities in the current context in Vietnam.

As mentioned above, it is clear that building a brand image is necessary for the current Vietnamese conditions. Especially in Vietnam, there are microscopic researches on the university brand image. In Vietnam, universities have begun to pay more attention and awareness towards building a university's brand image by Wan Zahari W. Y. (2015). But this process is happening without theory and guidance. Researching on the theoretical basis of the impact of factors constituting brand identity on brand image, through practical testing, to confirm and supplement approach to suit the conditions by Gerbing, T. J. (2019). higher education in Vietnam, simultaneously providing useful information to help build a brand image for universities.

## II. LITERATURE REVIEW

### 2.1 Brand image (BI)

According to Robert, B. E. (2015), Brand image is the brand's perception in customers' minds. Customers form constitute the image based on the interaction and their experience with the brand. Therefore, brand image is the synthesis of the beliefs, ideas, and impressions that customers hold about the brand.

According to Balmer, J. M. (2017), Brand image is the brand's perception in customers' minds. In other words, the brand image is how customers think of a brand. This image evolves. Customers form impressions based on their interactions and experiences with the brand. These interactions occur in many forms and are not necessarily related to purchasing or using products or services. A brand can be perceived differently by different customers by Toop, W. F. (2014). Thus, the formation of a consistent brand image is a big task for

any business period. A brand image is the brand's perception reflected through the brand associations stored in the consumer's memory. Attributes, interests, and attitudes can describe brand associations based on brand experience.

## **2.2 Brand Reputation (BR)**

According to Trernatony, L. D. (2019), Brand reputation is defined as the general representation of a brand's past actions and results. It expresses a brand's ability to provide valuable products to its partners. Brand reputation is still seen mainly as a "good reputation," through that name of the business, it creates an attractive customer motivation. That reputation is built on the following factors: transparency, clarity, transparency consistency, authenticity, integrity in the way of dealing with people inside and outside of the business. According to Tournier, S. K. (2017) showed that the reputation of a brand is acquired when it brings trust when providing products/services to customers. It always obeys the law and demonstrates its legality; brand information is trusted by the communication and communicated honestly; the brand must create high trust by Karris, F. L. (2016). All these things of the brand need to be maintained throughout its development to build a brand reputation. Therefore, hypothesis H1 on the relationship between brand reputation and brand image is developed to verify this statement as follows:

*Hypothesis H1: Brand reputation positively affecting the brand image of public universities in Ho Chi Minh City.*

## **2.2 Brand relevance (BRE)**

According to Thakor, M. T. (2019), Brand relevance can be seen as brand compatibility with each customer. The benefits that a brand offers need to be tailored to the needs/requirements of the customer. It is not merely differentiation. Brand conformance, which a product's brand represents, ensures that the values that guide a brand are the best consensus with partners and organizations and lay the foundations for their future. According to Sassar, W. K. (2016), Brand relevance first helps customers choose products/brands. Since it fits the customer's needs/requirements, they buy them. Second, the brand fit makes the customer love the brand more, and it is the brand fit that helps the product bring into full play the benefits that the manufacturer has designed to provide the customer. Therefore, the findings of previous researchers are also correct in the field of higher education in Vietnam. Because the university also needs to provide services, provide educational products and transfer technology following the needs of learners and partners; That is a necessary condition to help the university increase its accessibility to customers and be more liked by customers by William, G. A. (2017). Thus, brand relevance can be an integral element of a university's brand identity. Therefore, the hypothesis H2 was developed to test this claim following:

*Hypothesis H2: Brand relevance positively affecting the brand image of public universities in Ho Chi Minh City.*

## **2.3 Brand personality (BP)**

According to Sandan, S. Y. (2015), Brand personality often provides an iconic or self-expressive function because the consumer perceives the brand with characteristics like a person's personality. Brand personality is seen as a set of human features associated with the brand. Thus, brand personality is shown to have characteristics like a person associated with gender, age, and social class. Or the elements that show emotions like a person such as enthusiasm, anxiety, sentimentality. According to Surrey, N. C. (2018) relied on human personality to form the five components of brand personality: (1) sincerity, (2) excitement, (3) energy, (4) sophistication, and (5) healthy. Kacinnis, D. J. (2016) studied. Brand personality reflects the emotional characteristics of the brand. These characteristics are denoted by the abstract elements of character, which come from different sources, including developing the brand's core values. From the above arguments, brand personality creates psychological benefits for target customers, and it is a factor constituting the university's brand identity by Clifton, R. J. (2016). From there, hypothesis H3 was developed to verify this statement:

*Hypothesis H3: Brand personality positively affecting the brand image of public universities in Ho Chi Minh City.*

## **2.4 Brand performance (BPE)**

According to Trage, K. Z. (2017), Brand performance is directly related to the degree to which the consumer perceives that the principal and practical characteristics are warranted. Brand performance contains part of the perceived quality of the product or brand. Perception of quality can be defined as the customer's perception of the overall quality or superiority of a product/service compared with competitors. According to Jurde, M. L. (2018), brand performance is achieved by delivering benefits that exceed customer

expectations, guaranteeing promises to customers, provide tangible benefits, and providing monetary value for both the business and the customer. Thus, to build brand identity, brand implementation is the constituent factor that needs to be considered. However, these statements need to be tested again, and hypothesis H4 is built:

*Hypothesis H4: Brand performance positively affecting the brand image of public universities in Ho Chi Minh City.*

### **2.5 Brand relationship (BRS)**

According to Ting Tan (2016), a Brand relationship is conceived of as the relationship between the customer and the brand. It is related to the customer's identity with the brand. The brand relationship is the relationship between a brand and its customers, characterized by its personality values. According to Whittome, J. T. (2019), Brand relationships are repeated interactions between customers and brands, reflecting traits similar to human relationships, such as love, connection, interdependence, closeness, and commitment. The findings above are also considered relevant in the higher education sector. The brand relationship also represents the relationship between a university and its learners and partners, which helps maintain long-term relationships, engage the university with learners and partners by Sulotaite, N. L. (2017). Combined with the previous sections' arguments, the brand relationship may be a factor that constitutes brand identity and positively affects brand image. The mentioned above thing, the researcher has hypothesis following:

*Hypothesis H5: Brand relationship positively affecting the brand image of public universities in Ho Chi Minh City.*

### **2.6 Lecturers in public universities (LP)**

According to Kasidy, R. M. (2018), showed that lecturers are a prime factor; they are the ones imparting professional knowledge, career skills, and other skills. It is the factor that governs the quality of teaching, the quality of student output and is one of the essential elements in the existence and development of a university. According to Wetzels, M. F. (2018), higher education's output product is a university and graduate graduates who will enter the labor market. It can be seen that the professional qualifications, professional skills, attitudes, ethical thoughts, behaviors of graduates/students have a great impression from the faculty by Saurand, F.W. (2016). Lecturers in the university are assessed through knowledge and reputation in the field of teaching. They are enthusiastic for sharing knowledge and experiences; have a solid understanding of professional expertise; have in-depth knowledge in the subject being assigned to teach; have the knowledge and practical knowledge by Shapiro, S.U. (2019). The mentioned above thing, the researcher has a hypothesis following:

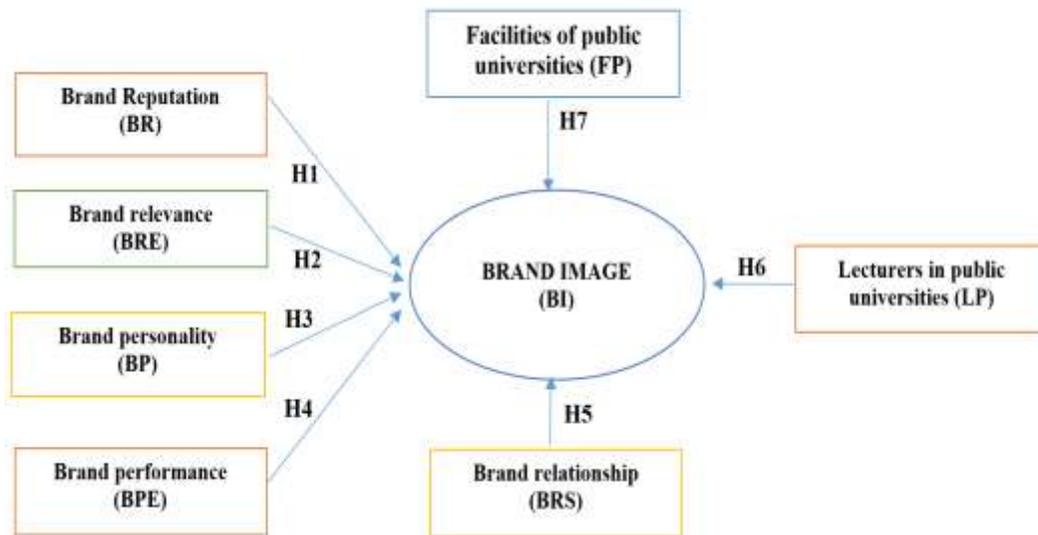
*Hypothesis H6: Lecturers in public universities positively affecting the brand image of public universities in Ho Chi Minh City.*

### **2.7 Facilities of public universities (FP)**

According to Hartline, M. T. (2016), Educational facilities including all buildings, equipment for learning activities, and outside learning; Sports and games areas, landscapes, gardens including trees, roads, and paths. Other things include furniture and toilet areas, equipment, lighting, sound, warehouse, parking, security, traffic, information technology, cleaning materials, food service, Drinks, and services primarily for sports activities. According to Semsley, K. J. (2016), the researcher had confirmed that such facilities' inadequacies and inadequacies significantly affect both students' and faculty's performance in the teaching, learning, and researching process university learn. Finally, higher education facilities significantly impact teaching and learning performance; they considerably affect the quality of education by Samenidou, I. D. (2018). Maybe it is one of the factors that constitute brand identity and positively impact the brand image. Combining the presented arguments, hypothesis H7 was developed to verify this claim following:

*Hypothesis H7: Facilities of public universities positively affecting the brand image of public universities in Ho Chi Minh City.*

*A research model for factors affecting the brand image of public universities in Ho Chi Minh City following:*



(Source: Researcher proposed)

*Figure 1.A research model for factors affecting the brand image of public universities in Ho Chi Minh City*

### III. METHODS OF RESEARCH

The research process of the paper is done through 9 steps as follows:

Step 1: Determine conceptual content based on a theory. In step 1, the article conduct three ranges: (1) theoretical overview to study related concepts such as brand, brand image, factors affecting brand image; (2) Determine the relationship between the ideas of the research model; (3) Build an initial scale for the research concepts that have a scale, namely the scale with factors affecting brand image by Hair, B., B., & Anderson (2010).

Step 2: Develop a set of observed variables to measure concepts through empirical research and group discussion. In this step, there are two tasks: (1) Adjusting and supplementing the scale of images that have scale; (2) Building a set of observed variables on the scale of new images included in the model, namely the scale of faculty and facilities of public universities in HCMC. Preliminary research aims to adjust and supplement the original scales through focus group discussion. Focus group interviews were conducted, four groups were formed and interviewed (student group, alumni, lecturers, and employers); each group consisted of 7 members, totaling 28 members. Participants are in group discussion. Preliminary research and completion of the scale).

Step 3: Collect data: Conduct preliminary quantitative research, using personal face-to-face interviews with built-in questionnaires at the end of phase 2. The sample size for collecting is  $n = 200$  students participating in the interview by Hair, B., B., & Anderson (2010).

Step 4: Preliminary assessment of the scale with confidence coefficients of Cronbach's alpha and EFA analysis on the database collected in step 3. The adjusted scale is evaluated through preliminary quantitative research with a sample with a size  $n = 200$ , the evaluation method of sampling. These scales are adjusted through main techniques: (1) Cronbach's alpha's reliability coefficient method and (2) exploratory factor analysis (EFA) method. Cronbach Alpha coefficient analysis is used to determine the reliability of the scale. The scale achieves reliability when this coefficient is more significant than 0.6. "The overall variable correlation coefficient is the correlation coefficient of a variable with the mean of other variables in the same scale, so the higher the coefficient, the correlation of variables with other variables in the group. higher". "Variables with item-total correlation must be greater than 0.3". According to Hair, B., B., & Anderson (2010), the variables with the total variable correlation coefficients of less than 0.3 are considered garbage variables and are naturally removed from the scale.

Step 5: Continue to collect data: Conduct case studies at seven public universities in HCMC, the subject of the survey to collect data is students; Are studying at seven public universities in HCMC. For each university, the author surveyed 100 students who are currently enrolled. The information collection method is direct interviews through prepared questionnaires; the sample size is  $n = 700$ : probability fee sampling method,

assessment sampling technique. Data were put into encryption, data entry, cleaning, and data analysis with SPSS, AMOS software after being collected.

Step 6: Evaluate the scale's reliability with Cronbach's alpha on the database collected in step 5. In this step, re-test the scales' reliability by evaluating Cronbach's alpha coefficients based on data collected in official research by Hair, B., B., & Anderson (2010).

Step 7: Evaluate the scale value using the combination of EFA analysis and CFA analysis in the SEM model. As shown, the combination of EFA and CFA analysis in the SEM model is used to replace step 7 in the procedure suggested. EFA analysis was done based on a scale that was reliably assessed through Cronbach's alpha coefficients performed in step 6, and data were collected in the official study in step 5 by Hair, B., B., & Anderson (2010).

Step 8: Determine the standard scale, analyze the SEM structure to test the model, and research hypotheses. A research model considered relevant to the data if Chi-square testing is P-value > 5%; CMIN/df ≤ 2.0, some cases CMIN/df maybe ≤ 3.0 or < 5.0; GFI, TLI, CFI ≥ 0.9. However, according to recent researchers' s opinions, GFI is still acceptable when it is greater than 0.8; RMSEA ≤ 0.08.

Step 9: Based on the results of model testing, the author proposes policy implications.

#### IV. RESEARCH RESULTS

Testing Cronbach's alpha for factors affecting the brand image of public universities in Ho Chi Minh City following:

*Table 1. Cronbach's alpha of factors affecting the brand image of public universities in HCMC*

<b>Brand Reputation (BR), Cronbach's Alpha: 0.876</b>	Cronbach's Alpha
BR1: The brand of university brings confidence	0.854
BR2: The brand of university always shows legitimacy	0.821
BR3: The brand of the university is communicated reliably	0.865
BR4: The brand of the university sends clear communication messages to all stakeholders	0.822
<b>Brand relevance (BRE), Cronbach's Alpha: 0.910</b>	Cronbach's Alpha
BRE1: The university brand meets my learning needs	0.908
BRE2: The university brand means really for me	0.889
BRE3: The university brand is always being renewed	0.906
BRE4: The university brand offers academic value tailored to the needs of its stakeholders	0.868
BRE5: The university brand is modern and up to date	0.874
<b>Brand personality (BP), Cronbach's Alpha: 0.929</b>	Cronbach's Alpha
BP1: The brand of the university shows sincerity and excitement	0.912
BP2: Brand of university shows ability and represents sophistication	0.859
BP3: The brand of the university is better than the competition	0.919
<b>Brand performance (BPE), Cronbach's Alpha: 0.964</b>	Cronbach's Alpha
BPE1: Brand of university offers services as committed	0.941
BPE2: The brand of the university represents value by providing benefits	0.964
BPE3: Brand of university offers good service under the conditions	0.958
BPE4: Brand of university offers quality academic programs	0.945
<b>Brand relationship (BRS), Cronbach's Alpha: 0.855</b>	Cronbach's Alpha
BRS1: All stakeholders prefer the brand of the university	0.803
BRS2: The brand of the university makes me enjoy studying here	0.812
BRS3: The brand of the university supports the needs of its stakeholders	0.848
BRS4: Brand of university feels like each member is part of the organization	0.800
<b>Lecturers in public universities (LP), Cronbach's Alpha: 0.954</b>	Cronbach's Alpha
LP1: The brand of the university has a team of lecturers with extensive knowledge and teaching	0.937
LP2: The brand of the university has enthusiastic and willing to share knowledge and experience	0.953
LP3: The brand of the university has a reliable faculty of expertise and expertise	0.940
LP4: The brand of the university has a team of lecturers with specialized knowledge in teaching	0.926

<b>Facilities of public universities (FP), Cronbach's Alpha: 0.945</b>	Cronbach's Alpha
FP1: The brand of the university has a friendly landscape system and environment	0.918
FP2: The brand of the university provides lecture halls with full equipment necessary for the subjects	0.935
FP3: The brand of the university has a library and a full reading room to serve the learning	0.937
FP4: The brand of the university has a library that provides enough textbooks and reference materials	0.923
<b>Brand image (BI), Cronbach's Alpha: 0.935</b>	Cronbach's Alpha
BI1: The brand of university offers opportunities for learners to realize their dreams and aspirations	0.920
BI2: The brand of the university is recognized nationwide and internationally	0.870
BI3: Brand of university shows the high quality of teaching and scientific research	0.927

(Source: Researcher proposed by SPSS 20.0)

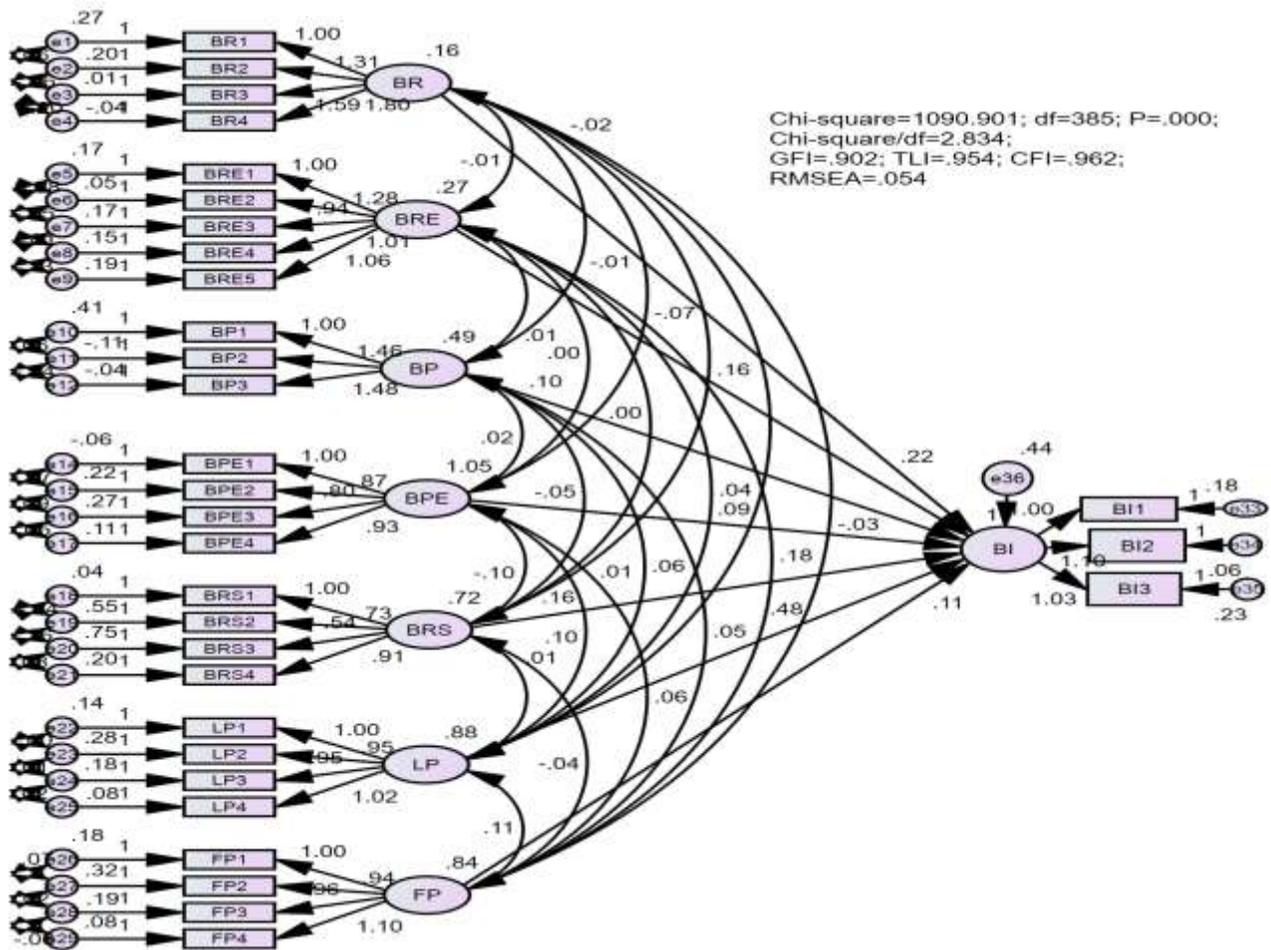
Table 1 showed that all of Cronbach's Alpha is greater than 0.8. The above research results show that the scales are consistent with the research data set and ensure high reliability.

*Table 2. Testing factors affecting the brand image of public universities in HCMC*

Relationships	Coe.	Standardized Coefficient	SE.	CR.	P
BI <--- BR	0.217	0.101	0.060	3.598	***
BI <--- BRE	0.158	0.096	0.057	2.754	0.006
BI <--- BP	0.102	0.084	0.036	2.803	0.005
BI <--- BPE	0.092	0.111	0.026	3.482	***
BI <--- BRS	0.156	0.155	0.036	4.341	***
BI <--- LP	0.485	0.535	0.033	14.774	***
BI <--- FP	0.106	0.114	0.033	3.184	0.001

(Source: Researcher proposed by SPSS 20.0 and Amos)

Table 2 showed that column "P" < 0.01 with significance level 0.01. This result indicated that seven factors affected public universities' brand image in HCMC with a significance level of 0.01.



(Source: Researcher proposed by SPSS 20.0 and Amos)

Figure 2. The structural model showing the structural linkage between BR, BRE, BP, BPE, BRS, LP, FP, and BI

Figure 2 showed that seven factors affect the brand image of public universities in HCMC with a significance level of 0.01. This result is a scientific basis and is significant proof for the author to propose policy implications.

## V. CONCLUSIONS & MANAGERIAL IMPLICATIONS

### 5.1 Conclusions

The article has analyzed the research works, formulating the brand image's basic theory, affecting the brand image. Building a research model of the direct impact of factors on public universities' brand image in HCMC. The paper has applied both qualitative research methods and quantitative research. Qualitative research methods were conducted through focus group interviews. Quantitative analysis is conducted through direct talks with students attending public universities in HCMC.

The paper has evaluated the conceptual scales with SPSS software to analyze Cronbach's Alpha coefficients and analyze exploratory factors EFA. On that basis, a specific scale has been determined for seven factors affecting the brand's image. The paper has tested the conceptual scale through affirmative factor analysis, using SPSS and AMOS software. The author tested CFA and analyzed the linear structural model SEM to test the proposed research model. The author checks the model's suitability with actual data, evaluates reliability, differentiated value, the converging value of the scale, and tests the impact of these factors on public universities' brand images in HCMC. This result is a scientific basis and is critical proof for the author to propose policy implications following:

## 5.2 Managerial implications

(1) Managerial implication for the lecturers in public universities. Public universities need to improve the lecturers: To build brand image, universities also need to pay special attention to faculty, recruiting, training, and developing faculty to achieve orientation. Strategy: The university should have a team of enthusiastic and willing to share knowledge and experience with learners; Teaching staff with substantial expertise and expertise deliver quality lectures and learning; Lecturers need to be trained with extensive knowledge and reputation in the field of teaching; The university's faculty need to have in-depth expertise in the subject matter of instruction; to ensure the best experience within a subject.

(2) Managerial implication for the brand relationship (BRS). Public universities need to adopt policies to encourage staff and teachers to have articles published in domestic and foreign specialized magazines and newspapers; This is a weighted criterion in the emulation and commendation, comment, and classification of teachers. Public universities have adequate policies to encourage both material and spiritual incentives for the articles to be published, especially in foreign journals. Strengthen scientific research for students to foster their professional creativity. Introduce policies to encourage students to actively participate in scientific research, such as taking student scientific research results as a criterion to classify members and include them in admission criteria for students.

(3) Managerial implication for facilities of public universities (FP). Public universities need to improve the facilities and the orientations to note when building a university's facilities are: To provide a classroom system with full equipment necessary for the subjects; Having an entire library and reading room to serve the needs of study and research; There are textbooks and reference materials for the whole course; Provide practice rooms with full practice equipment for the subjects to be taught. Public universities need to build a contingent of enthusiastic, qualified, intellectual, and professional teaching and management staff capable of quickly and effectively solving real-life problems posed. Try to create the best working conditions and environment to attract scientists, with excellent, virtuous, talented teaching staff attached to science training, and gather into a team strongly inherit and promote the achieved results continuously.

(4) Managerial implication for brand performance (BPE). Public universities need to improve the brand implementation: As one of the factors positively influencing the brand image, to have a right brand image, universities need to have strategic directions: In the operations of universities, there may be certain limitations, but provide the best educational products and services provided that are possible; Educational products and services need to be delivered on time; Provide high-quality training programs; When the university has committed (promise), the educational services should be offered at least as committed by the university.

(5) Managerial implication for brand Reputation (BR). Public universities need to improve brand reputation: University information is communicated reliably; Universities need to define messages and send messages clearly to stakeholders; A university brand needs to create and provide a sense of trustworthiness. The mission and vision statement must be made public to all stakeholders and society. Public universities need to publicize on the mass media through the university's website; announced to the university officials and employees through conferences, meetings, professional activities at the Faculty and the Department; announced to students through political sessions at the beginning of the course and through a team of academic advisors.

(6) Managerial implication for brand relevance (BRE). Public universities need to improve the factors that create a university's brand image are: The university needs to reach international recognition; The university needs to demonstrate a high quality of teaching, which is the most core value for a university; The university reflects the high quality of scientific research, which is also one of the two most core values for a university; Communication for a right brand image. University brand should be recognized nationwide.

(7) Managerial implication for the brand personality (BP). Public universities need to improve their brand personality. Learners' interests must be in the teaching and learning process and other activities while students are studying at the university. It is necessary to create a friendly learning environment. Therefore,

universities have promoted information technology to promote the brand and create the maximum favorable conditions for candidates and parents to access the admission information.

#### REFERENCES

1. Aaker, J. M. (2018). Dimensions of brand personality. *Journal of Marketing Research*, 3(8), 47-56.
2. Ambler, T. C. (2016). Brand Development versus New Product Development: Towards a Process Model of Extension. *Marketing Intelligence & Planning*, 17(18), 13-24.
3. Balmer, J. M. (2017). The three virtues and seven deadly sins of corporate branding. *Journal of General Management*, 2(7), 1-17.
4. Clifton, R. J. (2016). Brands and branding. *International Journal of Financial and Business Research*, 11(2), 141-149.
5. Gerbing, T. J. (2019). Structural, Equation Modelling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 10(3), 41-49.
6. Hair, B., B., & Anderson (2010). *Multivariate Data Analysis (7th ed.)*. New York: US: Pearson Prentice Hall.
7. Hartline, M. T. (2016). Brand equity: is it more important in services? *Journal of Services Marketing*, 15(5), 328-342.
8. Jurde, M. L. (2018). Core value-based corporate brand building. *European Journal of Marketing*, 3(7), 17-30.
9. Kacinnis, D. J. (2016). Strategic brand concept image management. *Journal of Marketing*, 5(10), 135-145.
10. Karris, F. L. (2016). Corporate branding and corporate brand performance. *European Journal of Marketing*, 3(5), 441-456.
11. Kasidy, R. M. (2018). The role of brand orientation in the higher education sector: a student-perceived paradigm. *Asia Pacific Journal of Marketing and Logistics*, 2(5), 80-89.
12. Robert, B. E. (2015). Consumer Response to Negative Publicity: The Moderating Role of Commitment. *Journal of Marketing Research*, 3(7), 13-21.
13. Samenidou, I. D. (2018). Perceptions of potential postgraduate Greek business students towards UK universities, brand and brand reputation. *Journal of Brand Management*, 1(8), 64-73.
14. Sandan, S. Y. (2015). An exploration of the brand identity-brand image linkage: A communications perspective. *Brand Management*, 1(2), 164-178.
15. Sassar, W. K. (2016). Measuring Customer-Based Brand Equity. *Journal of Consumer Marketing*, 1(2), 11-19.
16. Saurand, F. W. (2016). Building a university brand from within: a comparison of coaches' perspectives of internal branding. *Journal of Marketing for Higher Education*, 1(6), 97-114.
17. Semsley, K. J. (2016). Brand ambidexterity and commitment to higher education: an exploratory study. *Journal of Business Research*, 9(4), 310-322.
18. Shapiro, S. U. (2019). Toward the model of university image: the influence of brand personality, external prestige, and reputation. *Journal of Public Relations Research*, 20(4), 57-66.
19. Sulotaite, N. L. (2017). University heritage – an institutional tool for branding and marketing. *Higher Education in Europe*, 2(8), 49-54.
20. Surrey, N. C. (2018). Competitive branding: winning in the market place with a value-added brand. *Journal of International Money and Finance*, 5(3), 6-17.
21. Thakor, M. T. (2019). Branding consumer goods: insights from theory and practice. *Journal of Consumer Marketing*, 1(4), 206-219.
22. Ting Tan (2016). Impact of brand identity on perceived brand image of the Nelson Mandela Metropolitan University. *Journal of Financial and Economics*, 12(13), 14-28.
23. Toop, W. F. (2014). Brand identity as a driver of brand commitment. *Journal of Banking & Finance*, 3(6), 24-37.
24. Tournier, S. K. (2017). Consumers and their brands: developing relationship theory in consumer research. *Journal of Consumer Research*, 2(4), 47-53.
25. Trage, K. Z. (2017). My Brand or Our Brand: The Effects of Brand Relationship Dimensions and Self-Constructual on Brand Evaluations. *Journal of Consumer Research*, 3(4), 148-158.
26. Trernatony, L. D. (2019). The chasm between managers' and consumers' views of the brand. *Journal of Strategic Marketing*, 8(9), 12-19.

27. Wan Zahari W. Y. (2015). State of Physical Facilities of Higher Education Institutions in Nigeria. *International Journal of Scientific and Research Publications*, 6(1), 37-46.
28. Wetzels, M. F. (2018). The role of corporate image and extension similarity in service brand extensions. *Journal of Economic Psychology*, 21(3), 63-72.
29. Whittome, J. T. (2019). Investigating the service brand: a customer value perspective. *Journal of Business Research*, 6(2), 45-55.
30. William, G. A. (2017). Using metaphors in new brand design. *Journal of Marketing Management*, 1(3), 165-194.