



**THE INFLUENCE OF LEARNING
ENVIRONMENT AND BRAND EQUITY
DIMENSIONS ON BRAND LOYALTY AN
EMPIRICAL STUDY AT KARABÜK UNIVERSITY**

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THESIS APPROVAL PAGE

I certify in my opinion that the thesis presented by Imad Eddin Muhammed ALCAMUS entitled “THE INFLUENCE OF LEARNING ENVIRONMENT AND BRAND EQUITY DIMENSIONS ON BRAND LOYALTY AN EMPIRICAL STUDY AT KARABÜK UNIVERSITY” is well suited in terms of scope and quality as a thesis for a Master of Science degree.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of Business Administration as a Master of Science thesis. September 19, 2023

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Assoc. Prof. Dr. Zeynep ÖZCAN
Director of the Institute of Graduate Program

DECLARATION

I thus affirm that this thesis is the product of my own research and all information presented has been acquired and elucidated in adherence to the academic guidelines and ethical principles stipulated by the institution. Furthermore, I hereby affirm that all assertions, findings, and materials that are not original to this thesis have been appropriately credited and referenced verbatim.

I acknowledge and assume full responsibility for any moral and legal repercussions that may arise from the detection of any actions that contradict the aforementioned statement, without imposing any temporal limitations.

Name Surname: Imad Eddin Muhammed ALCAMUS

Signature :

FOREWORD

The first and most important thing I am grateful for is God who has blessed me with health and the ability to complete my education.

I have been bestowed with good health and the capacity to successfully pursue my educational endeavors.

I would like to extend my heartfelt gratitude to my supervisor, Dr. Akram Al-HAMAD, for his unwavering commitment and investment of time and effort in providing guidance and support to me. The acquisition of knowledge played a pivotal role in the successful culmination of my thesis. The present study is an outcome of the individual's bravery and assistance in the form of significant guidance and suggestions. Ultimately, I would want to extend my appreciation to my familial support system, particularly my paternal and maternal figures, as well as my siblings, for consistently providing me with unwavering support. Providing me throughout my most challenging occasions and aiding me in my academic pursuits. I would want to express my profound appreciation and gratitude to the benevolent nation of Turkey, its government, citizens, and leadership for their compassionate approach, as well as their affection. May divine protection shield them from any form of adversity. I would like to express my sincere appreciation and gratitude to the staff members of the Deanship of Scientific Research and Graduate Studies, as well as the Karabuk University library, for their invaluable assistance in procuring reference materials despite the various challenges encountered throughout my academic pursuits.

ABSTRACT

This study aims to investigate the influence of the learning environment and brand equity dimensions on brand loyalty at Karabük University. The research will collect data through survey questionnaires to explore the relationship between the learning environment, brand equity dimensions, and brand loyalty. Additionally, the study will examine the effect of the learning environment on brand loyalty. The findings of this study will provide insights into the factors that influence brand loyalty in the university context and will contribute to the development of effective branding strategies. The study will also contribute to the literature on the relationship between learning environment, brand equity dimensions, and brand loyalty. The research will also explore the role of relationship marketing components in developing strong brands. The findings of this study will provide insights into the factors that influence brand loyalty in the university context and will contribute to the development of effective branding strategies. The study will also contribute to the literature on the relationship between learning environment, brand equity dimensions, and brand loyalty. The results confirmed the independent variables effect and the dependent variable and supported four hypotheses, and one not supported.

Key Words: Brand Loyalty, Learning Environments, Performance of the University Brand.

ÖZ

Bu çalışma, Karabük Üniversitesi'nde öğrenme ortamı ve marka değeri boyutlarının marka sadakati üzerindeki etkisini araştırmayı amaçlamaktadır. Araştırma, öğrenme ortamı, marka değeri boyutları ve marka sadakati arasındaki ilişkiyi araştırmak için anket anketleri aracılığıyla veri toplayacak. Ayrıca çalışma, öğrenme ortamının marka sadakati üzerindeki etkisini de inceleyecektir. Bu çalışmanın bulguları üniversite bağlamında marka sadakatini etkileyen faktörlere ışık tutacak ve etkili markalaşma stratejilerinin geliştirilmesine katkı sağlayacaktır. Çalışma aynı zamanda öğrenme ortamı, marka değeri boyutları ve marka sadakati arasındaki ilişkiye ilişkin literatüre de katkı sağlayacaktır. Araştırma aynı zamanda güçlü markaların geliştirilmesinde ilişkisel pazarlama bileşenlerinin rolünü de araştırarak. Bu çalışmanın bulguları üniversite bağlamında marka sadakatini etkileyen faktörlere ışık tutacak ve etkili markalaşma stratejilerinin geliştirilmesine katkı sağlayacaktır. Çalışma aynı zamanda öğrenme ortamı, marka değeri boyutları ve marka sadakati arasındaki ilişkiye ilişkin literatüre de katkı sağlayacaktır.

Anahtar Kelimeler: Marka sadakati, Öğrenme ortamları, Üniversite markasını performansı.

ARCHIVE RECORD INFORMATION

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ARŞİV KAYIT BİLGİLERİ

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Tezin Yazarı	Imad Eddin Muhammed ALCAMUS
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Anahtar Kelimeler	Marka Bağlılığı, Öğrenme Ortamları, Üniversite Markasının Performansı.

SUBJECT OF THE RESEARCH

The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty an Empirical Study at Karabük University

PURPOSE AND IMPORTANCE OF THE RESEARCH

The research titled "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University" is of paramount importance as it explores the intricate relationship between the quality of the learning environment and the development of brand loyalty in an educational setting. By focusing on Karabük University as a case study, this research seeks to uncover how different aspects of the university's brand equity - such as perceived quality, brand awareness, and brand image - are influenced by the environment in which students learn. The findings of this study are crucial for educators and university administrators as they offer valuable insights into how to create more effective and engaging learning environments that not only enhance academic performance but also foster a strong, lasting connection between the students and the institution. This, in turn, can lead to increased brand loyalty, a critical factor in the university's reputation and attractiveness to prospective students. Understanding these dynamics is essential for the strategic development of educational institutions in an increasingly competitive academic landscape.

METHOD OF THE RESEARCH

In the research "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University," a mixed-method approach was employed to comprehensively analyze the impact of the learning environment on brand equity and loyalty. This involved quantitative data collection through structured questionnaires distributed to a diverse sample of students at Karabük University, ensuring a representative mix of demographics, academic disciplines, and year levels. The questionnaires were meticulously designed to measure perceptions of the learning environment, alongside key brand equity dimensions such as brand awareness, perceived quality, and brand image. The combination of these methods

allowed for a robust and nuanced understanding of how the learning environment influences brand loyalty, ensuring both statistical validity and rich, contextual understanding.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The central hypothesis of the research "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University" posits that there is a significant correlation between the quality of the learning environment and the dimensions of brand equity, which in turn affects brand loyalty among students. Specifically, the study explores the idea that a positive and enriching learning environment at Karabük University enhances key brand equity dimensions - such as brand awareness, brand image, and perceived quality - leading to increased brand loyalty among students. This hypothesis is grounded in the notion that a supportive and engaging academic setting not only contributes to academic success but also fosters a strong emotional and psychological connection to the institution, thereby influencing students' loyalty to the university brand. The research problem thus focuses on identifying and analyzing the specific elements of the learning environment that are most impactful in shaping these brand equity dimensions and how they collectively contribute to the development of brand loyalty.

POPULATION AND SAMPLE (IF AVAILABLE)

350 students with Brand Loyalty authority were chosen as the sample size.

SCOPE AND LIMITATIONS / DIFFICULTIES

The study "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University" is scoped primarily around the university's students, focusing on how their perceptions of the learning environment impact their loyalty to the brand. This scope encompasses an examination of various facets of the learning environment, including physical infrastructure, academic resources, and the overall educational atmosphere, as well as

brand equity dimensions like brand awareness, image, and perceived quality. However, the study faces limitations and difficulties, most notably the challenge of isolating the impact of the learning environment from other variables that may influence brand loyalty, such as personal student experiences or broader market trends in higher education. The reliance on self-reported data from students also introduces potential biases and subjective interpretations. Additionally, being a case study of a single university, the findings may not be fully generalizable to other educational institutions with different cultures, sizes, or resources. Despite these limitations, the study provides valuable insights specific to Karabük University and contributes to the broader understanding of brand dynamics in higher education.

1. INTRODUCTION

1.1. Background of The Study

Initial studies on branding in higher education mostly concentrated on the utilization of promotional strategies and brand identification elements, encompassing advertising, mascots, mottos, logos, names, and promotional campaigns. However, according to Pinar et al. (2011), it is argued that these endeavors frequently demonstrate a lack of comprehension regarding the comprehensive essence of a brand. Numerous scholarly investigations have explored diverse facets of higher education that students deem significant in fostering institutions, including academic programs, reputation, tuition, prospectus, relationships with teachers, other students, staff, as well as promotion and incentives.

Recent academic research has investigated a range of topics pertaining to the concept of university branding. The study conducted by Palmer et al. (2016) revealed a substantial relationship between the recollection of academic and social events and brand identification. Furthermore, the researchers established that brand identification serves as a reliable indicator of alumni brand loyalty and support. In their study, Panda et al. (2019) proposed a conceptualization of brand image that encompasses its legacy, service quality, and trustworthiness. The researchers sought to examine the associations between these dimensions of brand image and student happiness. In their study, Sultan and Wong (2019) conducted an examination on the impact of service quality on university brand performance, university brand image, and behavioral intention. The findings of their research shown that features related to experience-centric service quality play a crucial role in the development of effective university branding strategies, leading to long-term positive behavioral intentions. In their study, Ali-Choudhury et al. (2009) outlined the key components of a university brand that are considered by prospective students during the evaluation of educational institutions. These elements encompass the educational identity, geographical location, employability prospects of graduates, visual imagery, reputation, sports and social amenities, learning environment, available courses, and connections with the community. Dean and colleagues (2016) conducted a study to investigate the process by which employees contribute to the development of brand significance through their interactions with management,

colleagues, and customers. In their study, Dennis et al. (2016) investigated the impact of brand attachment and its underlying factors on commitment, satisfaction, trust, and brand equity within the realm of higher education institutions in the United States.

Research shows that the brand image of a university plays an important role in attitudes toward higher education institutions.

Higher education institutions must strategically cultivate and uphold a unique and recognizable identity in order to establish a competitive edge, as this significantly influences a student's inclination to seek enrollment. Research findings indicate that the reputation of a university has a significant impact on student loyalty behavior. This behavior encompasses various aspects such as the students' inclination to suggest their university to others, their decision to pursue further studies at the same institution, and their readiness to maintain a connection with their alma mater as alumni. Research has additionally demonstrated the necessity to assess the determinants facilitating the ability of colleges to both attract and retain students. There is a need for university brand managers to enhance their comprehension of the manner in which students assess and engage with their brand. Research has indicated that colleges that prioritize the dissemination of information regarding possibilities and support services are considered to possess a healthy brand. Conversely, universities with an unhealthy brand tend to place greater emphasis on physical facilities and cognitive advantages.

Higher education institutions must cultivate and uphold a unique and recognizable identity in order to establish a competitive edge, as this significantly influences a student's inclination to seek admission. Research has indicated that the reputation of a university has a significant impact on the behavior of its students in terms of loyalty. This loyalty encompasses various aspects such as the students' inclination to promote their university to others, their decision to continue their education at the same institution, and their readiness to maintain a connection with their alma mater as alumni. Research has additionally demonstrated the necessity of assessing the determinants that facilitate the ability of colleges to both recruit and retain students. It is imperative for university brand managers to enhance their comprehension of the manner in which students assess and engage with their brand. Research has indicated that colleges that prioritize the dissemination of information regarding possibilities and support services are associated with a healthy institutional image. Conversely, universities that

predominantly emphasize facilities and cognitive benefits tend to be perceived as less healthy.

Recent studies have additionally corroborated the concept that collegiate athletic programs offer advantageous outcomes for enrolled students through the cultivation of a feeling of community and psychological affiliation, as well as fostering a favorable image of faculty excellence. There exists a positive correlation between the aspects of awareness, quality of service, trust, and relevance, and the corporate brand equity of a university. The importance of internal branding within the context of higher education cannot be overstated. The study conducted by Judson et al. (2008) examined the viewpoints of university administrators regarding internal branding as a means of promoting the university brand internally. In their study, Mampaey et al. (2019) investigated the various tactics that lead to the development of an internally supported new brand, with a specific focus on student diversity as a brand value. The study conducted by Joyvice et al. (2019) investigated the impact of deceptive marketing communication, a highly unethical mercantilist technique, on the brand equity of private higher education institutions (PHEIs) in the Northwest and Southwest Regions of Cameroon.

Higher education institutions are increasingly diversifying their branding strategies by using social media platforms like Twitter and Facebook. This allows them to effectively interact with stakeholders and enhance their brand visibility, with the ultimate goal of attracting students, securing scholarships, and soliciting philanthropic contributions. Pharr (2019) conducted a study that examined and suggested the utilization of digital content marketing as a strategy for enhancing the brand image of higher education institutions. In a separate study, Pringle and Fritz (2019) investigated the credibility of prevalent brand claims made by three Canadian universities by analyzing their Twitter and Facebook posts from February to April 2016. The elements of Consumer-Based Brand Equity (CBBE) for assessing university brand equity were validated by Pinaret et al. (2014). According to Michaelidou et al. (2015), it is difficult to clearly distinguish between brand awareness, brand equity aspects, university brand equity, brand associations, and loyalty across different industries and nationalities. In their study, Mourad et al. (2020) created a conceptual model of brand equity in both the United States and Egypt. Their findings revealed that the factors influencing brand equity differ based on the level of development in the higher education industry and the

cultural settings of the respective countries. These studies emphasize the necessity for researchers to create their own metrics that are tailored to the particular settings of the sector.

1.2. Problem Statement

Early research on branding in higher education focused mostly on elements such as advertisements, mascots, mottos, logos, titles, and promotional advertising. According to Pinar et al. (2011), it is argued that these initiatives often fail to acknowledge the comprehensive nature of a brand. According to a multitude of research studies, students rely on a range of factors when making decisions about their choice of university. These factors include academic programs, the reputation of the institution, tuition fees, the information provided in the university's prospectus, as well as the quality of connections with teachers, other students, and staff members. Additionally, marketing strategies such as promotions and premiums also play a significant role in influencing students' decisions. Numerous contemporary studies have been conducted to investigate matters pertaining to university branding. According to the study conducted by Palmer et al. (2016), it was discovered that the recollection of academic and social experiences has a significant impact on the development of brand identification and the subsequent loyalty and support exhibited by alumni towards a particular brand. In their study, Panda et al. (2019) conducted an evaluation of student happiness and brand image, specifically focusing on the dimensions of legacy, service, and trustworthiness. According to Sultan and Wong (2019), the maintenance of university brand performance, image, and behavioral intention is achieved through the implementation of experience-centric service quality.

According to Ali-Choudhury et al. (2009), there are several key characteristics of a university brand that prospective students take into consideration. These elements include academic identity, location, employability of graduates, visual imaging, reputation, sports and social facilities, learning environment, courses offered, and community relations. Dean and colleagues (2016) conducted a study that investigated the process by which employees engage in the co-creation of brand meaning. This co-creation occurs through their experiences with the brand and their social interactions with various stakeholders, including management, colleagues, and customers. The study

conducted by Dennis et al. (2016) examined the impact of brand attachment and its underlying factors on commitment, satisfaction, trust, and brand equity within higher education institutions in the United States. In order to remain competitive, institutions of higher education must strategically develop and uphold a unique institutional identity that significantly impacts prospective students' choices about admission. Research findings have demonstrated that the reputation of a university has a significant impact on student loyalty behavior, encompassing their inclination to advocate for their institution, pursue further education within the same university, or maintain connections as alumni.

There is an increasing need to evaluate the variables related to university recruitment and retention, as evidenced by research findings. It is imperative for brand managers within the university setting to possess a comprehensive understanding of students' perceptions and utilization of their respective brands. According to research, universities that prioritize the well-being of their students tend to focus on the various opportunities and support services available to them. In contrast, colleges that may have negative effects on students tend to prioritize physical amenities and cognitive advantages. A recent study provides empirical evidence in favor of the notion that university athletic programs contribute to the development of a sense of community, psychological belonging, and positive assessments of instructor quality among enrolled students. The corporate brand equity of universities is enhanced by factors such as awareness, service quality, trust, and relevancy. Equally significant is the internal branding of higher education institutions. The examination of internal branding from the perspectives of university administrators was conducted by Judson et al. (2008). In their study, Mampaey et al. (2019) conducted an investigation of the strategies employed in establishing a novel brand that places emphasis on fostering student diversity while maintaining internal support. The study conducted by Joyvice et al. (2019) investigated the impact of a highly unethical mercantilist strategy of deceptive marketing communication on the brand equity of private higher education institutions (PHEIs) in the Northwest and Southwest Regions of Cameroon.

Higher education institutions are utilizing social media platforms such as Twitter and Facebook as a means to actively involve stakeholders and enhance their brand visibility in order to attract students, secure funding, and solicit philanthropic contributions. Pharr (2019) put out the idea of utilizing digital content marketing

strategies as a means to establish and enhance the reputation of higher education institutions. In a similar vein, Pringle and Fritz (2019) conducted a study that focused on evaluating the credibility of prevalent brand claims made by three Canadian colleges. This assessment was carried out by analyzing postings on Twitter and Facebook during the period spanning from February to April 2016. The objective of this study is to investigate the correlation between the learning environment, characteristics of brand equity, and brand loyalty within the setting of higher education institutions (Sahin, Zehir et al., 2011). The present study posited a conceptual framework delineating brand equity, comprising four distinct dimensions: brand awareness, brand trust, perceived quality, and brand loyalty. The objective of this study is to investigate the impact of the learning environment on the various aspects of brand value and brand loyalty, as well as the influence of these dimensions of brand value on the measure of brand loyalty. This study expands upon prior research conducted by Girard and Pinar (2021) regarding the many aspects of brand value and specifically focuses on the concept of university brand value. Education institutions. The researchers aim to investigate how the learning environment influences brand equity characteristics, such as brand awareness, brand image, brand associations, and perceived quality, and how these dimensions subsequently impact brand loyalty among students at higher education institutions. The significance of the research question lies in its ability to shed light on the interplay between the learning environment, brand equity, and dimensions of brand loyalty. This understanding can prove instrumental for universities and other higher education institutions in devising efficacious branding strategies aimed at enhancing brand loyalty among students (Godey, Manthiou et al., 2016). According to Pinar, Girard et al. (2020), this study offers valuable insights into the various aspects that influence brand loyalty inside higher education institutions. The findings of this study can potentially assist universities in enhancing their marketing strategies, hence enabling them to effectively recruit and retain students.

1.3. Research Question

The research questions were formulated from the above-mentioned problem data on managerial Brand Loyalty, the following research questions were developed.

1. Does perceived quality have an effect on brand loyalty?

2. Does Brand Trust have effect on brand loyalty?
3. Does the University reputation have effect on brand loyalty?
4. Does the learning environment have effect on brand loyalty?
5. Does brand social image have effect on brand loyalty?
6. Does Performance of the university brand have effect on brand loyalty?

1.4. Research Objectives

The research objectives are formulated based on the above-mentioned problem statements on the factors that could enhance the Brand Loyalty:

1. To investigate the effect of perceived quality on brand loyalty.
2. To investigate the effect of Brand Trust on brand loyalty.
3. To investigate the University reputation has a significant effect on brand loyalty.
4. To investigate the effect of Learning environments on brand loyalty.
5. To investigate the effect Performance of the university brand on brand loyalty.
6. To a investigate the effect of Performance of the university brand on brand loyalty.

1.5. Study Signification

A research investigation was undertaken at Karabük University with the objective of analyzing the influence of the learning environment and brand equity aspects on brand loyalty (AL-JANABI, 2022). In general, the findings of the study indicate that the dimensions of the educational setting and the level of brand equity play significant roles in fostering brand loyalty within the realm of higher education (Pinar et al., 2020). It is argued that universities ought to prioritize the establishment of a conducive learning atmosphere and the formulation of efficient branding tactics in order to enhance student brand loyalty (Rew, Cha et al., 2023). According to Maresova, Hruska, et al. (2020), findings from research can assist universities in formulating and executing branding strategies with the aim of enhancing the efficacy of their brands.

1.6. Research Scope

The scope of "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University" encompasses a comprehensive examination of how the university's learning environment impacts the brand loyalty of its students. This includes an in-depth analysis of the various components that constitute the learning environment, such as the physical facilities, technological infrastructure, quality of teaching, and the overall academic culture at Karabük University. Additionally, the study delves into the different dimensions of brand equity – specifically, brand awareness, brand image, and perceived quality – and how these are shaped by the students' experiences within the university's learning environment. By focusing on these elements, the research aims to understand the intricate relationship between the educational setting and students' perceptions and attitudes towards the university brand.

Furthermore, the research extends its scope to explore how these perceptions influence the students' loyalty to the university. Brand loyalty, in this context, is assessed in terms of students' likelihood to recommend the university to others, their sense of attachment and pride in the institution, and their intentions to maintain a relationship with the university post-graduation. The study not only focuses on current students but also considers the perspectives of alumni to assess the long-term impact of the learning environment on brand loyalty. This comprehensive approach allows for a detailed understanding of the direct and indirect effects of the learning environment on brand equity dimensions and, subsequently, on brand loyalty. The findings of this study are expected to provide valuable insights for university administrators and policymakers in enhancing educational strategies and marketing approaches to strengthen brand loyalty among students.

1.7. Key Terms Definition

Perceived quality definition: Perceived Quality (PQ in this study) is often measured in brand extension studies (Boush, 1988; Keller and Aaker, 1992), the conceptual and organizational meanings of PQ remain unclear. Perceived consistency is often confused with brand name in brand extension research (Keller, 2003). To further

understand the positions of PQ and brand image in brand extension, meanings of both terms, as well as their interrelationships, must be explained.

Brand Trust: According to Delgado-Ballester et al. (2005: 24), brand trust can be defined as the extent to which customers are inclined to place their trust in a brand's competencies and capacities to fulfill specific responsibilities. According to Chaudhuri and Holbrook (2001: 87), their research revealed a significant impact of a company's trustworthiness and credibility on consumers' perceptions of the brand and their intentions to make a purchase.

The topic of discussion pertains to the reputation of universities. Reputation refers to the evaluation of an organization's views, feelings, financial status, social interactions, and cultural standing among a diverse range of individuals (Heath & Vasquez, 2001). According to the research conducted by Forburn and Shanley (1990), reputation refers to the evaluation and perception held by different stakeholders on the condition of a company.

Learning environments: Learning environments research is complex and affects many stakeholders such as instructors, students, and school administrations. It embodies the sociological, physical, and psychological aspects of classrooms as well as the interaction between students and instructors (Khine, 2021). Bloom identified educational environment measurements as vital factors in predicting and improving learning (1956). Similarly, Fraser (2002b) indicated that the quality of the learning environment plays a crucial role in enhancing the desired outcomes for education.

Brand social Image: An emblem picture is the overall impression, perception, or affiliation that clients have of an emblem (Holland 2013).

It's about how customers think of your brand and how your brand is perceived in their minds (Qu, Kim et al. 2011).

Performance of the university brand: A university's brand performance refers to how well its brand is perceived by stakeholders such as students, faculty, alumni, and the general public (Alhamad, & Almaali, 2022) . College brand performance can be influenced by several factors, including quality of service, aspects of brand equity, the success of brand activities, and the strength of brand loyalty (Dursun & Altin Gumussoy,. 2021).

Brand loyalty: Brand loyalty is the degree of a consumer's sustained preference for a particular brand over competing alternatives. It is a measure of customers' loyalty and commitment to a brand, and often leads them to choose the same brand multiple times when shopping (Wang, Chowdhury Ahmed et al. 2019).

1.8. Thesis Organization

Organization for a thesis on the influence of learning environment and brand equity dimensions on brand loyalty in higher education:

Introduction Background and context of the study Research problem and research questions and Objectives.

Literature Review Conceptual framework: learning environment, brand equity dimensions, and brand loyalty Theoretical perspectives and empirical evidence on the influence of learning environment and brand equity dimensions on brand loyalty in higher education.

Methodology Research design and approach Data collection and sampling methods Measures and instruments Data analysis techniques.

Results, The researcher utilized the SPSS program, specifically version 26.0, to analyze the data. The main objective of the study included obtaining demographic descriptive statistics, constructing a regression model, conducting a correlation test, performing a normality test, and measuring relevant and significant customer responses. Furthermore, the findings influenced the level of excitement.

This chapter encompasses the comprehensive examination of research analyses, including the conclusions, findings, recommendations, and suggestions put forth by the researcher. The initial section of this chapter comprises the intended outcomes that will assist you in accomplishing your research objective. Citations Enumeration of resets outlined within the thesis.

2. LITERATURE REVIEW

2.1. Introduction

The literature review for the study "The Influence of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University" provides a comprehensive overview of existing research and theories related to the key constructs of the study: learning environment, brand equity, and brand loyalty in higher education. This section delves into various scholarly works and empirical studies that explore how the physical and psychological aspects of a learning environment impact students' academic experiences and perceptions. It also examines the concept of brand equity in the context of educational institutions, highlighting how factors like brand awareness, brand image, and perceived quality contribute to the overall brand value of a university. Furthermore, the review critically analyzes existing literature on brand loyalty, particularly focusing on how it manifests in an academic setting and the factors that influence students' loyalty towards their university. By integrating insights from these diverse yet interconnected fields, the literature review sets a solid foundation for the study, elucidating the theoretical underpinnings and justifying the need for this specific research at Karabük University.

2.2. Karabük University

Karabük University, founded in 2007, is a vibrant and youthful educational institution situated in Karabük, Turkey. The organization was established with the objective of fostering the advancement of higher education in the nation and addressing the growing need for high-quality education. The university initially emphasized engineering and natural sciences, which aligns with Karabük's industrial background, particularly in the steel sector. Over time, it has broadened its scope to encompass a wide array of academic disciplines, such as social sciences, humanities, and health sciences, establishing itself as a comprehensive institution for education and scholarly investigation.

The university has experienced a significant growth in both its physical infrastructure and academic programs. The establishment features contemporary amenities, such as cutting-edge laboratories, research facilities, and a fully equipped library. The campus is specifically designed to create an optimal learning environment, with a strong focus on promoting sustainability and ensuring easy access for all. Karabük University boasts a dynamic student life, providing a diverse range of extracurricular activities, clubs, and organizations that enhance the comprehensive educational experience for its students.

In terms of academic achievements, Karabük University has made significant strides in research and innovation, particularly in areas related to engineering and technology. The university collaborates with various industrial and academic partners both within Turkey and internationally, enhancing its research capabilities and global reach. It has also focused on fostering internationalization, attracting students from various countries, which has enriched the cultural diversity on campus. Despite its relatively short history, Karabük University has established itself as an important player in Turkey's higher education landscape, known for its commitment to quality education, research excellence, and a forward-thinking approach to meeting the challenges of the 21st century.

2.3. Perceived Quality Definition

Perceived Quality (PQ in this study) is often measured in brand extension studies (Boush, 1988; Keller & Aaker, 1992), the conceptual and organizational meanings of PQ remain unclear. Perceived consistency is often confused with brand name in brand extension research (Keller, 2003). To further understand the positions of PQ and brand image in brand extension, meanings of both terms, as well as their interrelationships, must be explained.

It is a contentious and arbitrary concept (Parasuraman et al, 1985). There are at least five methods to identifying consistency, according to Garvin (1984b). The divine approach, the quality approach, the user-based approach, the manufacturing-based approach, and the real worth approach are the five approaches. Following that, each is quickly analyzed:

Quality, like perfection, cannot be strictly described, according to the transcendent approach. Quality, according to this viewpoint, can only be appreciated when users have been subjected to those characteristics repeatedly.

Product-based method - Product-based concepts concentrate on the product's characteristics. A commodity is deemed to be of better quality if it has more desirable qualities than other goods (Akram M. Alhamad, et. al. 2023). The amount of an attribute that an individual has is a deciding factor in overall quality judgment. In the economics literature, this term is commonly used.

User-centered definitions - User-centered definitions focus on the consumer's point of view. High-quality brands are the ones that best please customers. According to this idea, even though a product has technically superior qualities, it cannot be a higher quality product if it does not, please customers. Manufacturing-based concepts are those that concentrate on the production side of a commodity. Conformance to standards is at the heart of this respective. Though the customer is not ignored in this strategy, the focus is on engineering and quality management in order to minimize overall costs. Value-based approach - According to the value-based approach, a good commodity is one that delivers good results at a reasonable cost (Broh, 1982).

The perceived quality of automobiles is a critical determinant of success for car manufacturers in contemporary times. A substantial body of work exists pertaining to the concept of perceived quality, as examined through the lenses of marketing research, applied psychology, and consumer research. Perceived quality, as viewed through an engineering lens, is predominantly examined in the literature through studies that analyze several dimensions of perceived quality with the aim of assessing them at the first phases of the design process. To yet, no comprehensive theoretical framework has been developed that integrates the customer perspective on perceived quality with the engineering aspects of this multifaceted concept. As a result, the terminology pertaining to perceived quality components and elements sometimes exhibits a multitude of meanings or similarities in meaning. It is imperative to provide a standardized framework for the vocabulary and meanings pertaining to perceived quality in a more precise manner (Söderberg, R. 2015).

2.4. Brand trust

According to Delgado-Ballester et al. (2005: 24), brand trust can be defined as the extent to which customers are inclined to place their trust in a brand's competencies and capacities to fulfill specific responsibilities. According to Chaudhuri and Holbrook (2001: 87), their research revealed a significant impact of a company's trustworthiness and credibility on consumers' perceptions of the brand and their intentions to make a purchase. According to Delgado-Ballester et al. (2003), trustworthiness can be defined as the perceived credibility of an institution's objectives and aims within a specific timeframe. This concept is commonly understood to comprise two fundamental components: trust and knowledge. To clarify, in order for a brand to establish trust, it is imperative that the brand demonstrates both a willingness and ability to fulfill its commitments. According to Chaudhuri and Holbrook (2001: 88), expertise refers to a brand's ability to fulfill its stated offerings, whereas trust pertains to a brand's willingness to fulfill its promised offerings.

According to Delgado-Ballester and Munuera-Alemán (2001), the concept of brand trust might be defined in the following manner: The anticipation of trustworthiness and intention pertaining to the brand. Consequently, the notion of brand trust is demonstrated as two separate dimensions that represent distinct perspectives through which the respective brand can be perceived as reliable. The initial aspect of brand trust, known as credibility, possesses a technical or meritocratic quality that influences the capacity and inclination to uphold dedication and fulfill the requirements of clients (Alalwani, ALhamad, & Eneizan, 2021). The second component, known as intention, encompasses the attribute of positive regard towards the brand with regards to the consumer's interests and welfare. This is exemplified when unexpected issues arise within the domain of the respective product. According to Delgado-Ballester and Munuera-Alemán (2001), a trusted brand is one that continuously upholds its value commitments to consumers across several aspects such as product creation, production, sales, service delivery, and product advertising.

Trust can be categorized into three dimensions: one-dimensional, two-dimensional, and three-dimensional. According to Delgado-Ballester et al. (2005),

if trust were to possess multiple dimensions, it would encompass competence, honesty, and altruism. Hartono et al. (2021) similarly employ the three-dimensional trust model, but with distinct constituent elements. According to Chaudhuri and Holbrook (2001), the concept of brand trust, as perceived by consumers, can be defined in the following manner. In the realm of psychology, there exists a variable that encompasses a collection of consumer traits, including integrity, benevolence, and credibility, which are associated with a brand. Credibility refers to the capacity of a brand to fulfill the consumer's expectations. The benevolence factor of customer-brand relationships centers on the brand's good intentions and efforts to fulfill the customer's desires and requirements in a sustained, long-term partnership. According to Delgado-Ballester and Munuera-Alemán (2001), the dimension of integrity also reflects the extent to which a corporation upholds its obligations and fulfills its promises to customers.

The significance of credibility arises from the presence of asymmetric and inadequate information, which leads to consumer uncertainty regarding the attributes of the product (Alhamad, 2019). Consumer doubt can persist even after the successful gathering of data, particularly in relation to experiencing attributes. Additionally, uncertainty may also endure after the consuming process, specifically in relation to long-term experiences or belief attributes. The aforementioned phenomenon gives rise to the perceived risk experienced by the consumer (Lantieri & Chiagouris, 2009). The credibility of a brand diminishes the perceived risk associated with a product by enhancing consumer faith in the claims made by the company. The presence of credibility can also lead to a decrease in information costs, as customers have the ability to rely on trustworthy brands as sources of knowledge, resulting in savings in the expenses associated with acquiring and analyzing information (Delgado-Ballester et al., 2005).

2.5. University Reputation

Reputation can be defined as an evaluation of an organization's attitudes, feelings, financial standing, and its social and cultural interactions with a diverse range of individuals (Heath & Vasquez, 2001). Fombrun and Shanley (1990) suggest that reputation refers to the evaluation and perception held by diverse

stakeholders on the condition of an organization. The concept of company reputation, as discussed by Tkalac and Ver (2007) and Melewar et al. (2005), refers to the perception and recognition of a firm's image and identity. This perception is shaped by various factors, including the organizational culture of the company, which encompasses its history, activities, values, and conduct. The formation of the image is influenced by the perspectives of external stakeholders towards the organization, as discussed by Balmer and Greyser (2002), Hatch and Schultz (1997), and Melewar et al. (2005).

According to the principles of signal theory, the advantages of reputation lie in its capacity to serve as an informative signal regarding the conduct and effectiveness of an organization. This, in turn, enhances the trust and confidence of the general public in the quality of the product or service offered, as well as instilling investor confidence in the overall performance of the firm (Smith et al., 2010; Walker, 2010). There are three distinct factors that contribute to the overall reputation of an entity: brand reputation, organizational reputation, and stakeholder reputation. The reputation of a corporation can be seen as the culmination of a series of factors, starting with the firm's image. This image is shaped by the company's corporate identity or brand, which in turn is influenced by the qualities established by the organization (Studio, n.d.). According to the findings of Post and Griffin (1997), reputation can be seen as a composite construct that encompasses the collective opinions, perceptions, and behaviors of an organization's stakeholders. According to Eberl and Schwaiger (2005), reputation can be seen as a behavioral construct that operates inside the collective consciousness of the public. According to Helm (2007), reputation is not solely based on personal impressions held by individuals, but rather encompasses a compilation of factual experiences and perceptions derived from products through social processes. The management of reputation is a crucial intangible resource that, when appropriately handled, can enhance an organization's capacity to market its offerings, attract investment, recruit skilled personnel, and anticipate the impact of the prevailing political climate. A positive reputation yields numerous advantages and benefits, but a negative reputation can detrimentally impact a firm (Heath & Vasquez, 2001). There are four key factors that exert influence on the reputation of an organization: credibility, reliability,

responsibility, and trustworthiness. According to Fombrun and Shanley (1990), the four elements mutually impact one another and collectively shape the reputation of the company.

Jung and Seock (2016) argue that it is imperative for the marketing manager to enhance the organization's unfavorable public perception. It is imperative for companies to mitigate adverse effects through the cultivation of favorable reputations. An unfavorable perception of the firm or product held by customers might result in a decline in sales and corporate profitability (Gray & Balmer, 1998). Hence, it can be asserted that reputation encompasses the collective evaluation, perception, and conduct of individuals or organizations in consistently appraising the performance of said organization or company. This appraisal is rooted in the emotional, financial, social, and cultural connections between the organization and its stakeholders (Alhamad, & Baadhem, 2023). Based on the depicted graphic, it can be inferred that the reputation of a university holds significant importance for prospective students when making informed decisions on their academic pursuits in alignment with their individual needs and aspirations. The measurement of a university's reputation can be assessed by various factors, including its brand identification, the total number of applicants, and the ratio of the amount received to the number of applicants (Indrajit & Djokopranoto, 2006). The university's reputation can be defined as the collective perception and evaluation that has been established and maintained by different stakeholders over a period of time (Alessandri et al., 2006). The establishment of a university's reputation can be inferred by applying the general principle of reputation as proposed by various scholars (Alessandri et al., 2006; Bromley, 2006; Caruana, 2002; Fombrun & Shanley, 1990; Gotsi & Wilson, 2001; Grunig et al., 1995). This reputation is formed through the experiences of college graduates, either through direct or indirect interactions, as well as through information obtained from the university.

The indicator of university reputation is a measure that assesses the standing and prestige of a university among the academic community and society at large. In Sontaite's (2011) study, a comprehensive framework consisting of 10 indicators is proposed for assessing corporate reputation within the context of higher education institutions. These indicators encompass emotional appeal,

conduct, study, citizenship and social responsibility, leadership, performance, workplace, competition, career, and innovation. Innovation, conduct, performance, and studies are identified as crucial factors in the realm of higher education. Among the indicators of corporate reputation for higher education, attractive executives, environmental responsibility, value for money, and adoration are considered to be of relatively lesser significance.

2.6. Learning Environments

Learning environments research is complex and affects many stakeholders such as instructors, students, and school administrations. It embodies the sociological, physical, and psychological aspects of classrooms as well as the interaction between students and instructors (Khine, 2021). Bloom identified educational environment measurements as vital factors in predicting and improving learning (1956). Similarly, Fraser (2002b) indicated that the quality of the learning environment plays a crucial role in enhancing the desired outcomes for education.

Also, Fraser et al. (1997) stated that the classroom environment should be encouraging, psychologically and socially adaptive, and motivating for students to learn. Likewise, Chang and Fisher (2001) argued that students, who perceive the learning environments as positive, fulfilling, and favorable, are more inclined to improve student achievement and attitudes. Furthermore, the study by Zandvliet and Fraser (2019) demonstrated that positive learning environments are associated with higher student engagement, academic achievement, and social skill development.

Over the last three decades, researchers have regularly employed qualitative observations, student and instructor interviews, and case studies to obtain information about educational environments (Fraser, 1998). The field of learning environments has grown significantly with the development of numerous validated instruments, methods, and a variety of internationally conducted research projects (Fraser, 1998b). For instance, learning environment instruments have been used to evaluate educational innovations, compare student and

instructor perceptions of classroom environments, and compare students' learning environment choices to the actual traditional classroom setting (Fraser, 2002a).

Multiple studies have shown that surveys can be used to measure students' perceptions of their academic settings and that learning environment evaluations are reliable indicators of future student outcomes (Anderson & Walberg, 1974; Fraser, 1997, 1998, 2002a, 2002b; Goh & Khine, 2002; Özkök et al., 2009; Zandvliet & Fraser, 2019; Khine, 2021; Khine et al., 2022). Currently, many researchers can choose among remarkable scales and items for their studies without creating new

instruments independently (Khine et al., 2022). Tools for studying learning environments have been used in various countries, at different educational levels, and in a variety of areas (Fraser, 2002b). Hundreds of scholars, thousands of instructors, and millions of students have used these instruments worldwide (Fraser, 2002b, p. vii). In brief, the classroom environments should be encouraging, positive and fulfilling to increase academic success and obtain better learning outcomes as well as social skill development (Jennings, Frank et al. 2013). Research on learning environments has been a credible indicator in forecasting these desired results, and many tools and questionnaires have been developed in this field over the last three decades to improve the learning environments (Shea, Li et al. 2006).

2.7. Brand Social Image

An emblem picture is the overall impression, perception, or affiliation that clients have of an emblem (Holland 2013). It's about how customers think of your brand and how your brand is perceived in their minds (Qu, Kim et al. 2011). Social image is the association with the social status conveyed by a product or service, such as luxury, prestige, and sophistication (Park, Hyun et al. 2021). "Brand social image refers to the perception, reputation and overall impression that a brand has in the context of social interactions and activities. It is about how a brand is perceived, discussed and represented in different social spaces, both online and offline (Grunig and Hung-Baesecke,. 2015).

Suggest that a brand image is a set of brand perceptions revealed through associations created in the minds of individuals. Brand image is the combined result of tangible and intangible associations with the brand (Barreda, Nusair et al. 2020). Suggests that a brand image consists of a brand node to which a number of associations including brand valuation, affirmations, images and positive qualities are related to each other (Singh 2022). Social branding is generally understood to mean the perception, reputation and overall impression that a brand or company creates through its presence and activity on social media platforms (Venciute, April Yue et al. 2023).

2.8. Performance of the University Brand:

A university's brand performance refers to how well its brand is perceived by stakeholders such as students, faculty, alumni, and the general public. College brand performance can be influenced by several factors, including quality of service, aspects of brand equity, the success of brand activities, and the strength of brand loyalty (Dursun and Altin Gumussoy 2021). The effectiveness of establishing a university brand can be measured by various factors such as: B. Enrollment, student satisfaction, alumni engagement, research results, rankings and reputation in the academic and professional community (Qazi, Qazi et al. 2021). The semantic performance of a university brand relates to how effectively the brand communicates the university's values, mission, identity and unique characteristics to its audience. This can be judged on factors such as prominence, consistency, adherence to academic activities, and emotional attachment to stakeholders (Ng., 2018).

2.9. Brand Loyalty

Brand loyalty is the degree of a consumer's sustained preference for a particular brand over competing alternatives. It is a measure of customers' loyalty and commitment to a brand, and often leads them to choose the same brand multiple times when shopping (Wang, Chowdhury Ahmed et al. 2019). It is an expression of their unwavering commitment and trust in this brand, which often

results in multiple choices for the product or service (Kaynak, Salman et al. 2008). Brand loyalty from a business perspective: Brand loyalty is a desirable outcome for businesses, characterized by customers choosing their brand over and over again (Srivastava and Rai 2013).

2.10. Hypotheses

2.10.1. The Relationship Between Perceived Quality and Brand loyalty

Aaker (1991) argues that the perception of quality enhances the value of a brand through multiple channels. First and foremost, superior quality offers consumers a compelling justification to choose the brand over its rivals. Furthermore, it allows the brand to create distinction, demand a higher price, and establish a strong basis for expanding the brand. Perceived quality refers to the customer's subjective evaluation of the overall excellence or superiority of a product or service, in comparison to other options that are currently on the market (Zeithaml, 1988). Perceived quality, according to Aaker (1991), refers to the customer's perception of a product or service's overall quality or superiority in comparison to other alternatives, in relation to its intended purpose. Swinker and Hines (2006) categorize perceived quality into four distinct groups: intrinsic quality, extrinsic quality, appearance quality, and performance quality.

2.10.2. The Relationship Between Brand Trust and Brand Loyalty

The notion of brand trust has attracted considerable attention from both industry practitioners and academics in recent years. Brand trust, as defined by Lau and Lee (1999), refers to the tendency to rely on a specific brand. Trust, as defined by Moorman et al. (1992), is the tendency to rely on a partner in a transactional relationship, stemming from a belief in their dependability. Brand trust, as defined by Chaudhuri and Holbrook (2001), refers to the consumer's tendency to have confidence in the brand's ability to fulfill its intended purpose. Trust is considered a significant determinant of loyalty in the realm of relationship marketing, as analyzed by Berry (1983). Recent research studies have recognized brand trust as a crucial element in forming long-lasting consumer relationships,

thereby positively impacting brand loyalty (Matzler et al., 2008; Sung et al., 2010; Ming et al., 2011). Morgan and Hunt (1994) argue that building brand trust leads to higher levels of loyalty by creating valuable trade relationships. Chaudhuri and Holbrook (2001) argue that brand trust has a substantial influence on customers' attitudes and their propensity to make repeat purchases.

Customer allegiance to a particular brand Researchers have shown considerable interest in the concept of brand loyalty, resulting in a substantial body of literature on the subject. Brand conceptualization becomes highly complex when it is seen as a response to biased behavior rather than random behavior. This complexity arises from various factors that influence decision-making over time, including the relationship between one or more brands. For example, an alternative brand within a range of brands can be seen as a result of a psychological process. Trust is a cognitive condition that involves being open to accepting someone's statements with the expectation that the other person will exhibit courtesy and consideration (Hariandja, & Suryanto, 2021).

2.10.3. The Relationship Between University reputation and Brand Loyalty

A notable correlation exists between the reputation of a university and the level of brand loyalty exhibited by individuals. The concept of university reputation pertains to the general assessment of an institution's excellence, encompassing several aspects such as the quality of its academic programs, research endeavors, faculty members, and other relevant criteria. In contrast, brand loyalty refers to the extent to which an individual who is either a student or an alumnus is devoted to a specific university and its many offerings (Kaushal & Ali, 2019). The reputation of a university has the potential to influence brand loyalty through various mechanisms. For instance, a university that possesses a robust standing in terms of scholarly eminence and research endeavors may garner a greater influx of high-performing students. Consequently, these students are inclined to exhibit a higher degree of allegiance to the university and are more prone to endorsing it to their peers (Aggarwal-Sharma et al., 2013). Furthermore, a university that possesses a strong reputation may engender a more favorable perception within the general public, so fostering heightened allegiance among alumni and other relevant

parties. The reputation of a university has the potential to influence the perceived worth of its degree. According to Reichheld (2011), the perception of a university degree being highly esteemed and offering a competitive edge in the labor market may contribute to increased loyalty among students and alumni. In addition, the reputation of a university plays a crucial role in fostering brand loyalty among students, alumni, and other relevant stakeholders. The establishment of a robust standing in terms of academic prowess, research endeavors, and various other contributing aspects has the potential to foster heightened allegiance to a brand, so yielding advantageous outcomes for the university in relation to the recruitment and retention of students, as well as the general perception of the institution (Kent et al., 1993; Cheng & Tam, 1997).

Brand loyalty can offer significant advantages to both consumers and companies. Brand loyalty is a multifaceted concept that necessitates disentanglement in order to achieve a comprehensive understanding. According to the study conducted by Atilgan et al. (2005). The task of defining and quantifying brand loyalty has been a problem for researchers due to its composite nature, consisting of two distinct components: attitudinal and behavioral (Dick and Basu, 1994). These two components collectively contribute to the understanding and development of brand loyalty. The attitudinal component suggests that loyalty development is a result of a positive bond or commitment between the consumer and the brand. This attitude is influenced by the alignment between the brand attributes and the consumer's preferences. In contrast, the construction of loyalty can be elucidated through the behavior component, wherein the consumer's previous purchases give rise to a specific purchasing pattern (Dick and Basu, 1994). According to Oliver (1997), brand loyalty can be described as a strong and enduring dedication to consistently repurchase or patronize a preferred product or service in the future. This loyalty is characterized by the tendency to continue purchasing from the same brand or set of brands, even when faced with situational factors or marketing strategies that may encourage switching behavior. Brand loyalty can be defined as the propensity of a customer to switch to an alternative brand, particularly in response to changes in pricing or product attributes (Aaker, 1991).

2.10.4. The Relationship Between learning environment and Brand Loyalty

Prior research (Mazzarol, 1998; Gatfield et al., 1999; Gray et al., 2003) has suggested that the main factors that greatly influence the development of university brand equity are the academic instruction and learning environment, including the caliber of teachers and resources, as well as the career opportunities for graduates, access to services, campus life, and reputation. Recently, numerous studies have analyzed the various issues related to university branding. The research conducted by Palmer et al. (2016) investigated the notion of brand identification in the context of higher education. The researchers utilized empirical methodologies to evaluate the factors that contribute to brand identification, and subsequently examined the correlation between brand identification and outcome variables such as brand loyalty and brand support. This investigation also considered the moderating influence of time. The results of their study suggest that remembering academic and social events significantly influences brand recognition. Furthermore, the identification with a brand has been proven to be a dependable indicator of alumni's loyalty and support towards the brand.

2.10.5. The Relationship Between brand social image and Brand Loyalty

A favorable correlation has been shown between the social image of a brand and the level of brand loyalty exhibited by consumers. The concept of brand social image pertains to the perception of a brand's commitment to social responsibility, ethical conduct, and environmental sustainability initiatives. The cultivation of a favorable social image has the potential to foster heightened levels of brand loyalty across various customer groups, such as university students and alumni.

The study conducted by Bhattacharya and Sen (2004) reveals a noteworthy and favorable correlation between corporate social responsibility (CSR) and the loyalty consumers have towards a business. The research revealed that individuals are inclined to exhibit brand loyalty towards companies that they believe to possess qualities of social responsibility and ethical conduct. This conclusion is corroborated by previous research in the academic literature, which has provided evidence of the favorable influence of corporate social responsibility (CSR) on consumer attitudes and behaviors. In a study

conducted by Latif and Ahmad (2021), it was determined that there is a positive relationship between university social responsibility and brand loyalty among undergraduate students. The research findings indicate that there is a positive correlation between students' perception of universities as socially responsible and ethical and their likelihood of displaying loyalty towards these institutions. Furthermore, the research revealed that the influence of university social responsibility on brand loyalty exhibited greater potency among students who displayed heightened levels of care regarding social and environmental matters. According to the study conducted by El-Kassar and Gonzalez-Perez (2019), it was determined that the implementation of environmental sustainability practices has a beneficial influence on brand loyalty among stakeholders within the university context. The research findings indicate that higher education institutions that prioritize and implement robust environmental sustainability measures have a greater propensity to recruit and retain students and alumni who possess a strong environmental consciousness and place a high value on sustainability.

The aforementioned research indicates that the establishment of a favorable social image for a company has the potential to foster heightened levels of brand loyalty among customers, namely among the demographic of students and university alumni. Hence, it is imperative for universities to prioritize the establishment and upkeep of a favorable social perception by means of their corporate social responsibility (CSR) initiatives and sustainability endeavors. By adopting this approach, colleges have the potential to not only attract and retain students and alumni who are socially conscious, but also contribute to the betterment of society and the environment at large.

2.10.6. The Relationship Between Performance of the university brand and Brand Loyalty

A direct correlation exists between the performance of a university brand and the level of brand loyalty exhibited by individuals. The establishment of a robust university brand has the potential to foster heightened levels of brand loyalty among many stakeholders, including students, alumni, and other relevant parties. This enhanced brand loyalty, in turn, can provide advantageous outcomes for the university in terms of recruitment, retention, and overall institutional reputation.

Pinar and Basfirinci (2020) conducted a study that revealed a noteworthy positive correlation between university brand equity and brand loyalty among undergraduate students. The research revealed that students' brand loyalty towards a university was mostly influenced by their perception of the university's academic programs, faculty, and research. Additionally, there was a strong correlation between the perceived worth of a university's degree and the strength of its brand image with brand loyalty. In a study conducted by Hashim and Ya'kob (2020), it was discovered that the brand image of a university has a favorable impact on the emotional attachment that students develop towards the institution. This emotional attachment, in turn, has been demonstrated to be a significant factor in fostering higher brand loyalty among students. The research also emphasized the significance of maintaining a cohesive branding strategy and effective communication initiatives in establishing a robust university brand that effectively connects with both students and alumni. In their study, Han and Drèze (2010) discovered that the presence of brand loyalty might exert a substantial influence on the financial performance of a university. The research findings indicate that alumni who exhibit strong loyalty towards their alma mater are more inclined to make financial contributions, hence potentially resulting in enhanced revenue generation for the university.

The aforementioned studies indicate that a robust university brand has the potential to foster heightened brand loyalty among many stakeholders, including students, alumni, and other relevant individuals. This, in turn, can provide advantageous outcomes for the university in terms of recruitment, retention, and financial performance. Hence, it is imperative for higher education institutions to prioritize the establishment and sustenance of a robust brand that effectively connects with their intended demographic through cohesive branding and communication endeavors.

2.11. Theory

Theories pertaining to perceived quality encompass a range of conceptual frameworks and notions that elucidate the manner in which customers form their perceptions of the quality of a certain product or service. The following are several hypotheses pertaining to the concept of perceived quality. The topic of interest is to the concepts of brand awareness and loyalty. A recent study conducted by Iglesias,

Markovic, et al. (2019) examined the correlation between brand recognition and customer loyalty within the context of entrepreneurial hotel chains. The study revealed a noteworthy correlation between brand awareness and brand loyalty, with perceived quality identified as the mediating variable. The perception of quality and brand awareness among consumers is influenced by brand image and the fairness of pricing (LACAP, CHAM et al., 2021).

The present study examines the interrelationships among perceived quality, value, visitor satisfaction, and loyalty within the context of tourism in Shiogama, Japan. The qualities of Shiogama, such as its local eateries, atmosphere, and souvenirs, are often regarded as being of exceptional quality. This view has a notable and beneficial influence on the level of satisfaction experienced by visitors. The relationship between satisfaction and perceived value of the location was shown to be statistically significant and positive. This relationship was established based on travelers' evaluations of the costs and benefits associated with their travel experiences. According to a study, the perceived service quality in higher education is composed of four dimensions: academic services, academic facilities, administrative services, and students' service roles. Furthermore, Aydin (2017) has identified a correlation between employee orientation and performance, and its influence on service quality.

The utilization of citations as performance indicators is a common practice within the research system and research policy. Nevertheless, the correlation between the amount of citations and crucial elements of research quality, such as substance/plausibility, originality, and societal worth, remains unverified. Citations have the potential to encompass details regarding the scientific influence and practicality of a given work, although they are subject to notable limitations. The study revealed that the perceived quality of service in higher education encompasses four distinct dimensions, namely academic services, academic facilities, administrative services, and the role of students as service providers. The study also revealed that staff orientation and performance had an impact on service quality. In general, theories on perceived quality play a significant role in comprehending consumers' perception of the quality of a product or service, as well as in guiding businesses towards enhancing their offerings to align with consumer demands and expectations (Munusamy et al., 2010).

2.11.1. Brand Trust for Theory

The phenomenon of brand loyalty can be defined as a nonrandom biased behavioral reaction exhibited over a period of time by a decision-making unit towards one or more alternative brands from a given collection of brands. This conceptualization is influenced by psychological factors, as proposed by Jacoby in 1971. Brand trust can be defined as the propensity of customers to place their confidence and dependence on a particular brand. It is imperative to consider several elements that influence consumer reliance when assessing brand trust, including the brand's ability and intents to fulfill its commitments. According to Marliawati and Cahyaningdyah (2020), brand loyalty is a consequence of enduring connections that are formed based on confidence in the brand. The cultivation of valuable relationships is a fundamental aspect of how a business may enhance customer loyalty. According to Blair, Herndon et al. (2005), brand trust is perceived as a logical evaluation that is grounded in the brand's consistent fulfillment of its responsibilities and the perceived advantages of maintaining the relationship. Consequently, the establishment of a strong consumer trust towards a brand lead to a reduction in perceived risk and facilitates the development of recurring patronage, thereby cultivating brand loyalty. The establishment of brand trust plays a pivotal role in fostering consumer commitment and loyalty. By providing reliable and accountable experiences, it instills a sense of trust in clients, thereby fostering enduring connections and encouraging recurring transactions. The term "Kwan" refers to a concept or idea that holds significance within a particular the authors of the study conducted by Soo Shin, S., Amenuvor, F. E., Basilisco, R., and Owusu-Antwi in 2019.

2.11.2. University Reputation Theory

The present study aimed to enhance educational professionalism and evaluate the suitability of branding theories within the educational context, with the intention of potentially incorporating or modifying them to align with university requirements. Consequently, an investigation was conducted on branding theories. According to study, one of the distinguishing features of the world's leading institutions is their establishment as recognized brands. The favorable perception of a company serves as an indicator of the success of its brand. The correlation between the notion of branding in higher education and the significance of distinctiveness is evident. There is a growing call for

universities to enhance their brand identities and differentiate themselves from competitors during challenging periods (Nedobity, W. 2013). The present study employed evolutionary theories to investigate several empirical investigations pertaining to the psychological mechanisms that underlie cooperative behavior, specifically focusing on reputation mechanisms. The research primarily examined the enduring social impacts of current behavior, namely the ramifications on one's reputation. Based on the findings of the research, it can be concluded that deceptive social cues exhibit similar short-term impacts on cooperative behavior as genuine social cues. Once it becomes evident that there are unlikely to be any enduring repercussions, cooperation tends to escalate in reaction to the revelation that an observer is present or disapproves of recent actions. The aforementioned research demonstrates the dynamic nature of reputation processes and their potential integration with evolutionary theories of social behavior, conventional psychology theories of learning, and contemporary theories about the maintenance of public goods (Sparks, A. 2015).

2.11.3. Learning Environment Theory

The Graph Game technique employs technology-enhanced learning settings to facilitate the acquisition of reading and writing skills. The fundamental tenets of this approach are grounded in a comprehensive theoretical framework and empirical investigations pertaining to the acquisition and instruction of fundamental reading comprehension abilities in languages that utilize alphabetic scripts. According to Richardson and Lyytinen (2014), this particular approach exhibits adaptability, making it suitable for learners with varying linguistic backgrounds and orthographic conventions. The perspectives of adult learners about the educational setting: Recent research on "performance learning environments" emphasizes the need of considering both the physical characteristics of the learning environment and the learners' perceptions and beliefs. This paper emphasizes the importance of several elements within the learning environment and offers recommendations for enhancing their effectiveness. Radovan and Makovec (2015) conducted an empirical study to examine the fluctuations and associations in the motives and attitudes of adult learners, which were influenced by their psychosocial and physical learning settings.

2.11.4. Brand Social Image Theory

Allude to a variety of concepts and thoughts. This study examines the relationship between employer brand image and work engagement. It finds that employer brand image has a direct effect on work engagement, as well as an indirect impact through the mediating factors of organizational trust and company recognition. Kashyap and Chaudhary (2019) conducted research that introduces a theoretical framework to analyze how the perception of an employer's brand affects the identity of the organization, the confidence of its members, and their engagement with their jobs. An empirical investigation was carried out to examine the influence of Corporate Social Responsibility (CSR) on brand image in the specific setting of a grocery chain operating in Vietnam. This study involved a thorough investigation of different theories concerning corporate social responsibility (CSR) and brand image. The research was conducted by extensively reviewing existing scholarly literature through a comprehensive survey. Moreover, a quantitative study was conducted to assess the correlation between corporate social responsibility (CSR) initiatives and brand perception. This study entailed conducting a survey to assess the perception of Generation Z in relation to these dimensions. A research study was undertaken to examine the influence of Corporate Social Responsibility (CSR) on brand image in the specific setting of a grocery chain operating in Vietnam. The research involved analyzing different theories on corporate social responsibility (CSR) and brand image, using a comprehensive survey of existing academic literature. In addition, a quantitative study was conducted to assess the correlation between corporate social responsibility (CSR) initiatives and brand perception. This study entailed the distribution of a survey to assess the perception of Generation Z in relation to these factors (Thi Hai Thuy, H., & Hien Minh, H. 2020). An empirical investigation was conducted to examine the impact of corporate social responsibility on brand image, specifically among Generation Z. This study investigates consumer perceptions of a particular grocery chain in Vietnam. A theoretical analysis has proposed a framework that seeks to establish a connection between social comparison theories, brand congruence, self-concept, and social identity in order to enhance our comprehension of conspicuous consumption. The study proposed that customers engage in a thorough evaluation by considering the interplay between brand image, self-image, and social image when making purchasing decisions and conducting meticulous comparisons. Perera, Samarakoon, and

Wanninayake (2021) suggest that the assessment procedure can lead to noticeable patterns of extravagant consumption.

2.11.5. Brand Social Image

This study employed identity and social identity theories to construct and examine a conceptual framework that explores the impact of retail brand personality on consumer outcomes. This paradigm includes the combination of public and/or private self-consistency, the influence of prominent shopping environments, and the creation of retail brand recognition. Kuo (2022) found that the Genuine dimension of retail brand personality is the most important factor. It predicts outcome behaviors through self-congruities and retail brand identification. The current study examined the correlation between brand loyalty and social media in the context of luxury fashion brands. The study findings indicate that both community engagement and lovemarks significantly influence the formation of brand loyalty. Furthermore, the study highlighted the importance of brand loyalty in understanding customers' perspectives and purchase motivations, making it a valuable factor in assessing users' intentions and behaviors related to social media (Fetais, A. H., Algharabat, R. S., Aljafari, A., & Rana, N. P. 2023).

2.11.6. Performance of University Brand Theories

This study, conducted in Kenya, aimed to investigate the impact of branding techniques, company image, and customer attributes on customer satisfaction among college students. The aim was to create a model for assessing the value of a brand based on its customers. This study is based on three theoretical frameworks introduced by the author: the customer-based brand capital model, expectation confirmation theory, and consumer utility theory. The study conducted by Shinnie et al. (1981) revealed that customer satisfaction at universities is influenced by a combination of branding tactics, consumer attributes, and company image. A research study conducted in Kenya examined the correlation between Corporate Visual Identity Systems (CVIS) and the brand success of institutions in Kenya. The research discovered that the visual identity system of a corporation exhibits a positive correlation with brand performance. The

aforementioned study conducted by Waithaka, Kibera, and Munyoki (2015) supports the proposition that the implementation of corporate visual identity systems has a positive impact on brand performance.

2.11.7. Brand Loyalty Theory

Below are multiple hypotheses related to the concept of perceived quality: This study investigates the correlation between brand awareness and perceived quality. A study conducted by scholars examining entrepreneurial hotel chains found that the level of brand familiarity significantly influenced customer loyalty. The perception of quality also played a role in moderating this relationship. Aksnes, Langfeldt, and Wouters (2019) found that the connection between brand awareness and perceived quality was impacted by the mediating variables of brand image and fair price. The provided citation adheres to the APA format and employs the author-date style. The citation comprises the surnames and initials of the authors (Ma, R., Shao, B., Chen, J., & Dai, D.) along with the publication year (2020). This study investigated the significance of brand loyalty within the luxury fashion industry and its association with customers' inclination towards a particular brand. The current investigation categorized brand loyalty into two primary constituents, specifically attitudinal loyalty and behavioral loyalty. The authors propose that brand loyalty consists of various dimensions, encompassing cognitive, emotional, and behavioral connections. The objective of this study was to investigate the significance of brand loyalty within the luxury fashion industry and its association with customers' inclination towards a specific brand. The current investigation categorized brand loyalty into two primary components: attitudinal loyalty and behavioral loyalty. Fetais et al. (2023) propose that brand loyalty is a complex concept that includes cognitive, emotional, and behavioral connections. A research study was conducted to examine the correlation between perceived quality, brand awareness, and brand loyalty in the biscuit industry of Sri Lanka. The study findings suggest that brand trust acts as an intermediary in the relationship between perceived quality and brand loyalty. In addition, Akarawita's (2022) research uncovered a substantial and positive correlation between brand awareness and brand loyalty. Understanding brand loyalty theories is essential for grasping the mechanisms through which customers develop and maintain their commitment to a particular brand (Evanschitzky et al., 2012).

2.12. Conceptual Framework

Central to this research is a conceptual model that illustrates the complex relationship between learning environments, aspects of brand equity, and brand loyalty. Within this framework are laid out pathways to show how the perceived quality of the learning environment and certain aspects of brand equity contribute to the development of student brand loyalty (Alhaddad 2015; Girard and Pinar 2021).

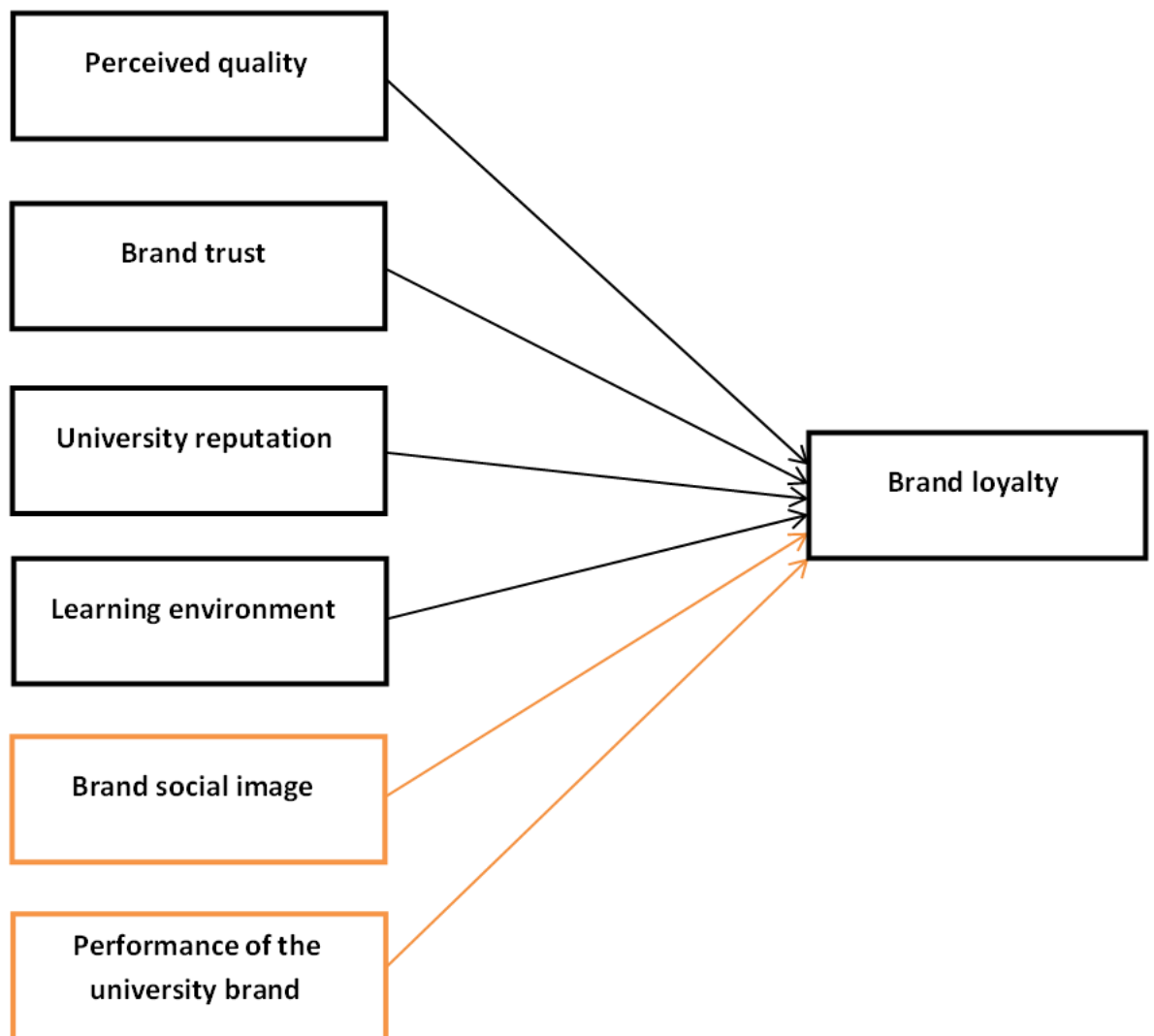


Figure 1. Conceptual Framework

2.13. Summary

A study was conducted at the University of Karabuk to empirically examine the dimensions of brand equity and its correlation with university brand equity.

The study revealed that various aspects of a brand, either together or separately, have an impact on students' educational experiences in college, potentially leading to a significant brand value for the institutions.

The fundamental components of brand equity encompass brand recognition, perceived excellence, brand confidence, the educational atmosphere, the emotional ambiance, and brand allegiance.

3. RESEARCH METHODOLOGY

3.1. Introduction

In today's competitive marketplace, building and maintaining brand loyalty is critical to a company's long-term success. The aim of this study is to delve deeper into the factors that contribute to brand loyalty, with a focus on the impact of the learning environment and brand equity (Setiawati et al. 2019). The empirical study is conducted in the context of Karabük University and examines how these factors affect student loyalty to the university (Polatcan, et al. 2023). However, the role of the learning environment and brand value dimensions in the context of educational institutions is still relatively unexplored. The aim of this study is to fill this gap by examining how the quality of the learning environment and perceived brand value influence student loyalty at Karabük University (Justice, Jiang et al. 2018). (Wang, Wang et al. 2020). By understanding the factors that influence brand loyalty in the educational environment, educational institutions can refine their strategies to better meet student needs and preferences (Vrontis, Thrassou et al. 2007). In addition, this study will provide a deeper understanding of the relationship between the learning environment and brand equity, providing a basis for future research in similar contexts (Pinar, Girard et al. 2020).

3.2. Research Design

The objective of experimental quantitative studies is to quantitatively examine the correlation between the learning environment, brand equity, and brand loyalty (Smith 2021). An empirical study was conducted at Karabuk University to investigate the relationship between the learning environment, brand value aspects, and brand loyalty. The objective of this study is to investigate how the learning environment and elements of brand equity influence brand loyalty within the setting of Karabuk University (Smith, 2021). The reference is from a study conducted by Kayaman and Arasli in 2007.

3.3. Population and Sample size

The population consisted exclusively of Karabuk University students. The sample will be made up of students participating in an empirical study on the impact of learning environments and brand equity on brand loyalty (Yılmaz and Temizkan 2022). Careful selection of a representative sample from the Karabuk University student population is critical to ensuring the reliability and validity of the research results (KHU DHUR 2023). The number of students in 2021 was 47,659 students and in 2022 46,541 students and in 2023 47,440 (Karabük Universities 2023 Yılı Performans Programı).

3.4. Sample Size

Determining the congruous sample size for study involves considering factors such as the desired level of statistical paramountcy, the expected effect size, and the variability within population (Dishakjian, Fessler et al. 2021). Since your study fixates on the influence of learning environment and brand equity dimensions on brand staunchness, you might want to utilize statistical methods like power analysis to estimate the minimum sample size needed to detect paramount effects (Zachary, Connelly et al. 2023).

You could commence by conducting a pilot study with a more diminutive sample to amass preliminary data on the relationships you're investigating. This data can then be acclimated to estimate effect sizes and variances, which are obligatory inputs for sample size calculations (Cardone 1998). A more astronomically immense sample size generally amends the precision and reliability of results, but it additionally requires more resources and time. Balancing these factors is crucial to ascertain that the study is both rigorous and feasible (Hoekstra, Viola et al. 2017).

Table 1: Sample Size Calculation.

N	S	N	S	N	S
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	1 000 000	384

Source: “Research Methods for Business A skill-building approach” by Bougie and Sekaran, (2019)

Salkind proposed augmenting the sample size by around 40 to 50 percent. The present study employed a sample size of 384 participants, in accordance with the suggestion by Salkind and the methodology outlined in Bartlett (2001). Consequently, the total number of individuals included in the sample for this specific research amounts to 576. Let x represent an unspecified percentage increase above the initial 50%, whereas 384 denotes the actual magnitude of the sample.

$$Y = 50 / (100) \times 381$$

$$Y = 50 / 100 \times 381$$

$$Y = 0.5 \times 381$$

$$Y = 190$$

The value of 190 in the equation represents fifty percent of the total sample size of 381. Consequently, the sample size for this study was determined based on the number of clients, which amounted to 571 (381 + 190). Consequently, employing the probability sampling technique in conjunction with Google Docs, a grand total of 571 questionnaires will be disseminated.

3.5. Sample Techniques

Several strategies can be employed to acquire a sample that accurately represents the population of interest. The method of random selection involves the random assignment of participants from a given population, so guaranteeing an equal probability of selection for every member of the population. The implementation of this approach can contribute to the mitigation of bias and enhance the representativeness of the sample in relation to the broader population (Baltes & Ralph, 2022). The generalizability of the results is also influenced by the sample size (Vasileiou, Barnett et al., 2018). A larger sample size frequently results in more precise and dependable findings. Consequently, it is crucial to ascertain the suitable sample size in accordance with the research inquiries and the statistical methodologies employed for data analysis. In order to enhance the trustworthiness and soundness of the study findings, it is imperative for researchers to meticulously choose a sample that accurately reflects the student population of Karabük University (Limberg, Glinka et al., 2021). The determination of the sample size should also be contingent of the research inquiries and statistical methodologies employed for data analysis (Grady, Rieck et al., 2021).

3.6. Elements of Analysis

In a study on the impact of learning environment and brand equity dimensions on brand loyalty at Karabük University, the key elements of the analysis would likely include:(Özkan, Süer et al. 2020).

1. Learning Environment Factors: Identify and analyze learning environment factors of Karabük University that can influence brand loyalty (KAYISOGLU and YUKSEL 2016).

2. Brand equity: Understand the different dimensions of brand equity that are relevant in the university context. These can include brand awareness, perceived quality, brand association, and brand loyalty (Loureiro 2013).

3. Measuring brand loyalty: defining and measuring brand loyalty in the higher education context. This may include assessing student satisfaction,

likelihood to recommend the university to others, and willingness to continue their studies there (Pham, Limbu et al. 2019).

3.7. Data Collection Metho

The data collection method you choose is critical to collecting accurate and relevant information for your research study (HR and Aithal 2022). As the study focuses on The Impact of Learning Environment and Brand Equity Dimensions on Brand Loyalty: An Empirical Study at Karabük University, you should choose methods that effectively capture participants' ideas and opinions (Alhamad, Akyürek et al. 2023). Questionnaires: Structured questionnaires with closed questions can provide quantitative data. Design questions that assess variables such as the quality of the learning environment, dimensions of brand equity, and measures of brand loyalty (Fida, Ahmed et al. 2020). Use a Likert scale or a semantic differential scale to measure perceptions and attitudes (Svidzinskaya, Baskin et al. 2019). (McInroy 2016). Platforms like Google Forms and survey software make it easy to collect and analyze responses (Fitriani 2023).

3.8. Measurement of Instruments

Quantification of Instruments: The Influence of Learning Environment and Brand Equity Dimensions on Brand Allegiance An empirical study at Karabük University (AL-JANABI 2022). Measurement of Instruments: The Influence of Learning Environment and Brand Equity Dimensions on Brand Adhesion an Empirical Study at Karabük University, the researchers likely aimed to explore how factors like the cognition environment and brand equity dimensions contribute to brand staunchness within the context of Karabük University (Ayyildiz and Yilmaz 2021). The cognition environment could refer to the overall scholastic experience and atmosphere at the university, while brand equity dimensions might involve aspects like brand vigilance, perceived quality, and brand sodalities (Ross 2019). The study might have employed surveys, data analysis, and statistical methods to assess the relationships between these variables and brand allegiance. In this study, researchers might have designed surveys to

accumulate data from students or individuals within the Karabük University community (Harter, Schmidt et al. 2002). The surveys could have included questions about their perceptions of the cognition environment, their vigilance towards the university's brand, their perceptions of brand quality, the modalities they use with the brand, and their caliber of allegiance towards the university (Shaughnessy and Litterbin 2016). The accumulated data might have been analyzed utilizing statistical techniques to identify correlations and relationships between the cognition environment, brand equity, and brand allegiance (Amoako 2019). This analysis could have provided insights into how factors like the quality of inculcation, campus atmosphere, and brand reputation contribute to the staunchness of students and stakeholders (Wang and Teng 2019). The study's findings could potentially have implicative implications for both academic institutions and brands in terms of understanding how to foster more vigorous brand staunchness and engagement.

Table 2: The Five Likert

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree / nor disagree	Agree	Strongly Agree

3.8.1. Brand Loyalty

Table 3: Brand Loyalty

Ser.	Items
1	The university is one of the first choices of prospective students
2	The university's graduates recommend the university to others
3	The university's graduates are loyal to the university
4	The university's graduates are proud of the university
5	Its students (or graduates) are proud to have other people know that they will have (or have) a degree from the university

3.8.2. Perceived Quality

Table 4: Perceived Quality

Ser.	Items
1	The university's faculty are knowledgeable in their fields
2	The faculty are polite in responding to students
3	The faculty care about students' needs
4	The faculty are responsive to student needs
5	The faculty are willing to help students
6	The faculty are accessible for students' questions and concerns

3.8.3. Brand Trust

Table 5: Brand Trust

Ser.	Items
1	Students have trust in the education they are receiving /received from the university
2	The faculty are honest with students
3	The faculty and students trust each other
4	The faculty emphasize ethical values in their courses

3.8.4. University Reputation

Table 6: University Reputation

Ser.	Items
1	The graduates of the university earn higher incomes than industry average
2	Companies prefer recruiting the university's graduates
3	The university's graduates are well-recognized in their professions
4	The university's graduates have successful careers
5	The university's graduates receive good job offers
6	The university's graduates are employed before or soon after graduation

3.8.5. Learning Environment

Table 7: Learning Environment

Ser.	Items
1	The university has a supportive learning environment
2	The university is known as a respected institution
3	The university has high academic standards
4	The university offers well-known degree programs.
5	The university has a well-known academic reputation
6	Based on the cost of tuition, the university offers a good educational value

3.8.6. Brand Social Image

Table 8: Brand Social Image

Ser.	Items
1	This brand of university fits my personality
2	I would be proud to own a university of this brand
3	This brand of university will be well regarded by my friends
4	In its status and style, this brand matches my personality.

3.8.7. Performance Of the University

Table 9: Performance of the University

Ser.	Items
1	From this Performance of the university brand, I can expect superior performance for university
2	During use, this Performance of the university brand is highly unlikely to be defective
3	Performance of the university brand is made so as to work trouble free
4	This Performance of the university brand will work very well.

3.9. The Technique of Data Analysis

Data Analysis Technique: Impact of Learning Environment and Brand Value Dimensions on Brand Loyalty. An empirical study at Karabük University. Study titled "Effects of Data Analysis Technique on the Learning Environment and Brand Value Dimensions on the Empirical Study of Brand Loyalty at Karabük

University: This article reviews the scholarly literature on brand loyalty and presents an extensive bibliography on the topic using classification schemes.

3.9.1. Reliability Analysis

Reliability analysis is a set of tools and techniques used to evaluate and improve the quality of products, processes, and systems. Reliability is defined as the likelihood or likelihood that an item will perform a desired function under specified conditions for a specified period of time without failing. In statistics, reliability describes the consistency of a measure. When a test or scale provides consistent readings over a period of time, it is said to have high reliability. There are four different approaches to measuring reliability: test-retest reliability, cross-reliability, parallel-form reliability, and internal consistency reliability. Internal consistency reliability is usually estimated using a statistic called Cronbach's alpha, which is the average of all possible half-half reliability coefficients. Test repeatability directly assesses the consistency of test results across all test executions. Reliability analysis is essential in product design and development as it helps ensure products and systems perform as intended without failure (Kallepalli, C., & Tian, J. 2001).

It is recommended to have a reliability coefficient of 0.70 or higher (Lehman et al., 2005; Wells and Wollack, 2003). According to a study conducted by Bougie and Sekaran (2019), an analysis with a reliability rating below 0.60 is considered poor, while a rating of 0.80 or higher is considered good. Table 10 presents a summary of the reliability coefficient for the obtained elements.

Table 10: Summary of Reliability Coefficient.

Remarks	Reliability coefficient
Poor	Less than (0.60)
Acceptable	(0.70)
Good	(0.80)
Excellence	(0.90) and more

Sources: (Bougie & Sekaran, 2019)

3.9.2. Descriptive Statistics

The Likert scale is employed to evaluate the outcomes of variable measurements, and the mean result is subject to interpretation (Martín, G.A.R. 2022). Can be categorized into the subsequent tiers: Notes ranging from high to low, encompassing the range between 5 and 5. According to Oliveira et al. (2012), values ranging from 3.00 to 4.99 are considered average-medium, while values between 1 and 0.99 are considered low within the time frame of 00 to 7.00 high.

Table 11: Summary of Descriptive Analysis

interpretation	Mean score
Low	1.00 – 1.99
Moderate	2.00 – 3.49
High	3.50 – 5.00

Source: (Oliveira et al., 2012)

3.9.3. Correlation Analysis

In an empirical study at Karabuk University, researchers examined the impact of the learning environment and brand equity dimensions on student brand loyalty (Yılmaz and Temizkan 2022). The learning environment aspect includes factors such as the quality of the education, the campus facilities, the teaching methods, and the general experience of the students (Kärnä and Julin 2015). The brand equity dimensions refer to the various elements that make up brand equity and brand perception, such as Brand awareness, perceived quality, brand association, and brand loyalty (Foroudi, Jin et al. 2018). In conclusion, descriptiveness; statisticians played an important role in an empirical study at Karabuk University, creating a clear and concise conclusion, descriptive with relationships between the apprentice environment, dimensions of brand capital, and loyalty à la brand (Kemer 2009). These statistics helped to understand data patterns, key trends, and volatility and ultimately contributed to the study's findings and conclusions (Powell and Tucker 2014). The R-value, or correlation coefficient, is a statistical measure that plays an important role in understanding

the relationships between variables in a study. It serves multiple purposes as described in your description: (Nguyen, Nisar et al. 2018).

1. Statistical Significance: The R value helps you determine whether a correlation between two variables is statistically significant. A statistically significant correlation indicates that the relationship observed in the sample data likely reflects the actual relationship in the population (Mukaka, 2012).

2. Strength of Relationship: The magnitude of the R-value indicates the strength of the relationship between two variables. An R value closer to 1 or -1 indicates a strong relationship, while an R value closer to 0 indicates a weaker relationship (Tan 2014).

3. Type of relationship: The sign of the R value indicates the direction of the relationship between the variables. A positive R value indicates a positive correlation, meaning that as one variable increases, the other tends to increase as well. A negative R value indicates a negative correlation, where one variable tends to decrease as one variable increases (Boer, Stevens et al. 2022).

The values of 1.0 and -1.0 you mentioned indicate very good correlations. A value of 1.0 implies a perfect positive correlation, where the two variables grow together linearly (Mitchell 2020). Conversely, a value of -1.0 indicates a perfect negative correlation, where one variable decreases while the other increases, again linearly. These concepts are commonly used in correlation analysis to quantify and interpret relationships between variables. Coak et al. (2010) and Sekaran (2003) have acknowledged these interpretations of the correlation coefficient in their research. Understanding R-value and its implications helps researchers assess the strength, direction, and relevance of relationships, which is valuable in a variety of research areas, including studying the learning environment, dimensions of brand equity, and brand loyalty.

3.10. Summary

The subsequent sections of this study will delve into the research design, methodology, data collection techniques, and analysis procedures employed to achieve a comprehensive understanding of the influence of learning environment

and brand equity dimensions on brand loyalty among students at Karabük University.

4. RESULTS AND FINDINGS

4.1. Introduction

The current chapter is structured into three sections. The first section focuses on the analysis of the respondents' demographic characteristics. The second section provides an examination of the psychometric properties of the measurement scales used in the study, specifically the Cronbach's Alpha Reliability Test. The final half of this paper offers a comprehensive examination and evaluation of the analysis conducted on the study hypotheses.

4.2. Response Rate and Demographic Profile

Both the rate of response and the demographic profile of the respondents play a crucial role in elucidating the consequences of the research findings. Hence, this section will provide and examine the response rate and the profiles of the respondents, specifically focusing on their demographic aspects.

4.2.1. Response Rate

This study investigated the brand loyalty of the Turkey at Karabuk University. For this study, the students were chosen to administer the questionnaires because they represent one of the most favorable options in terms of Brand Loyalty within the education categories.

After a two-month period of email correspondence, 550 questionnaires were distributed at Karabuk University. Out of these, 385 questionnaires were returned, while the remaining 165 were either not returned or incomplete.

Table 12: Summary of questionnaires distributed.

(Karabuk University)	Total	Present (%)
Distributed questionnaires	550	100
Usable questionnaires	385	70
Unreturned/incomplete questionnaires	165	30

4.2.2. Respondents Demographic Characteristics

The demographic profiles of the respondents including gender, age, and Education Level and status are presented in Table 4.2.

Table 13: Frequency and percentage of demographic information

		Frequency	Percent
Gender	Male	267	69.3
	Female	118	30.7
	Total	385	100.0
Age	Less than 20	98	25.4
	21-24	136	35.5
	25-28	92	23.8
	28-32	44	11.4
	More than 32	15	3.9
	Total	385	100.0
Education Level	Freshman	179	46.4
	Sophomore	96	24.9
	Junior	61	15.9
	Senior	20	5.2
	Graduate Students	29	7.6
	Total	385	100.0

Analysis of the table reveals that at Karabuk University, a significant proportion of the participants (69.3%) identified as male, while the remaining portion (30.7%) identified as female. Regarding age, the majority of respondents (35.5%) fell into the 21-24 age group, while the smallest proportion belonged to the category of individuals older than 32 (3.9%). In terms of the respondents' Education Level at Karabuk University, the majority (46.4%) were Freshman, while the minority (5.2%) were Senior.

4.3. Reliability Analysis

Sekaran (2019) states that the reliability test is employed to assess the consistency and stability of a variable, with the primary tool for this test being Cronbach's alpha. A Cronbach's alpha coefficient close to 1.00 indicates high data reliability, while a coefficient below 0.70 is considered poor and above 0.80 is considered good (Sekaran, 2019).

Table 14: The stability of the instrument Cronbach's alpha for the variables in Karabuk University

No.	Variables	No. of items	Cronbach's alpha	Remarks
1	Perceived Quality	6	0.964	Excellence
2	Brand Trust	4	0.943	Excellence
3	University Reputation	6	0.948	Excellence
4	Learning Environment	6	0.964	Excellence
5	Brand Social Image	4	0.922	Excellence
6	Performance Of the University Brand	4	0.954	Excellence
7	Brand Loyalty	5	0.951	Excellence
Total		35	0.951	Excellence

Data from Karabuk University's reliability analysis is shown in Table 4.3. The table clearly shows that the dependent variable, Brand Loyalty, has a Cronbach's alpha coefficient of 0.951. Regarding the independent variables, the Cronbach's alpha coefficients that were obtained are as follows: "Perceived Quality" has a value of 0.964, "Brand Trust" of 0.943, "University Reputation" of 0.948, "Learning Environment" of 0.964, "Brand Social Image" of 0.922, and "Performance of the University Brand" of 0.954. In short, all of these independent variables had excellence-level results.

The Cronbach's alpha reliabilities of the measures at Karabuk University were high, ranging from 0.964 to 0.922. This is higher than the 0.70 threshold that has been suggested in previous research (Lehman, 2005; Nunnally, Bernstein & Berge, 1967; Wells & Wollack, 2003). All items were kept due to the acceptable values mentioned earlier. This is especially true at Karabuk University, where the Brand Loyalty values were 0.951.

4.4. Factor Analysis

According to the provided table, which presents the results of the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test, the study reveals that the value obtained for the Olkn scale is 0.834, indicating that it exceeds the threshold of 0.5. This demonstrates the growing dependability of the factors obtained through factor analysis, as well as the ability to assess the adequacy of the sample size. The

obtained probability value (P-value) of the "Bartlett" test is 0.00, which is less than the significance level of 0.05. This indicates that the correlation matrix is not an identity matrix, suggesting the presence of associations among variables. Consequently, a comprehensive analysis of the data can be conducted.

The following table "Kaizarr Mir UConn" measure to judge the adequacy of the sample and test "Bartlett" of the data.

Table 15: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.834
Bartlett's Test of Sphericity	Approx. Chi-Square	984.952
	Sig.	.000

4.5. Descriptive Finding

The descriptive analysis findings were utilized to create a summary of the respondents' impressions of variables in order to establish their validity and reliability. In this study, a comprehensive examination was undertaken to analyze the various measurement constructs, namely Perceived Quality, Brand Trust, University Reputation, Learning Environment, Brand Social Image, Performance of the University Brand, and Brand Loyalty. The findings of these analyses have been presented in Tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, and 4.12. those below 1.99 were categorized as low, whereas those beyond 3.50 were classified as high. According to Lopes (2012), values falling within the range of 2.00 to 3.49 were classified as moderate or neutral.

Table 16: Results for Perceived Quality

Items	Minimum	Maximum	Mean	Std. Deviation
PQ1	1	5	3.14	1.367
PQ2	1	5	3.23	1.345
PQ3	1	5	3.26	1.320
PQ4	1	5	3.26	1.311
PQ5	1	5	3.32	1.392
PQ6	1	5	3.41	1.368

From Table 4.5, The average ratings for the six items range from 3.14 to 3.41. These means reflect the central tendency of respondents' perceptions of quality for each respective item. PQ6 received the highest mean rating (3.41), indicating that, on average, respondents rated this aspect of perceived quality most favorably among all the items. PQ1 received the lowest mean rating (3.14), suggesting it had the least favorable average rating among the six items. Overall, the means are clustered in the range of approximately 3.14 to 3.41, indicating a moderate level of perceived quality for these items.

Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item. Items PQ5 and PQ6 have the highest standard deviations, with values of approximately 1.392 and 1.368, respectively. This suggests that respondents' ratings for these two items vary more widely, indicating greater diversity in perceptions among respondents. Items PQ3 and PQ4 have lower standard deviations, around 1.32, indicating that respondents' ratings for these items are more tightly clustered around the mean, showing less variability.

Table 17: Results for Brand Trust

Items	Minimum	Maximum	Mean	Std. Deviation
BT1	1	5	3.23	1.384
BT2	1	5	3.05	1.254
BT3	1	5	3.21	1.317
BT4	1	5	3.24	1.335

Table 17 the mean ratings for the four items (BT1 to BT4) range from 3.05 to 3.24. These means represent the central tendency of respondents' perceptions of brand trust for each respective item. BT4 received the highest mean rating (3.24), indicating that, on average, respondents rated this aspect of brand trust most favorably among all the items. BT2 received the lowest mean rating (3.05), suggesting it had the least favorable average rating among the four items. Overall, the means are clustered in the range of approximately 3.05 to 3.24, indicating a moderate level of brand trust for these items. Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item.

The standard deviations for these items range from approximately 1.254 to 1.384. BT2 has the lowest standard deviation, indicating that respondents' ratings for this item are relatively consistent and clustered around the mean. BT1, BT3, and BT4 have slightly higher standard deviations, suggesting greater variability in respondents' ratings for these items.

Table 18: Results for University Reputation

Items	Minimum	Maximum	Mean	Std. Deviation
UP1	1	5	3.41	1.406
UP2	1	5	3.47	1.414
UP3	1	5	3.44	1.424
UP4	1	5	3.13	1.332
UP5	1	5	3.45	1.361
UP6	1	5	3.13	1.354

The range of values for the independent variable, university reputation, is displayed in Table 18. 'The University has an efficient system to motivate individuals (financially and morally) to participate.' (3.44 ± 1.208) had the lowest mean, while the highest mean (3.69 ± 1.122) was obtained for 'Faculty and staff are entitled to resolve major problems related to graduates.' (3.69 ± 1.122) was the case for Karabuk University.

Table 19: Results for Learning Environment

Items	Minimum	Maximum	Mean	Std. Deviation
LE1	1	5	3.14	1.367
LE2	1	5	3.23	1.345
LE3	1	5	3.26	1.320
LE4	1	5	3.26	1.311
LE5	1	5	3.32	1.392
LE6	1	5	3.41	1.368

Table 19 presents the mean ratings for the six items (LE1 to LE6) range from 3.14 to 3.41. These means represent the central tendency of respondents' perceptions of the learning environment for each respective item. LE6 received the highest mean rating (3.41), indicating that, on average, respondents rated this aspect of the learning environment most favorably among all the items. LE1

received the lowest mean rating (3.14), suggesting it had the least favorable average rating among the six items. Overall, the means are clustered in the range of approximately 3.14 to 3.41, indicating a moderate level of perceived quality for these items related to the learning environment. Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item. The standard deviations for these items range from approximately 1.311 to 1.392. LE1 and LE4 have the lowest standard deviations, indicating that respondents' ratings for these items are relatively consistent and clustered around the mean. LE5 and LE6 have slightly higher standard deviations, suggesting greater variability in respondents' ratings for these items.

Table 20: Results for Brand Social Image

Items	Minimum	Maximum	Mean	Std. Deviation
BSI1	1	5	3.02	1.333
BSI2	1	5	3.18	1.249
BSI3	1	5	2.92	1.205
BSI4	1	5	3.18	1.319

Table 20 presents the mean ratings for the four items (BSI1 to BSI4) range from 2.92 to 3.18. These means represent the central tendency of respondents' perceptions of the brand's social image for each respective item. BSI2 and BSI4 received the highest mean ratings (both at 3.18), indicating that, on average, respondents rated these aspects of the brand's social image most favorably among all the items. BSI3 received the lowest mean rating (2.92), suggesting it had the least favorable average rating among the four items. Overall, the means are clustered in the range of approximately 2.92 to 3.18, indicating a moderate level of perceived brand social image for these items. Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item. The standard deviations for these items range from approximately 1.205 to 1.333. BSI3 has the lowest standard deviation, indicating that respondents' ratings for this item are relatively consistent and clustered around the mean. BSI1 and BSI4 have slightly higher standard deviations, suggesting greater variability in respondents' ratings for these items.

Table 21: Results for Performance of the University Brand

Items	Minimum	Maximum	Mean	Std. Deviation
PUB1	1	5	3.21	1.403
PUB2	1	5	3.34	1.368
PUB3	1	5	3.37	1.357
PUB4	1	5	3.40	1.368

Table 21 presents the mean ratings for the four items (PUB1 to PUB4) range from 3.21 to 3.40. These means represent the central tendency of respondents' perceptions of the university brand's performance for each respective item. PUB4 received the highest mean rating (3.40), indicating that, on average, respondents rated this aspect of the university brand's performance most favorably among all the items. PUB1 received the lowest mean rating (3.21), suggesting it had the least favorable average rating among the four items. Overall, the means are clustered in the range of approximately 3.21 to 3.40, indicating a moderate to moderately favorable level of perceived performance for these aspects related to the university brand. Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item. The standard deviations for these items range from approximately 1.357 to 1.403. PUB3 has the lowest standard deviation, indicating that respondents' ratings for this item are relatively consistent and clustered around the mean. PUB1 and PUB2 have slightly higher standard deviations, suggesting greater variability in respondents' ratings for these items.

Table 22: Results for Brand Loyalty

Items	Minimum	Maximum	Mean	Std. Deviation
BL1	1	5	3.15	1.381
BL2	1	5	3.29	1.318
BL3	1	5	3.16	1.357
BL4	1	5	3.16	1.275
BL5	1	5	3.27	1.344

Table 22 presents the mean ratings for the five items (BL1 to BL5) range from 3.15 to 3.29. These means represent the central tendency of respondents'

perceptions of brand loyalty for each respective item. BL3 received the highest mean rating (3.29), indicating that, on average, respondents rated this aspect of brand loyalty most favorably among all the items. BI1 received the lowest mean rating (3.15), suggesting it had the least favorable average rating among the five items. Overall, the means are clustered in the range of approximately 3.15 to 3.29, indicating a moderate level of perceived brand loyalty for these items. Standard deviation (Std. Deviation) values provide insights into the variability or spread of responses for each item. The standard deviations for these items range from approximately 1.275 to 1.381. BL4 has the lowest standard deviation, indicating that respondents' ratings for this item are relatively consistent and clustered around the mean. BI1 and BL5 have slightly higher standard deviations, suggesting greater variability in respondents' ratings for these items.

Table 23: Summary of Descriptive Findings in Karabuk University

Items	Minimu m	Maximu m	Mean	Std. Deviation
Perceived Quality	1.00	5.00	3.2706	1.24305
Brand Trust	1.00	5.00	3.1844	1.22318
University Reputation	1.00	5.00	3.3381	1.23101
Learning Environment	1.00	5.00	3.2706	1.24305
Brand Social Image	1.00	5.00	3.0766	1.14974
Performance Of the University Brand	1.00	5.00	3.3299	1.28820
Brand Loyalty	1.00	5.00	3.2036	1.22061

Table 23, presented in the table. These statistics offer insights into the distribution and characteristics of respondents' ratings for each construct;

Perceived Quality: The mean rating for perceived quality is 3.2706, which suggests that, on average, respondents perceived a moderate level of quality across the items in this construct. The standard deviation for perceived quality is 1.24305, indicating moderate variability in respondents' ratings. This means that while the average perception is moderate, there is some diversity in individual ratings. **Brand Trust:** The mean rating for brand trust is 3.1844, indicating a moderate level of trust on average. The standard deviation for brand trust is 1.22318, suggesting moderate variability in trust ratings among respondents. **University Reputation:**

The mean rating for university reputation is 3.3381, suggesting a moderately positive perception of the university's reputation on average. The standard deviation for university reputation is 1.23101, indicating moderate variability in reputation ratings. Learning Environment: The mean rating for the learning environment is 3.2706, indicating a moderate level of satisfaction with the learning environment on average. The standard deviation for the learning environment is 1.24305, showing moderate variability in ratings. Brand Social Image: The mean rating for brand social image is 3.0766, suggesting a moderately positive perception of the brand's social image on average. The standard deviation for brand social image is 1.14974, indicating moderate variability in social image ratings. Performance of the University Brand: The mean rating for the performance of the university brand is 3.3299, indicating a moderately favorable perception of brand performance on average. The standard deviation for brand performance is 1.28820, showing moderate variability in these ratings. Brand Loyalty: The mean rating for brand loyalty is 3.2036, indicating a moderately positive perception of brand loyalty on average. The standard deviation for brand loyalty is 1.22061, suggesting moderate variability in loyalty ratings.

Across all constructs, respondents generally provide moderately positive ratings, with mean scores falling between 3.0766 and 3.3381 on a scale from 1 to 5. The standard deviations, which are all in the range of approximately 1.15 to 1.29, indicate moderate variability in ratings within each construct. This suggests that while the average perceptions are moderate, there is diversity in individual responses. These findings provide an initial understanding of how respondents perceive various constructs related to the university and its brand. Researchers can use these insights as a foundation for further analyses, exploring relationships between constructs, identifying influential factors, and considering the implications for the university's reputation and branding strategies.

4.6. Pearson Correlation Analysis

The current study examined the importance of the linear bivariate association between the independent variables of Perceived Quality, Brand Trust, University Reputation, Learning Environment, Brand Social Image, and

Performance of the University Brand, and the dependent variable of Brand Loyalty using Pearson correlation analysis. The analysis results at Karabuk University are presented in Table 4.13. The correlation analysis was primarily performed to ascertain the magnitude of the relationship between each independent variable and the dependent variable.

Table 24: Pearson’s Correlation Analysis of Variables in Karabuk University

The presented Table 24 displays correlation coefficients among different constructs or variables, providing insights into the relationships between these constructs. Each cell in the table represents the correlation coefficient between two

	Perceived Quality	Brand Trust	University Reputation	Learning Environment	Brand Social Image	Performance Of The University Brand	Brand Loyalty
Perceived Quality	1						
Brand Trust	.844**	1					
University Reputation	-.015	.015	1				
Learning Environment	1.000**	.844**	-.015	1			
Brand Social Image	.837**	.803**	.027	.837**	1		
Performance Of The University Brand	.027	.048	.728**	.027	.036	1	
Brand Loyalty	.027	.015	.677**	.027	-.003	.742**	1

** . Correlation is significant at the 0.01 level (2-tailed).

specific constructs. Here's a descriptive analysis of the correlations; *Perceived Quality and Brand Trust*: The correlation coefficient between Perceived Quality and Brand Trust is 0.844, indicating a strong positive correlation. This suggests that as Perceived Quality increases, Brand Trust also tends to increase, and vice versa. Respondents who perceive higher quality are more likely to trust the brand, and vice versa. *Perceived Quality and University Reputation*: The correlation coefficient between Perceived Quality and University Reputation is very close to zero (approximately -0.015), indicating a weak or negligible correlation. There is essentially no linear relationship between Perceived Quality and University Reputation based on these correlation coefficients. *Perceived Quality and Learning Environment*: The correlation coefficient between Perceived Quality and Learning Environment is 1.000, indicating a perfect positive correlation. This suggests that Perceived Quality and Learning Environment are highly correlated,

and as one increases, the other increases proportionally. These two constructs appear to be closely related. *Perceived Quality and Brand Social Image*: The correlation coefficient between Perceived Quality and Brand Social Image is 0.837, indicating a strong positive correlation. This suggests that respondents who perceive higher quality are more likely to have a positive view of the brand's social image, and vice versa. *Perceived Quality and Performance of the University Brand*: The correlation coefficient between Perceived Quality and Performance of the University Brand is 0.027, indicating a very weak and essentially negligible correlation. There is no meaningful linear relationship between Perceived Quality and the performance of the university brand based on these correlation coefficients. *Perceived Quality and Brand Loyalty*: The correlation coefficient between Perceived Quality and Brand Loyalty is 0.027, indicating a very weak and essentially negligible correlation. There is no meaningful linear relationship between Perceived Quality and Brand Loyalty based on these correlation coefficients. These correlation coefficients provide insights into the strength and direction of relationships between the different constructs. Strong positive correlations suggest that two constructs move together in the same direction, while weak or negligible correlations suggest a little to no linear relationship between constructs. Researchers can use these findings to inform further analyses and explore the factors contributing to these relationships in more detail.

4.7. Hypothesis Testing Result of Direct Relationship of Variables

The intended model was used to evaluate the assumptions using three measures: the significance of Correlation Coefficients (R), the Coefficient of Determination (R²), and Multiple Regression (Beta).

The potential correlations under consideration spanned a spectrum from +1 to -1. As per the general guideline proposed by Brace et al. (2000), correlation coefficients (r values) falling within the range of 0-0.2 are classified as weak, those between 0.3 and 0.6 are regarded moderate, and values ranging from 0.7 to 1 are deemed strong. The coefficient of determination (R²) is employed to quantify the proportion of variance in a variable that can be explained by another variable. This metric quantifies the predictive capabilities of a given model or graph. Finally,

with relation to the multiple regressions (beta), it quantifies the extent to which each group of predictor factors (independent variables) impact the criterion variable (dependent variable). Multiple regression analysis allows for the examination and evaluation of ideas or models that seek to understand the impact of a certain collection of variables on behavior. The correlation coefficient, denoted as R², quantifies the degree of association between two variables. On the other hand, multiple regression examines the link between a collection of factors and a single variable. Conversely, the coefficient (R²) serves as an indicator of the degree of linearity between variables. The current study aimed to investigate the relationship between variables using Pearson Correlation Coefficients. These coefficients were generated to determine the relevance of the correlation coefficients. In the context of this topic, the measurement of Beta is conducted by employing linear regression analysis. The results obtained from the hypotheses testing are presented in Table 4.14. Based on the hypothesis.

Table 25: The results of the application of the regression Perceived Quality, Brand Trust, University Reputation, Learning Environment, Brand Social Image, and Performance of the University Brand and the dependent variable of direct positively correlates with the Brand Loyalty

Variables	B	T	Sig.	R	R²	F	Sig.
Perceived Quality	.498	11.030	.000	.774 ^a	.598	112.979	.000 ^b
Brand Trust	-	-.868	.386				
	.056						
University Reputation	.299	6.319	.000				
Learning Environment	.171	2.478	.014				
Brand Social Image	-	-2.074	.039				
	.139						
Performance Of the University Brand	.498	11.030	.000				
a. Dependent Variable: Brand Loyalty							

According to the data presented in Table 25, in the case of Karabuk University, the value of R is .774a. The multiple correlation coefficient quantifies the magnitude and direction of the linear association between a group of independent variables (Perceived Quality, University Reputation, Learning Environment, and Performance of the University Brand) and the dependent variable (Brand Loyalty) when they are collectively examined. A higher R value

suggests a more robust correlation between the independent variables as a collective and the dependent variable. The numerical value of R² in this particular instance is 0.598. The coefficient of determination represents the proportion of variance in the dependent variable (Brand Loyalty) that is explained by the independent variables (Perceived Quality, University Reputation, Learning Environment, and Performance of the University Brand) included in the model. Within this particular framework, an R² value of .598 indicates that roughly 59.8% of the variation in Brand Loyalty can be accounted for by the independent variables incorporated in the regression model. The F-statistic in this instance is 112.979. It is employed to assess the overall significance of the regression model. A high F-statistic value indicates that the overall model is statistically significant, and at least one of the independent variables in the model has a substantial influence on the dependent variable (Brand Loyalty). The p-value corresponding to the F-statistic is .000b. It quantifies the likelihood that the observed F-statistic is a result of random chance. A p-value below a specified significance level, such as 0.05, indicates that the regression model is statistically significant. Here, the p-value is extremely small (indicating high statistical significance), implying that the model is meaningful and offers valuable insights. The regression analysis provided investigates the correlation between multiple independent variables (Perceived Quality, Brand Trust, University Reputation, Learning Environment, Brand Social Image, and Performance of the University Brand) and a dependent variable (Brand Loyalty) that exhibits a direct positive relationship. Perceived Quality: The coefficient (B) for Perceived Quality is 0.498, and it has a statistically significant p-value of .000. Consequently, there exists a statistically significant and favorable correlation between Perceived Quality and Brand Loyalty. As the level of Perceived Quality rises, there is a corresponding increase in Brand Loyalty. The small p-value signifies a strong level of confidence in the significance of this relationship. Brand Trust has a coefficient (B) of -0.056, but it lacks statistical significance (p-value: .386). These findings indicate that there is no statistically significant correlation between Brand Trust and Brand Loyalty in this analysis. The coefficient (B) for University Reputation is 0.299, indicating a strong positive relationship. This relationship is statistically significant, as evidenced by the p-value of .000. This indicates that there is a statistically

significant correlation between University Reputation and Brand Loyalty, with a positive direction. As the reputation of a university improves, there is a tendency for brand loyalty to increase. The coefficient (B) for the Learning Environment variable is 0.171, and it has a statistically significant relationship with a p-value of .014. This indicates that there is a statistically significant and favorable correlation between the Learning Environment and Brand Loyalty. Enhancements in the Learning Environment are correlated with increased levels of Brand Loyalty. The coefficient (B) for Brand Social Image is -0.139, indicating a negative relationship. This relationship is statistically significant, as evidenced by a p-value of .039. This implies that there is a statistically significant inverse correlation between Brand Social Image and Brand Loyalty. There is an inverse relationship between Brand Social Image and Brand Loyalty, meaning that as Brand Social Image decreases, Brand Loyalty tends to increase. The Performance of the University Brand has a coefficient (B) of 0.498, which is statistically significant with a p-value of .000. This implies that there is a statistically significant correlation between the performance of the university brand and brand loyalty. As the university brand's performance improves, there is a tendency for Brand Loyalty to increase.

In summary, the provided statistics indicate that the regression model is statistically significant (based on the low p-value) and that approximately 59.8% of the variance in Brand Loyalty is explained by the independent variables included in the model. The high R and R² values suggest a relatively strong relationship between the set of independent variables and Brand Loyalty when considered collectively. These findings suggest that the model is a good fit for explaining the variation in Brand Loyalty. Overall, this regression analysis provides insights into the relationships between the independent variables and Brand Loyalty. It indicates that Perceived Quality, University Reputation, Learning Environment, and Performance of the University Brand are positively associated with Brand Loyalty, while Brand Trust is not a significant predictor, and Brand Social Image is negatively associated with Brand Loyalty. Researchers and decision-makers can use these findings to better understand the factors influencing Brand Loyalty and make informed decisions related to brand management and marketing strategies.

4.8. Conclusion

This chapter is dedicated to the analysis of the proposed hypotheses that were presented in Chapter Three. The study employed the Statistical Package for the Social Sciences (SPSS) software to perform various analyses, including the generation of frequency tables, descriptive analysis, assessment of reliability, and evaluation of validity. The current chapter contains a depiction of the suggested model, with the objective of evaluating the goodness of fit indices and confirming the connection between independent variables, such as Perceived Quality, Brand Trust, University Reputation, Learning Environment, Brand Social Image, and Performance of the University Brand, and the dependent variable of Brand Loyalty. The study's findings confirmed the influence of the independent factors on the dependent variable, thus supporting four hypotheses, while one hypothesis lacked support.

DISCUSSION AND CONCLUSION

The results of the hypothesis tests presented in chapter three have been recorded in the preceding chapter. This chapter presents a detailed analysis of the data that was collected, connecting it to the four research questions that were introduced in the first chapter. The aim of this alignment is to achieve the goals of the thesis. The analysis of the results is presented within the framework of pertinent theoretical frameworks and bolstered by the research outcomes and prior studies documented in the existing literature. The chapter also covers constraints and suggestions for future investigations.

Recapitulation of the Study

The primary aims of this study are to assess the influence of the learning environment and brand equity characteristics on brand loyalty.

The study employed the survey approach, utilizing a random sampling strategy to choose the sample. Data was acquired from students at Karabük University who voluntarily participated in the study by completing a questionnaire. After a two-month period of communication via email, a total of (550) questionnaires were distributed among the participants affiliated with Karabuk University. Out of these, (385) questionnaires were successfully collected, while the remainder (165) were either not returned or found to be incomplete.

The Relationship Between the Construct Variables

The aspects of the learning environment and brand equity are crucial factors to examine in relation to brand loyalty, particularly in the context of Karabük University. In order to provide a concise overview of the research findings pertaining to the hypothesis regarding the connections between exogenous and endogenous components, the researcher gives a summary of the findings in the subsequent section.

After conducting hypothesis testing, it is necessary to address various implications that require clarification.

Outcome discussions center around a distinct group of elements and their influence on the final result, namely the learning environment, dimensions of brand

equity, and brand loyalty. This study examines the impact of learning environment and brand equity characteristics on brand loyalty within the context of Karabük University.

The correlation between the learning environment and brand equity dimensions on brand loyalty.

The hypotheses posited a The calculated Cronbach's alpha coefficient for the dependent variable, Brand Loyalty, is 0.951, indicating a strong level of internal consistency. The obtained Cronbach's alpha coefficients for the independent variables are as follows: The scores obtained for "Perceived Quality," "Brand Trust," and "University Reputation" were 0.964, 0.943, and 0.948, respectively. The scores for "Learning Environment," "Brand Social Image," and "Performance of the University Brand" are 0.964, 0.922, and 0.954, respectively. The Cronbach's alpha coefficients for all the independent variables demonstrate a significant degree of reliability and internal consistency.

Regarding Karabuk University, it was determined that all the measures demonstrated exceptional levels of reliability, as evidenced by Cronbach's alpha coefficients ranging from 0.964 to 0.922. The values surpassed the minimum threshold of 0.70, as recommended by previous studies conducted by Lehman (2005), Nunnally, Bernstein, and Berge (1967), and Wells and Wollack (2003). Considering the mentioned acceptable values, all items were retained, primarily because of the observed Brand Loyalty levels of 0.951 at Karabuk University.

Theoretical Contributions

This study provides a significant addition to the current literature on branding, with a specific focus on university branding. This study confirms the validity and reliability of the university CBBE measures, which were originally developed by Pinar et al. (2014). The study uncovers significant loadings in the outer model, internal consistency, composite reliability, as well as convergent and discriminant validity for all variables. This work includes a second edition that empirically investigates the outcomes of various aspects of brand equity, as suggested by Pinar et al. (2014). This study provides a valuable contribution by identifying the direct and indirect impacts of various aspects of university brand equity and their significance in establishing a strong

university brand and brand equity (Ostrom et al., 2005). The findings are consistent with the university brand ecosystem framework proposed by Pinar et al. (2014), which highlights the interconnections and complex nature of the different components of brand equity (Chatzipanagiotou et al., 2016). The third contribution of this study concerns the results obtained from a research conducted at Karabük University. The findings suggest that the assessment of brand equity dimensions can be successfully implemented in a foreign country, as suggested by Pinar et al. (2014). This discovery confirms the idea that the brand equity scale used in this study has the quality of being applicable to different situations.

Managerial Implications

The findings of this study have three implications that are relevant to managerial practice. Figure 1 illustrates a significant consequence related to the complex nature of university branding and the various aspects of university brand equity. This is corroborated by multiple academic publications, including Aaker (1991), Chatzipanagiotou et al. (2016), Christodoulidis and de Chernatony (2010), Christodoulidis et al. (2015), Mourad et al. (2020), and Pappu et al. (2005). Considering that these relationships are ongoing and interrelated, akin to a brand ecosystem (Pinar and Trapp, 2008; Pinar et al., 2011), it is crucial for university administrators to acknowledge that any alteration in one aspect of customer-based brand equity (CBBE) can have significant direct and/or indirect effects on the other aspects. Changes in brand recognition directly affect the level of customer loyalty to a brand. Nevertheless, as depicted in Figure 2, these modifications would also result in indirect ramifications by impacting the various facets of brand equity. The implications of the findings of this study are extremely important. The second implication pertains to the utilization of marketing communications as a method to augment awareness and facilitate promotion of the university. University administrators can choose between traditional or digital methods of communication to market and promote their institutions. Nevertheless, it is crucial for them to abstain from spreading any misleading or deceptive statements and communications. The justification for this is based on the acknowledgment of the possible detrimental consequences that deceptive communications can have in the future, regardless of any immediate benefits they may provide (Joyvice et al., 2019).

This principle applies not only to conventional methods of communication but also to the domain of social and digital media (Pharr, 2019). An important implication of this analysis is the importance of creating a favorable learning environment. Figure 2 demonstrates that the learning environment significantly impacts various elements of brand equity, including perceived quality, brand trust, emotional environment, and reputation. Furthermore, the learning environment has an indirect impact on brand loyalty by virtue of its interconnected relationships with the other aspects of consumer-based brand equity. Therefore, given the importance of personal connections in university education, it is crucial for universities to establish an atmosphere that promotes the formation of friendships and personal relationships. These elements have a substantial impact on students' overall experiences (Elsharnouby and Parsons, 2010). Students' perception of the university experience is influenced by multiple factors, encompassing not only practical elements like degree programs, but also their engagement in a diverse educational and social structure (Rutter et al., 2017).

Limitations

This study provides valuable insights into the various aspects of customer-based brand equity (CBBE) and their interconnectedness in the context of developing a strong brand and brand equity for a university. Nevertheless, it is crucial to recognize that a major limitation of this study lies in its exclusive concentration on a solitary government-owned university situated in Turkey. It is highly recommended that future research includes a wider array of educational institutions, encompassing both public and private colleges, to enable thorough comparisons. Moreover, the research exclusively concentrated on the subjective perspectives of the students. Future research may yield advantages by examining the perspectives of other stakeholders, such as faculty, staff, alumni, and parents. Furthermore, a crucial metric was utilized to evaluate the various aspects of Customer-Based Brand Equity (CBBE). Future research could explore the use of an agreement scale to evaluate the effectiveness of a university brand, in conjunction with an importance scale that incorporates the attributes of Customer-Based Brand Equity (CBBE) for comparative analysis. Our investigation centered on a prominent Turkish university that is owned by the government. In order to ensure the

accuracy, consistency, and applicability of the scale measurements, it is advisable to analyze the brand equity factors utilized in this research within different cultural settings.

Research Determinants

Factors influencing the influence of the learning environment and brand value dimensions on brand loyalty in higher education: The dimensions encompassed in this study are brand reputation, quality, brand affiliation, brand trust, learning environment, emotional atmosphere, brand loyalty, and brand identity (Pinar, Girard et al. 2020). According to the study, the learning environment plays a significant role in determining brand loyalty. An optimal educational setting has the potential to enhance student contentment and foster a strong sense of allegiance towards the university brand (Kim, Knotts et al. 2022). Brand Image/Brand Association: Research has revealed that brand image/brand association plays a crucial role in fostering brand loyalty. According to Azizan and Yusr (2019), a favorable perception of a brand can enhance students' allegiance to the university brand. Perceived quality, which refers to the subjective assessment of the overall excellence of a brand, plays a crucial role in fostering brand loyalty within the higher education sector. The university's brand loyalty can be influenced by students' perceptions of the quality of education and services offered (Todea, Davidescu et al. 2022). Student satisfaction plays a crucial role in fostering brand loyalty. Higher levels of student satisfaction contribute to increased university brand retention (Cant, Gazula et al. 2023). Trust: The level of trust in the college brand plays a crucial role in determining brand loyalty. According to Rew, Cha et al. (2023), students who have confidence in the university are more inclined to exhibit loyalty towards the university's brand. It is important to acknowledge that these factors, while potentially supported by research findings, may not directly apply to the empirical study carried out at Karabük University (Ayar & Gürbüz, 2021).

Recommendations For Further Research

Considering the limitations mentioned earlier, further empirical research is necessary to expand the scope of the study. There is the possibility to improve and broaden the current research framework in order to improve results and overcome

inherent limitations. The attributes of the educational setting and the value of the brand. Research agents can be employed in various industries, including hospitals, restaurants, airports, and government institutions, to examine their impact on Brand Loyalty. Further investigations can improve understanding of the mentioned concept by utilizing alternative technologies. Subsequent research could potentially explore the trust mechanism in different service settings to determine the applicability of the results across diverse industries.

Conclusion

This study examines the importance of different attributes of university brand equity and their interconnections as perceived by Turkish university students. The results suggest that the university demonstrates significant loadings in the outer model, internal consistency, and composite reliability. Furthermore, all AVE values have been confirmed to exhibit convergent validity. The study revealed significant correlations between various aspects of brand equity, such as perceived quality, brand trust, university reputation, learning environment, brand social image, and university brand performance. These associations indicate that the mentioned characteristics, whether examined as a whole or separately, can impact the learning experiences of college students. Therefore, this influence could potentially impact the creation of a strong university brand and the subsequent growth of brand value.

The research presents evidence of the complex and interconnected nature of brand equity in the context of universities, emphasizing the multiple characteristics that are involved. Universities, as complex entities comprising various sub-brands, require extensive initiatives in brand management that involve a comprehensive approach to comprehend brands and their intrinsic value. The establishment of brand awareness is crucial for the development of a strong university brand and brand equity, as it directly or indirectly impacts various aspects of brand equity. In the modern digital environment, higher education institutions are expanding their branding strategies by integrating social media platforms like Twitter and Facebook into their repertoire. However, it is crucial for organizations to avoid participating in deceptive forms of communication in order to improve brand awareness and prevent the gradual decline of brand value over time.

The dependent variable in this study is brand loyalty, which serves as an indicator of the significance of antecedent factors in influencing loyalty towards a university brand. The variables of perceived quality, brand trust, and university reputation have been identified as critical factors that exhibit robust associations with brand loyalty. University administrators should prioritize their branding strategy in order to enhance brand loyalty for their institution. It is crucial to recognize that the learning environment and the reputation of the university significantly impact brand loyalty. The establishment of a robust university brand relies heavily on brand association, which is shaped by students' views and the institutions' management of their interactions with students. The learning environment is a crucial factor that influences the perceived quality, reputation, brand social image, and brand trust. It is imperative for universities to establish avenues for student-to-student contacts and facilitate the integration of new students into campus life, in order to cultivate a comprehensive and enjoyable educational experience.

The faculty members play a crucial role in establishing and enhancing brand trust by cultivating brand connections and fostering a conducive learning environment. The selection process of students is influenced by factors such as the caliber of university graduates, their performance and subsequent integration into the labor market, and the availability of career job placement services provided by the institution. It is imperative for universities to strategically recruit and retain their most exceptional faculty members in order to enhance their institutional branding.

The enhancement of the university brand's performance does not inherently lead to a commensurate elevation in the significance of brand trust, university reputation, or brand loyalty. The aforementioned discovery holds significance in comprehending cross-cultural disparities, particularly in collectivist societies such as Turkey, where students may exhibit diminished anticipations regarding assistance from academic personnel. Enhancing the proximity between students and faculty/staff has the potential to enhance students' trust, loyalty, and commitment towards their academic institution.

University administrators have the ability to cultivate a conducive learning environment that fosters positive relationships and interactions among students, teachers, and staff throughout students' academic journey, thereby fostering a sense of loyalty towards the university. The observed higher mean values of the data support the notion that scale metrics play a significant role in establishing a robust university brand

and brand equity. In conclusion, it is imperative for universities to establish and sustain robust brand connections rooted in numerous favorable student experiences in order to cultivate a formidable institutional brand.

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APPENDIX RESEARCH QUESTIONNAIRES

Dear Respondents,

You are invited to participate in this survey about *THE INFLUENCE OF LEARNING ENVIRONMENT AND BRAND EQUITY DIMENSIONS ON BRAND LOYALTY (AN EMPIRICAL STUDY AT KARABÜK UNIVERSITY)* This research is the fulfilment of completing my Master of Business Administration from Karabuk University, I would appreciate it if you could spare some time and think about completing the survey. I hope that you would co-operate in completing the questionnaire to the best of your ability. This questionnaire consists of four parts/sections. Part, one consists of questions about your demographic profile; continue with part two about **Brand loyalty**, and the third part about brand equity dimensions (Perceived quality, Brand trust, University reputation, brand social image, Performance of the university brand), and last part about Learning environment. All information provided in this survey will no means reflect the identity of the participants. It will be kept strictly confidential and will be used merely for academic purposes.

THANK YOU

İMAD EDDİN ALCAMUS

Lisansüstü Eğitim Enstitüsü/ Yüksek Lisans - İşletme

Section A: Demographic

1. GENDER

Male	Female

2. Age

less than 20	21-24	24-28	28-32	More Than 32

3. Education Level

Freshman	Sophomore	Junior	Senior	Graduate Students

Section B: Brand Loyalty

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The university is one of the first choices of prospective students					
2	The university's graduates recommend the university to others					
3	The university's graduates are loyal to the university					
4	The university's graduates are proud of the university					
5	Its students (or graduates) are proud to have other people know that they will have (or have) a degree from the university					

Section C: Perceived Quality

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The university's faculty are knowledgeable in their fields					
2	The faculty are polite in responding to students					
3	The faculty care about students' needs					
4	The faculty are responsive to student needs					
5	The faculty are willing to help students					
6	The faculty are accessible for students' questions and concerns					

Section D: Brand Trust

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	Students have trust in the education they are receiving /received from the university					
2	The faculty are honest with students					
3	The faculty and students trust each other					
4	The faculty emphasize ethical values in their courses					

Section E: University Reputation

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The graduates of the university earn higher incomes than industry average					
2	Companies prefer recruiting the university's graduates					
3	The university's graduates are well-recognized in their professions					
4	The university's graduates have successful careers					
5	The university's graduates receive good job offers					
6	The university's graduates are employed before or soon after graduation					

Section F: Learning Environment

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The university has a supportive learning environment					
2	The university is known as a respected institution					
3	The university has high academic standards					
4	The university offers well-known degree programs.					
5	The university has a well-known academic reputation					
6	Based on the cost of tuition, the university offers a good educational value					

Section J: Brand Social Image

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	This brand of university fits my personality					
2	I would be proud to own a university of this brand					
3	This brand of university will be well regarded by my friends					
4	In its status and style, this brand matches my personality.					

Section H: Performance Of The University Brand

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	From this Performance of the university brand, I can expect superior performance for university					
2	During use, this Performance of the university brand is highly unlikely to be defective					
3	Performance of the university brand is made so as to work trouble free					
4	This Performance of the university brand will work very well.					

CURRICULUM VITAE

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