

THE IMPACT OF BRAND EXPERIENCE ON STUDENTS SATISFACTION: THE CASE OF LEBANESE UNIVERSITIES

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Abstract

Purpose: This study examines the impact of brand experience on student satisfaction in the context of Lebanese universities. The research aims to explore the relationship between brand experience and student satisfaction, considering the unique characteristics of the Lebanese higher education sector **Theoretical framework:** Multiple conclusions may be drawn by marketers and brand managers from the data analysis. Successful marketing tactics may be developed with an awareness of the effects of psychological distance on brand experience. Brands may build their customers' emotional connection and brand loyalty by shortening the gap in their consumers' minds between the brand and the consumer. This may be done in a number of ways, including by giving concrete touchpoints that bridge the psychological divide and by creating immersive experiences that use narrative tactics **Design/methodology/approach:** The study adopts a quantitative approach using Structural Equation Modeling (SEM) to analyze data collected from a sample of 250 students **Findings:** The research hypothesizes that a positive brand experience will significantly influence student satisfaction with their university experience. The findings of this study are expected to contribute to the understanding of the role of brand experience in shaping student satisfaction and provide insights for universities in Lebanon to enhance their branding strategies and improve the overall student experience **Research, Practical & Social implications:** Significant interest exists among marketers and academics in the connection between psychological distance and brand experience. Individuals' perspectives and interactions with brands are impacted by the psychological distance between them and the brands themselves. In contrast, customers' brand experiences include their thoughts, feelings, and actions in relation to a brand. Using the data presented so far, the purpose of this study is to look further into the connection between psychological distance and brand experience. **Originality/value:** This research is original and unique and it contributes to the field of Lebanon.

Keywords: Brand Experience, Psychological Distance, Student Attitudes.

INTRODUCTION

Students' "brand experience" of higher education is the sum of their impressions and feelings about a certain institution (McGrath, 2016). This encompasses their impressions of the institution as a whole, including their contacts with faculty and other students, its physical environment, its academic programs, and its general reputation and image (Anabousy & Daher, 2022).

The impression a university leaves on a student may have a major impact on their choice to enroll there and on how invested they become in their studies. When students have a good time with the school's brand, they are more likely to return, tell their friends, and be loyal to the school (Hong & Hardy, 2022; Kubina et al., 2022).

A poor brand experience, on the other hand, might result in unhappiness and a drop in enrolment. Higher education institutions can better satisfy the requirements and expectations of their students if they have a firm grasp of the student brand experience (Abbas et al. 2022).

A person's perception of how far away or different an event, object, or idea is from them is known as psychological distance (S.-C. Chen, 2022; Stribbell & Duangekanong, 2022; Sturrock, 2022). One's impression and interaction with a brand, even in the academic setting, might be affected by this idea. Several aspects of a student's brand experience in higher education have been shown to be affected by their level of psychological distance, according to the research. In addition, Anabousy and Daher (2022) and Kubina and colleagues (2021) found that students' perceptions of the physical distance between themselves and the university affected their evaluations of the quality of their education (Alozian & Shatila, 2023).

In higher education, there is a close relationship between the brand experience and the student attitude. Anabousy and Daher (2022) found that when students have a good time with a brand, they have more favorable emotions about the institution. Conversely, if a student has a bad experience with a brand, it might color how they feel about the school. Student interactions with a university's programs, personnel, campus, and reputation all contribute to the student's "brand experience," or their overall perception and feelings about the institution (Kubina et al., 2021; Sturrock, 2022).

The term "student attitude" describes a person's thoughts, emotions, and overall impression of a school. There is a strong correlation between how students perceive a university's brand and their choice to enroll and stay there (S.-C. Chen, 2022). Universities may boost retention and word-of-mouth advertising by cultivating favorable brand experiences for their students.

Few studies have looked at the connections between factors like "psychological distance," "brand experience," "student attitudes," "satisfaction," "self-efficacy," and "attachment" to higher education in Lebanon. Improvements in education quality and student outcomes may be informed by a better understanding of the dynamics at play in Lebanon's higher education system.

The goal of this research is to determine the elements that affect Lebanese college students' sense of belonging at their respective schools, as well as their levels of satisfaction and confidence in their own abilities.

There are a number of issues with Lebanon's higher education system, including low levels of student satisfaction, low self-efficacy, low attachment, and low brand experience. Students' overall brand experience and contentment with the education they get are strongly influenced by their psychological distance from and attitudes toward higher education institutions. Lower levels of satisfaction and brand loyalty might result from a lack of student commitment and self-efficacy at Lebanon's universities.

LITERATURE REVIEW

Consumers are more likely to have a favorable brand experience when the brand is viewed as closer, both literally and mentally, according to the results of a study. On the other side, if customers feel less connected to the brand as their emotional distance from it grows, they may have a less positive perception of the brand overall (Cristall et al., 2020; Martinez et al., 2015; Ng, 2016).

Research shows that college students' unfavorable brand experiences are correlated with an increase in emotional distance from the company. One reason people don't feel a strong connection to a brand is that they don't know or care about it on a personal level, don't feel an emotional connection to it, or can't relate to its values and goals (Ahn & Back, 2018; Jiang et al., 2009; Sultan & Wong, 2013). Since college students tend to be more discriminating buyers, a bad experience with a brand may lead to less loyalty and more likely future purchases of competing products (Coudounaris, 2016; Human & Bick, 2016; Mourad et al., 2011). Marketing and branding efforts should be made to decrease psychological distance and increase personal connections and emotional engagement with the target audience (Mourad et al., 2011; Palmer et al., 2016) in order to foster a positive brand experience among students in higher education. Time, space, social, and hypothetical distance are all examples of psychological distance that might affect the correlation between brand experience and student outcomes in higher education (Cristall et al., 2020; Ng, 2016).

Among college students, there is a negative correlation between how far removed they feel emotionally from an event and their perception of the brand. Because college students are so concerned with the here-and-now and the future, they are more likely to have a negative impression of a brand that seems out of touch with reality (Cristall et al., 2020; Jiang et al., 2009; Martinez et al., 2015; Sultan & Wong, 2014). Higher education consumers may be more critical of companies that fail to adapt to shifting consumer preferences (Ahn & Back, 2018; Coudounaris, 2016; Sultan & Wong, 2013) because they are aware of the quick rate at which technical and cultural change is occurring (Sutrisno et al., 2023). Higher education students are more likely to have a favorable brand experience with companies that are able to keep up with their ever-evolving wants and requirements and are seen as modern and relevant (Popkova et al. 2023). This led to the validation of the following hypothesis:

H1: The Psychological distance influences negatively brand experience

Positive brand experiences are associated with greater levels of student satisfaction (Ng, 2016) because of the lasting impression they leave on consumers. Anabousy & Daher (2022); Dass et al. (2021); Ding (2022) define "brand experience" as "the sum of an individual's perceptions and interactions with a brand," which includes the company's goods or services, customer service, marketing and advertising, and reputation. Students are more likely to be happy with a company and to continue to be loyal consumers after having a favorable brand experience.

Dropuli et al. (2021), Ershaghi and Paul (2020), Nguyen and Nguyen (2020), and others point out that a brand's reputation and overall image, as well as the quality and dependability of the brand's products or services, play a role in determining how satisfied students are with that brand. Students are more likely to be happy with a brand and to be loyal consumers if their experiences with the brand fulfill or surpass their expectations in these areas (S.-C. Chen, 2022).

Affective marketing has been shown to increase favorable feelings about a brand among college students. The term "affective marketing" (Sinclair, 2020) describes promotional efforts that aim to evoke an emotional response from customers. Affective marketing may be

especially useful in the higher education sector by providing students with a favorable and lasting brand experience. As a result, students may develop a more favorable impression of the company as a whole (Cruz et al., 2020). Students may create a stronger connection with the company via the use of affective marketing strategies including narrative, vivid imagery, and emotional appeals (Ushakov et al. 2023).

In higher education, sensory marketing is generally positively correlated with student brand loyalty. Marketing tactics that aim to stimulate customers' senses and evoke positive feelings in them are collectively known as "sensory marketing" (Hong & Hardy, 2022). Anabousy and Daher (2022), Dass and colleagues (2021), and agovnovi and Kovai (2022) all point to the power of sensory marketing in influencing consumer attitudes and behavior. Brands can attract and retain students' attention by appealing to their sense of smell, hearing, touching, and seeing. Providing a distinct and memorable brand experience is one way in which sensory marketing may help businesses stand out from the crowd (Waqas, 2022).

This has the potential to improve students' perceptions of the brand and increase their overall pleasure with it. By providing memorable and immersive brand experiences that appeal to students' senses and emotions, sensory marketing may play an essential part in promoting student satisfaction towards a brand in higher education (Dass et al., 2021; Lappeman et al., 2022; Sturrock, 2022). This had led to the validation of the following hypothesis:

H2: The brand experience influences positively the student satisfaction toward the brand

In the context of higher education, there is generally a favorable correlation between brand experience and student attitude toward a brand (Lappeman et al., 2022). The marketing, customer service, product quality, and reputation of a company all play a role in shaping the brand experience that customers enjoy. Students' perceptions of a brand in higher education may be shaped by their personal interactions with the brand as well as its reputation among peers (Dass et al., 2021).

Students' pleasure and their overall impression of the brand may both benefit from a good interaction between the two. Example: if a brand's marketing, customer service, products, and reputation all impress a student, that student is more likely to have a positive impression of the brand and a favorable attitude toward it (Kubina et al., 2021; Lappeman et al., 2022; agovnovi & Kovai, 2021).

However, a negative brand attitude based on unfavorable brand encounters might lower satisfaction levels among students. Poor marketing, insufficient customer service, poor quality products, or a tarnished reputation can all contribute to a negative brand perception and attitude among students (Awan, 2020; Ershaghi & Paul, 2020; Nguyen & Nguyen, 2020).

Affective marketing has been shown to increase favorable brand attitudes among college students (Ding, 2022; Hong & Hardy, 2022). In order to foster a stronger connection between the brand and its target audience, "affective marketing" tactics are used. Affective marketing's ability to create an emotional connection with college students and influence their perceptions of a brand is especially useful in the context of higher education.

For instance, marketers may increase their emotional connection with students by running advertisements that speak to their values, beliefs, and experiences (Fisher, 2006; Tikhomirova, 2010). This had led to the validation of the following hypothesis:

H3: The brand experience influences positively the student attitude toward the brand

The term "brand experience" is used to describe the sum total of a customer's impressions and emotions as they relate to a particular brand. Student loyalty to a brand in the higher education setting may be significantly influenced by the quality of the brand experience (Nguyen & Nguyen, 2020). Students' emotional investment in a brand may be strengthened through a memorable and enjoyable interaction with the product or service. However, the opposite is true; a bad brand experience might make students less loyal to that company. Students may feel less invested in an institution if they have a terrible brand experience due to factors like subpar campus infrastructure, weak academic programs, or an absence of necessary support services (Ershaghi & Paul, 2020).

Because of the importance of establishing a favorable brand experience for students, universities should work hard to do so (Ushakov et al., 2021). This may be done in a number of ways, including by offering challenging courses, making the campus seem like a home away from home, and giving students the tools they need to succeed (Cruz et al., 2020). There is a favorable correlation between students' exposure to a brand and their loyalty to that company after they graduate. Students' emotional investment in a brand may either be strengthened or weakened depending on their perception of the brand's overall experience. Therefore, it is crucial for institutions to focus on providing students with a pleasant brand experience in order to increase brand loyalty (agovnovi & Kovai, 2021).

Affective marketing may be utilized in the context of higher education to connect with students on an emotional level and encourage brand loyalty. Affective marketing may be used by universities to emphasize the psychological advantages of attending college, such as the satisfaction of learning something new and the increased earning potential that comes with a degree (Cruz et al., 2020; Nguyen & Nguyen, 2020; Sinclair, 2020). Institutions may develop a stronger bond with students and increase their loyalty to the brand by appealing to their emotions (Kubina et al., 2021; Rodrigues & Brando, 2021).

Student community and a feeling of belonging may be fostered via the use of emotive marketing. Marketing efforts may promote the campus's welcoming atmosphere, which has been shown to boost students' loyalty to the university (Anabousy & Daher, 2022; Dass et al., 2021; Dropuli et al., 2022). Affective marketing may be an effective tool for colleges and universities, but only when used responsibly (Ding, 2022). When used excessively, emotional appeals might damage the brand's credibility and trustworthiness in the eyes of students.

Affective marketing has been shown to increase student loyalty to a brand in higher education, but it must be implemented with care to be effective (Anabousy & Daher, 2022; Sturrock, 2022). Increased student loyalty to an institution's brand may be achieved via the cultivation of feelings of pride, community, and belonging among its student body (Bodet et al., 2020; Hong & Hardy, 2022; Rodrigues & Brando, 2021; Sturrock, 2022).

This had led to the validation of the following hypothesis:

H4: The brand experience influences positively the student attachment to the brand

The term "brand experience" describes how a customer feels about and thinks about a particular brand. Students' perceptions of their own ability to succeed with a brand may be profoundly affected by their past interactions with the brand (Antezana et al., 2020; Cristall et al., 2020; Gupta et al., 2019) in the context of higher education. The confidence in one's own abilities to accomplish a goal is known as self-efficacy. Experiences with the institution and its services might affect students' perceptions of their own ability to succeed (Cristall et al., 2020; Ershaghi & Paul, 2020; Sultan & Wong, 2019). Students are more likely to have a favorable impression of an institution if they had a good brand experience there, whether that be via interesting coursework or pleasant interactions with teachers and staff. Negative brand experiences, on the other hand, such as subpar infrastructure or unreliable customer service, have been shown to reduce one's confidence in their own abilities (Nguyen & Nguyen, 2020; Sinclair, 2020; Sultan & Wong, 2019). Affective marketing may have a big effect on student attachment in higher education, which is the feeling of belonging that a student has toward their school (Antezana et al., 2020; Ershaghi & Paul, 2020; Sultan & Wong, 2019). Making an emotional connection with students and increasing their loyalty to the school has been shown to be effective (Balmaceda Castro et al., 2020). This may be accomplished by emphasizing the advantages of a university's supporting community or telling inspirational tales of prior graduates. Students' loyalty to their school may be strengthened through marketing campaigns that appeal to their sense of pride, identity, and community (Nguyen & Nguyen, 2020). Affective marketing may also create a feeling of urgency or inspiration in students, encouraging them to sign up for a course or show up at an event. Affective marketing encourages students to invest more of themselves in their education and develop a better connection to their school. This had led to the validation of the following hypothesis:

H5: The brand experience influences positively the student perceived self-efficacy

Overall happiness and fulfillment with a brand is what is meant by "student satisfaction" (Cristall et al., 2020; Martinez et al., 2015; Ng, 2016). Students' faith in the brand and their devotion to it are both reflected in this construct (Ahn & Back, 2018; Jiang et al., 2009; Sultan & Wong, 2014). A business's reputation, product quality, and customer service may all have an impact on how satisfied students are with that brand. According to many studies (Coudounaris, 2016; Sultan & Wong, 2013), student satisfaction with a brand may have a significant role in recruiting and keeping students and changing their opinions of the institution. Human & Bick (2016) and Mourad et al. (2011) both find that when students have a favorable experience with the university brand, they are more likely to suggest that institution to others. Various students may have various expectations and preferences, therefore it's crucial to keep in mind that student happiness with a brand might be subjective and situation-specific. However, research has shown that gauging and analyzing student brand satisfaction may provide useful insights for boosting the educational experience and the institution's status in the community (Mourad et al., 2011; Palmer et al., 2016). Attitude toward a brand among students is defined as their general impression or opinion of a product or service (Garipaolu, 2016; Lee et al., 2017).

The term "student attitude toward a brand" (Hovland & Blakeman, 2015; Piven & Breazeale, 2016) describes the impression that students have of a product or service. These attitudes might be favorable, negative, or neutral (Balmaceda Castro et al., 2020; Borishade et al., 2019) and include students' sentiments, beliefs, and opinions about the brand. It has been shown that a student's opinion of a university and their subsequent decisions and actions are strongly influenced by their feelings about the institution's brand (Hovland & Blakeman, 2015; Piven & Breazeale, 2016). When students have a favorable impression of their university's name and reputation, they are more likely to be enthusiastic advocates for that institution. However, if students have a poor impression of the institution, it may suffer from poor word-of-mouth and see a decline in enrolment as a result. Personal experiences, exposure to marketing and advertising, and exposure to peer views are all elements that might affect a student's impression of a brand (Dass et al., 2021; Ding, 2022; Symes & Drew, 2017). Antezana, et al. (2020), X. Chen, et al. (2012), and Pushkareva and Pushkarev (2019) all agree that measuring and understanding student attitude towards a university brand can provide valuable information for improving the student experience, enhancing the university's reputation, and attracting and retaining students. When we talk about a student's emotional connection to a brand, we talk about their "attachment" to that brand. This concept incorporates the students' attachment, identification, and loyalty to the product

RESEARCH METHODOLOGY

In 2022, the research population which were targeted in the addressed Lebanese Universities was 185,000 respondents according to study done by Chami et al (2022). The study's research population was designated as all of Lebanese Universities. Students from different majors and with a variety of academic degrees, including a Bachelor's, a Master's, Doctorate, and PhD's were recruited for the study. For the sampling process, a total of 300 questionnaires were distributed to students within the university setting. Out of the distributed questionnaires, 250 students actively participated and completed the survey, providing valuable data for analysis. The sample size of 250 provides a substantial representation of the student population, allowing for meaningful insights into their perspectives and experiences. The questionnaire responses collected from these students serve as a basis for the statistical analyses conducted in this study, enabling the exploration of relationships and patterns among the variables of interest.

To accomplish the study's objectives, a structured survey questionnaire was employed. The researcher selected a closed-ended questionnaire due to its ability to quickly and efficiently collect a substantial amount of data from a broad range of participants. The questionnaire was thoughtfully designed with a clear format and explanation, and closed-ended questions were used to measure the attitudes and perceptions of the selected sample. A 7-point Likert scale was used, with "1" representing "Strongly Disagree" and "7" representing "Strongly Agree." The questionnaire had two sections, with the first section focused on collecting demographic information, such as gender, age, study level, and social status, to provide relevant background information about the participants. The second section concentrated on the study variables' scale items, specifically how psychological distance and brand experience affect student satisfaction, attitude, attachment, and self-efficacy in Lebanese universities

RESULTS AND DISCUSSION

Table 1: Years of Enrollment in the University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	29	11.6	11.6	11.6
	2 years	37	14.8	14.8	26.4
	3 years	66	26.4	26.4	52.8
	4 years	65	26.0	26.0	78.8
	5 years	27	10.8	10.8	89.6
	more than five	26	10.4	10.4	100.0
	Total	250	100.0	100.0	

The table presents the years of enrollment for students at a university, along with corresponding frequency and percentage values. A total of 250 students were considered for this analysis. The majority of students, accounting for 26.4% of the total, enrolled in the university for three years. This group was closely followed by students who enrolled for four years, representing 26% of the total. These two categories combined make up more than half of the student population (52.8% and 78.8% respectively). The second largest group consisted of students who enrolled for two years, comprising 14.8% of the total. Following closely behind, students who enrolled for one year made up 11.6% of the population. Additionally, there were smaller proportions of students who enrolled for longer durations. Those who completed their university education within five years constituted 10.8% of the student body. Lastly, a group of students, representing 10.4%, enrolled in the university for more than five years, indicating that they may have pursued additional degrees or encountered delays in their studies.

Table 2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	156	62.4	62.4	62.4
	Male	94	37.6	37.6	100.0
	Total	250	100.0	100.0	

The table provides information about the gender distribution of the surveyed population. A total of 250 individuals were considered for this analysis. Out of the total respondents, the majority were female, accounting for 62.4% of the participants. On the other hand, males constituted 37.6% of the surveyed population.

Table 3: Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors	152	60.8	60.8	60.8
	Masters	70	28.0	28.0	88.8
	Others	15	6.0	6.0	94.8
	PhD	13	5.2	5.2	100.0
	Total	250	100.0	100.0	

The table presents data on the educational backgrounds of the surveyed individuals. A total of 250 participants were included in this analysis. The largest group of respondents, accounting for 60.8% of the total, held a Bachelor's degree. This suggests that the majority of the surveyed

individuals had completed an undergraduate program as their highest level of education. Following Bachelor's degree holders, the next significant category was individuals with a Master's degree, representing 28% of the participants. This indicates a sizeable portion of the surveyed population pursued further education beyond the undergraduate level. A smaller proportion of the sample, comprising 6% of the respondents, fell into the "Others" category. This category likely encompasses individuals with different types of educational backgrounds, such as diploma holders or individuals with vocational certifications. Lastly, a small percentage of the surveyed population, 5.2%, held a Ph.D. This suggests that a few respondents had pursued the highest level of academic achievement

Table 4: Work Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freelancer	38	15.2	15.2	15.2
	Full Time Job	104	41.6	41.6	56.8
	Part Time Job	47	18.8	18.8	75.6
	Unemployed	61	24.4	24.4	100.0
	Total	250	100.0	100.0	

The table provides information about the work positions of the surveyed individuals. A total of 250 participants were included in this analysis. Among the respondents, the largest group consisted of individuals who identified as having a full-time job, representing 41.6% of the total. This suggests that a significant portion of the surveyed population was employed in a full-time capacity. The second largest category was individuals who reported being unemployed, accounting for 24.4% of the respondents. This indicates that a notable proportion of the surveyed individuals were currently not employed at the time of the survey. Additionally, there were participants who identified as working in part-time jobs, making up 18.8% of the total. This suggests that a significant portion of the sample was engaged in part-time employment. Finally, the group of respondents who identified as freelancers constituted 15.2% of the participants. This category likely includes individuals who work independently and are not tied to a specific employer. In summary, the data indicates that the largest group of individuals surveyed held full-time jobs, followed by those who were unemployed. There were also notable proportions of individuals engaged in part-time work and freelancing.

Table 5: Income Per Month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$1,000 to \$2,000	23	9.2	9.2	9.2
	\$500 to \$1,000	48	19.2	19.2	28.4
	Less than \$500	159	63.6	63.6	92.0
	Over \$2,000	20	8.0	8.0	100.0
	Total	250	100.0	100.0	

The table presents data on the monthly income of the surveyed individuals. A total of 250 participants were considered for this analysis. The majority of respondents, comprising 63.6% of the total, reported earning less than \$500 per month. This suggests that a significant proportion of the surveyed individuals had a relatively low income. Additionally, there were

individuals who reported earning between \$500 and \$1,000 per month, accounting for 19.2% of the respondents. This indicates that a smaller portion of the sample had a monthly income within this range. Furthermore, there was a group of respondents, representing 9.2% of the total, who reported earning between \$1,000 and \$2,000 per month. This suggests that a small proportion of the surveyed individuals fell into this income bracket. Lastly, 8% of the respondents reported earning over \$2,000 per month. This indicates that a small number of individuals had relatively higher incomes compared to the rest of the sample. In summary, the data indicates that the majority of the surveyed individuals had a monthly income of less than \$500. There were smaller proportions of respondents with higher incomes, including those earning between \$500 and \$1,000, between \$1,000 and \$2,000, and over \$2,000 per month.

Table 6: Reliability Analysis

	Extraction
Self-Efficacy	.785
Attachment	.736
Attitude	.817
Psychological-Distance	.722
Brand-Experience	.781
Satisfaction	.812

The table presents the reliability analysis results for different constructs or factors. The reliability coefficient, known as Cronbach's alpha, measures the internal consistency or reliability of the items within each construct. Higher values of Cronbach's alpha indicate greater internal consistency.

Self-Efficacy (Loading: 0.785) - The self-efficacy construct has a reliability coefficient of 0.785, indicating good internal consistency.

Attachment (Loading: 0.736) - The attachment construct has a reliability coefficient of 0.736, suggesting acceptable internal consistency.

Attitude (Loading: 0.817) - The attitude construct has a reliability coefficient of 0.817, indicating good internal consistency.

Psychological Distance (Loading: 0.722) - The psychological distance construct has a reliability coefficient of 0.722, suggesting acceptable internal consistency.

Brand Experience (Loading: 0.781) - The brand experience construct has a reliability coefficient of 0.781, indicating good internal consistency.

Satisfaction (Loading: 0.812) - The satisfaction construct has a reliability coefficient of 0.812, indicating good internal consistency.

In summary, all of the constructs in the reliability analysis exhibit acceptable to good internal consistency, as indicated by their respective Cronbach's alpha values. This suggests that the items within each construct are reliably measuring the underlying concepts

Table 7: Validity Analysis

	Extraction
Self-Efficacy	.875
Attachment	.746
Attitude	.717
Psychological-Distance	.812
Brand-Experience	.871
Satisfaction	.852

The table presents the validity analysis results for different constructs or factors. The validity coefficient measures the degree to which the items within each construct are capturing the intended concept.

Self-Efficacy (Loading: 0.875) - The self-efficacy construct has a validity coefficient of 0.875, indicating a strong relationship between the items and the construct. This suggests that the items effectively measure self-efficacy.

Attachment (Loading: 0.746) - The attachment construct has a validity coefficient of 0.746, suggesting a moderate relationship between the items and the construct. This indicates that the items reasonably capture attachment.

Attitude (Loading: 0.717) - The attitude construct has a validity coefficient of 0.717, suggesting a moderate relationship between the items and the construct. This indicates that the items reasonably measure attitude.

Psychological Distance (Loading: 0.812) - The psychological distance construct has a validity coefficient of 0.812, indicating a strong relationship between the items and the construct. This suggests that the items effectively measure psychological distance.

Brand Experience (Loading: 0.871) - The brand experience construct has a validity coefficient of 0.871, indicating a strong relationship between the items and the construct. This suggests that the items effectively measure brand experience.

Satisfaction (Loading: 0.852) - The satisfaction construct has a validity coefficient of 0.852, indicating a strong relationship between the items and the construct. This suggests that the items effectively measure satisfaction.

In summary, the validity analysis indicates that all of the constructs have a reasonably strong relationship between the items and the intended concepts. This suggests that the items effectively measure the underlying constructs of self-efficacy, attachment, attitude, psychological distance, brand experience, and satisfaction.

Table 8: Confirmatory Analysis

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	113	1917.158	589	.000	3.255
Saturated model	702	.000	0		
Independence model	36	6788.730	666	.000	10.193

The table presents the results of a confirmatory analysis conducted on three different models: the default model, the saturated model, and the independence model. These models were compared based on various fit indices to evaluate how well they align with the observed data.

Starting with the default model, it had 113 parameters estimated and yielded a chi-square value of 1917.158 with 589 degrees of freedom. The p-value associated with the chi-square test was found to be statistically significant at .000, indicating that the default model does not provide a good fit to the data. Furthermore, the ratio of chi-square to degrees of freedom (CMIN/DF) was calculated to be 3.255, suggesting a relatively poor fit.

On the other hand, the saturated model served as a benchmark for a perfect fit to the data, demonstrating a chi-square value of zero and zero degrees of freedom. This model perfectly accounts for the observed data but lacks practical utility as it simply reproduces the data.

Lastly, the independence model, assuming no relationships between variables, exhibited a chi-square value of 6788.730 with 666 degrees of freedom. Similar to the default model, this model's chi-square test was statistically significant at .000, indicating a poor fit to the data. The CMIN/DF ratio for the independence model was calculated to be 10.193, further reinforcing the lack of fit.

In summary, the default model did not fit the observed data well, as evidenced by its significant chi-square value and high CMIN/DF ratio. Although the saturated model perfectly represents the data, it is not practically useful. The independence model also failed to adequately explain the relationships within the data. Therefore, further refinement or alternative modeling approaches may be necessary to achieve a better fit with the observed data.

Table 9: Path Analysis

			Estimate	S.E.	C.R.	P
BE	<---	PD	.950	.094	10.081	.001
SAT	<---	BE	.768	.043	17.860	.019
ATC	<---	BE	.887	.079	11.172	.003
ATT	<---	BE	.923	.080	11.569	.008
SE	<---	BE	1.026	.085	12.116	.005

The table presents the results of a path analysis, which examined the relationships between different variables. The estimates, standard errors (S.E.), critical ratios (C.R.), and p-values are provided for each path. The analysis reveals that Psychological Distance (PD) significantly and positively influences Brand Experience (BE). This suggests that when individuals perceive a greater psychological distance between themselves and a brand, it leads to a more pronounced brand experience. Furthermore, the analysis shows that Brand Experience (BE) has significant positive effects on several variables. Firstly, it positively influences Satisfaction (SAT), indicating that a strong brand experience contributes to higher levels of satisfaction. Secondly, Brand Experience (BE) has a positive effect on Attitude towards the Company (ATC), indicating that a positive brand experience leads to a favorable attitude towards the company associated with the brand. Additionally, Brand Experience (BE) positively influences Attitude (ATT), indicating that a strong brand experience contributes to more positive overall attitudes.

Lastly, Brand Experience (BE) has a positive effect on Self-Efficacy (SE), suggesting that a strong brand experience enhances individuals' belief in their own abilities.

The path analysis provides insights into the relationships between these variables, highlighting the impact of Psychological Distance on Brand Experience and the subsequent effects of Brand Experience on Satisfaction, Attitude towards the Company, Attitude, and Self-Efficacy. The standard errors (S.E.) and critical ratios (C.R.) allow for the assessment of the precision and significance of the estimates, while the p-values provide information on the statistical significance of each path.

Significant interest exists among marketers and academics in the connection between psychological distance and brand experience. Individuals' perspectives and interactions with brands are impacted by the psychological distance between them and the brands themselves. In contrast, customers' brand experiences include their thoughts, feelings, and actions in relation to a brand. Using the data presented so far, the purpose of this study is to look further into the connection between psychological distance and brand experience. Multiple conclusions may be drawn by marketers and brand managers from the data analysis. Successful marketing tactics may be developed with an awareness of the effects of psychological distance on brand experience. Brands may build their customers' emotional connection and brand loyalty by shortening the gap in their consumers' minds between the brand and the consumer. This may be done in a number of ways, including by giving concrete touchpoints that bridge the psychological divide and by creating immersive experiences that use narrative tactics.

Brand experience and its impact on student happiness is an essential component of today's universities. The term "brand experience" is used to describe the total of a student's mental, emotional, and behavioral reactions to their time spent at a certain school. Satisfaction among students, on the other hand, is a measure of how happy and fulfilled they are with their educational experience. There are many facets and connections between a positive brand experience and happy students. When students have a good impression of the institution as a brand, it may have a major impact on how happy they are there.

Students will feel more invested in their institution if they have a favorable brand experience. Interactive coursework, caring professors, exciting campus life, and purposeful extracurriculars all help to establish a lasting emotional connection. When students invest time and energy into developing relationships with faculty and peers, they are more likely to see their time at university as a positive experience. Students' impressions of the university's teaching and services are shaped by their interactions with the brand. The idea of a high-quality education is strengthened by positive encounters with skilled professors, well-designed courses, contemporary facilities, and efficient support services. As a result, individuals are more likely to believe they got their money's worth out of their university experience. Brand experiences that give several avenues for intellectual and character growth have a salutary effect on students' dispositions. Students have a positive impression of their institution if it provides challenging coursework, new approaches to teaching, and a wide range of extracurricular opportunities. They feel this way because they know that their time at university will have a significant impact on their future. The reputation and profile of the institution as a whole benefit

from brand encounters. The reputation of an institution may rise or fall depending on how satisfied and happy its students are. Students' perceptions of and attitudes about their institution tend to improve when they have favorable experiences and results while enrolled there. The suggestions and sway of students' peers are greatly influenced by their own brand experiences. Students who have had favorable interactions with a company are more likely to spread the word about their experience. Students' perceptions of the university may be shaped by the way in which its students portray the institution to their peers.

There is a complex web of interconnections between a student's exposure to a brand and their resulting mindset. A favorable university perception is a result of a number of factors, including students' positive brand experiences, emotional connections, perception of the university's reputation, chances for academic and personal growth, and word-of-mouth recommendations. Universities can increase student engagement, retention, and happiness by continuously delivering excellent brand experiences and building a supportive and engaging atmosphere. Students' confidence in their own skills to achieve academic success and personal objectives is significantly impacted by the correlation between brand experience and self-efficacy. Students' sense of competence may be improved by exposure to good brand experiences, reinforcement, role modeling, a conducive setting, personal relevance, and emotional connections. Universities may improve their students' sense of self-efficacy and enable them to pursue their academic and personal goals by delivering meaningful brand experiences, building a supportive atmosphere, offering constructive criticism, and emphasizing successful role models

CONCLUSION

Higher education institutions must prioritize promoting self-efficacy by providing students with brand experiences, since this is directly linked to students' academic and personal development. Build classrooms that keep kids interested and motivated to study. Promote classrooms where students are actively engaged, where there is open dialogue, and where students may work together to learn. Universities may improve their students' perception of competence and self-efficacy by creating more stimulating and encouraging classroom settings.

Create lessons and activities that let students practice and show off their skills. Projects, research opportunities, internships, and real-world applications should all be included. Students' confidence in their own abilities is boosted as a result of the opportunities presented by these activities. Create mentoring programs that connect underclassmen with upperclassmen or other experienced students for advice and assistance. Encourage pupils to work together and build networks of mutual assistance. Students benefit from peer mentorship and assistance because it fosters a sense of community, allows for the exchange of valuable knowledge and experiences, and provides opportunities for constructive criticism and insight.

Emphasize the accomplishments of outstanding graduates who may serve as examples to current students. Inform others about your achievements using email newsletters, in-person gatherings, and social media. Students' confidence in their own abilities may be boosted when they hear about the successes of others who have overcome challenges comparable to their

own. Offer pupils individualized, all-encompassing academic assistance. Provide academic assistance such as tutoring, advice, and training on how to maximize study time. Students benefit from personalized support services because it encourages them to believe in their own academic talents and increases their sense of agency. Build a feeling of community and belonging among students. Create initiatives that motivate students to join and actively participate in campus groups and activities. Create a setting where students feel comfortable talking to anybody on campus. Students' confidence is boosted when they have a social network to lean on and a common goal to strive toward. Encourage pupils to take stock of their achievements and form aspirational goals via reflection and goal-setting exercises. Give students the chance to reflect on their own learning via the use of diaries, portfolios, or structured reflection activities. Universities may improve students' sense of competence and drive to succeed by having them consider past successes and make plans for future growth that are both ambitious and realistic. Make use of digital mediums and resources for tailor-made education. Students may get feedback and help that is specific to them thanks to adaptive learning methods, online resources, and interactive learning platforms. Students' faith in themselves and their potential to thrive in school is boosted by personalized learning opportunities.

Understanding the implications of the relationship between brand experience and self-efficacy in higher education is crucial for universities to enhance students' academic success, personal growth, and overall well-being. Brand experience encompasses students' cognitive, affective, and behavioral responses to their interactions with a university, while self-efficacy reflects their belief in their own abilities to succeed academically and accomplish their goals. The relationship between brand experience and self-efficacy has significant implications for students' academic performance. Positive brand experiences that reinforce students' self-efficacy contribute to increased motivation, resilience, and perseverance in academic pursuits. As students believe in their abilities, they are more likely to set ambitious goals, put in the necessary effort, and perform at their best, ultimately leading to improved academic outcomes.

Brand experiences that foster self-efficacy contribute to higher levels of student engagement and retention. When students have a strong belief in their capabilities, they are more likely to actively participate in learning activities, seek out opportunities for growth, and engage in campus life. This engagement and sense of belonging result in higher retention rates, as students feel connected to the university and have a greater commitment to their educational journey. The relationship between brand experience and self-efficacy has implications for students' career readiness and future success. Positive brand experiences that enhance self-efficacy beliefs equip students with the confidence, skills, and mindset necessary for navigating their professional paths. Students with higher self-efficacy are more likely to seek out and seize opportunities, adapt to new challenges, and persist in the face of obstacles, thereby increasing their employability and potential for career advancement.

Positive brand experiences that nurture self-efficacy also contribute to students' overall well-being and personal development. When students have a strong belief in their abilities, they experience a sense of empowerment, autonomy, and self-confidence. This positive mindset

fosters resilience, reduces stress, and promotes a positive outlook, ultimately enhancing students' mental health and overall well-being. The relationship between brand experience and self-efficacy extends beyond the student's tenure at the university. Students with positive brand experiences and high self-efficacy are more likely to become advocates for the university even after graduation. Their positive experiences and achievements contribute to a strong alumni network and enhance the university's brand reputation. Alumni advocacy further attracts prospective students, strengthens institutional pride, and solidifies the university's position in the competitive higher education landscape. Recognizing the influence of brand experience on self-efficacy, universities can proactively assess and enhance their brand experiences. Collecting feedback, measuring student self-efficacy, and analyzing the impact of brand initiatives can provide valuable insights for continuous improvement and innovation. By aligning brand experiences with students' needs, aspirations, and self-efficacy, universities can adapt and evolve to meet the ever-changing demands of the educational landscape.

The relationship between brand experience and self-efficacy in higher education carries significant implications for students' academic performance, engagement, career readiness, well-being, and brand reputation. Positive brand experiences that nurture self-efficacy contribute to improved academic outcomes, increased engagement and retention, strengthened career readiness, enhanced well-being, and a thriving alumni network. Understanding and leveraging this relationship allows universities to create an environment that supports students' self-efficacy, fostering their growth, success, and long-term connection to the institution. By prioritizing brand experiences that enhance self-efficacy, universities can maximize the potential of their students and create a positive impact on their educational journey and future endeavors.

Understanding the contributions of brand experience to self-efficacy is essential for higher education institutions. Brand experience encompasses students' cognitive, affective, and behavioral responses to their interactions with a university, while self-efficacy reflects their belief in their own abilities to succeed academically and achieve their goals. This page highlights the significant contributions of brand experience to self-efficacy in the context of higher education. Brand experiences that provide positive reinforcement and opportunities for mastery play a crucial role in shaping students' self-efficacy. When students have positive experiences with the university, such as engaging and supportive faculty, well-designed courses, and academic success, it reinforces their belief in their own abilities. These positive experiences serve as mastery experiences, showing students that they can overcome challenges and succeed academically, thus enhancing their self-efficacy.

Brand experiences that showcase successful role models and provide opportunities for vicarious learning contribute to self-efficacy. When universities highlight the achievements of alumni or successful individuals associated with the institution, it serves as role modeling for students. Observing the accomplishments of others who have gone through similar experiences can inspire and enhance students' belief in their own abilities. Witnessing others' success can help students develop a sense of self-efficacy and believe that they can accomplish similar feats. Brand experiences that create a supportive environment and provide constructive

feedback contribute to self-efficacy. Universities that offer resources, mentorship programs, and academic support services help students overcome challenges and provide feedback to enhance their performance. This supportive environment fosters a belief in students that they have the necessary support and resources to succeed. Constructive feedback helps students identify areas for improvement and builds their confidence in their abilities, ultimately strengthening their self-efficacy.

Brand experiences that align with students' personal goals and aspirations positively influence self-efficacy. When universities offer programs, opportunities, and support services that are personally relevant to students' interests and career aspirations, it enhances their belief in their own abilities to achieve their goals. The alignment between students' goals and the university's offerings instills confidence and empowers students to pursue their ambitions, thereby contributing to their self-efficacy. Brand experiences that foster an emotional connection and instill confidence contribute to self-efficacy. When students have positive emotional experiences with the university, feel supported and valued, and have a sense of belongingness, it enhances their confidence in their own abilities. Emotional connections and a sense of confidence positively influence students' belief in their capacity to overcome challenges and succeed, thereby boosting their self-efficacy.

The contributions of brand experience to self-efficacy in higher education are significant. Positive brand experiences, including positive reinforcement, role modeling, a supportive environment, personal relevance, and emotional connections, play key roles in shaping students' self-efficacy beliefs. By providing engaging and supportive experiences, aligning with students' goals, and fostering a positive emotional environment, universities can enhance students' self-efficacy. Empowering students with a strong belief in their abilities to succeed academically and achieve

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