

ROLE OF TRADITIONAL MARKETING ACTIVITIES IN CREATING UNIVERSITY BRAND IMAGE AND REPUTATION: MEDIATING ROLE OF CUSTOMER VALUE CO-CREATION BEHAVIOR

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ABSTRACT

The aim of this study is to investigate the impact of traditional marketing activities on the university's brand image and reputation with the mediating effect of customer value co-creation behavior. By focusing on a variety of traditional marketing activities, this study aims to create a sense of how universities and students work together and co-create value with each other to enhance the image and reputation of universities. The competition among higher education institutions has been increasing for increased enrollment of students. The research design applied is quantitative and deductive research approach has been used. We used partial least square equation modelling (smart PLS-SEM) for measuring reliability, validity and final data analysis. The sample of this study comprised of 300 students from five public and private sector universities in Lahore. Findings of the study support the favorable benefits of traditional marketing activities (TMA) such as TV ads, print ads and Word of mouth (WOM) on customer participation and citizenship behavior. The study emphasizes the importance of customer value co-creation behavior in enhancing the university brand image and reputation.

Keywords: traditional marketing activities, student value co-creation behavior, customer citizenship behavior, university reputation, university image, brand image

INTRODUCTION

In the mind of the customer, brand image is defined as an intellectual map of the company (Foroudi, Yu, Gupta, & Foroudi, 2018). An individual's immediate mental image of the business is a brand image (Foroudi, Melewar, & Gupta, 2014). In today's marketing and education fields, customer value co-creation behavior is the utmost investigated area. According to Foroudi et al., (2018), a company can strive and

acquire more returns, efficiency, and profitability by encouraging customers to contribute to value creation. Higher education institutions like universities are competing to recruit increased students as the world markets become more globalized (Fagerstrøm & Ghinea, 2013). Marketing activities contain all the advertising media of any kind which include email messages, catalogs, published advertising such as newspapers or magazines, SMS or text messages, Internet media, blogs, RSS feeds, radio advertisements, advertising, promoting, and marketing the project, program or any institution (METABANK, 2017). The role of traditional marketing activities in establishing the brand image and reputation in universities is the subject of our investigation. Radio, billboards, word of mouth, television, and physical print and placement are examples of traditional marketing. These types of traditional marketing strategies can have a wide reach and a clearly defined duration and population (Geraghty & Conway, 2016).

According to Wu et al., (2019) brand image is derived from brand customers' evaluations and brand image in the consumers' memory will become a significant factor in their purchasing or enrolling decisions. The public's view of an organization is known as brand reputation (Anušić, 2021). Consumers' overall appraisal of university brand reputation is provided with judgment (Foroudi, Melewar, & Gupta, 2014). Customer value co-creation behavior may be increased considerably when a brand is associated with higher education which directly contributes to the establishment of the brand image of universities (Foroudi, Yu, Gupta, & Foroudi, 2018). Customer value co-creation behavior can be increased when a brand is linked with higher education, and this directly contributes to the establishment of a university's brand image (Foroudi, Yu, Gupta, & Foroudi, 2018). Due to limited information or access to the marketing activities of higher education institutions, the prospective or potential students, therefore, do not engage themselves to make their university selection decision; universities can cultivate and foster students' attachment and attitude toward the university (Eldegwy, H. Elsharnouby & Kortam, 2018). Researchers have studied how to enhance the university's brand image, however, there has not been a lot of information and attention given to the marketing activities (traditional ways and tools) and specifically if traditional marketing activities increase the university's brand image (ElAydi, 2018).

Customer value co-creation behavior may be increased considerably when a brand is associated with higher education which directly contributes to the establishment of the brand image of universities (Foroudi, Yu, Gupta, & Foroudi, 2018). The study addresses the gap in the literature as the marketing activities and the high-tech role is important in building a brand image and encourages the co-creation behavior of clients and contribute to a better brand image. Marketing strategy in the higher education domain has been the subject of recent research. Customer value co-creation behavior can be increased when a brand is linked with higher education, and this directly contributes to the establishment of a university's brand image (Foroudi, Yu, Gupta, & Foroudi, 2018). The study fills the gap in the literature by claiming that while marketing activities and the technology role are both important in building a brand, marketing activities can also inspire consumer value co-creation and contribute to a better brand image. The main goal of this study is to look at the impact of traditional marketing efforts on the image and reputation of universities. The present study aims:

- To investigate the impact of traditional marketing activities on customer value co-creation behavior.
- To study the impact of traditional marketing activities on university brand image and its reputation.
- To identify the mediating role of customer value co-creation behavior in creating brand image and reputation of universities.

LITERATURE REVIEW

Owen and Jane Mary, (2021) state that all the traditional marketing tools are evaluated as “viable and very effective” by most of the respondents in the study. The activities that existed before the dot com or internet services are the traditional marketing activities. Universities have a vast economy of services and information that must be maintained and made available to students on a regular basis through marketing activities (Harper, 2019). This research is conducted to learn more about the traditional marketing activities offered by higher education institutions to enhance their brand image and reputation.

Traditional Marketing Activities:

According to Adam Smith (2020), some may consider printed marketing materials in traditional marketing tools such as booklets, catalogs, brochures, and postcards as relics of a past era. With printed documents, there are no pop-ups or auto-play adverts, which internet users are becoming tired of. According to Vladimir Varadjanin, (2017) higher education institutions provide a specific set of services to their customers, making them a part of the public sector. The needs and wants of universities users fluctuate as the environment changes, demanding the monitoring and adjustment of these changes through marketing activities to meet the customer needs. Branding in the higher education domain is examined by Robert A. Sevier, (2008) in terms of the brand image. The tendency of students, sponsors, and others to use brands as status symbols and indicators of success is referred to as brand image in this context. Haji Zakariah et al., (2017) examined that due to the growing number of private institutions in Malaysia, private colleges and universities are facing stiff competition in getting students to study at their institutions. Bilgin, (2018) asserted that “a centrally significant rule of marketing and promoting is that the marketing activities must be outfitted towards the customers”, additionally applied this concept to the setting or context of Higher Education.

In this study, we see that Lee (2017) demonstrated that print communication is being provided to potential students of higher education as booklets, prospectus, student guides, etc., However, recognized that “many students have various media preferences which may be identified with differences in cultural values and level of communication framework in their nation of origin (home country).” Ansasri et. al., (2018) described that many universities utilize their marketing activities to differentiate their images in the higher education markets. University brand image is enhanced when proper orientation and training for students are provided as well as improved

reputations, accessibility, innovation, and the aesthetic-affective component (Casanoves-Boix, Küster-Bolud, & Vila, 2020). Traditional marketing tools and activities can be depicted as magazines, business cards, notices, ads on TV, papers, and ads just like bulletins or leaflets (Michael & Johannes, 2016). There are hundreds of advertising spots taken by the biggest brands that produce the most exceptional, funny, and captivating ads (Kuyucu, 2020).

Marketing Insights for Professionals, (2021) stated that traditional marketing should not be abandoned in this digital age because these true tactics can still have a significant impact on customers. As marketing tricks, billboards, magazines, flyers, and posters have become embedded in our mindset. The audience addressed directly that makes the marketing approach more accessible to customers. Marketing Insights for Professionals, (2018) In-person events provide great networking chances for the brand, which can lead to important links and partnerships. Kuyucu and Mihalıs, (2020) demonstrates that in traditional marketing, TV advertisement also has the advantage of providing opportunities for complexity and exposing the customers to audio-visual stimulation that outnumbers any other advertising medium in this era. Little is known about service product advertising methods and their effects on targeted customers, particularly in higher education (Awale & Shrestha, 2021). Over the last 12 months, universities have faced significant challenges (Deering, 2021). Many institutions had to deal with physical shut down and re-opening to manage covid-19 outbreaks among students and staff and were forced to switch online with little or no time to plan what is a huge strategic transition because of the epidemic. According to METABANK, (2021) many people are unaware that even in the most digitally savvy generation, the millennial spends more time watching traditional television than engaging with any other kind of media whether it is offline or online.

H1: Traditional marketing activities have an impact on customer value co creation behavior

H2: Traditional Marketing activities have a direct positive impact on university brand image.

Customer Value Co-Creation Behavior and Image of University:

Students participate and collaborate with the institution through continual interactive activities which in turn enhances the university's brand image (Hatch & Schultz, 2010). As a result, the nature of a university's local involvement techniques is dictated as much by their position on the higher education market as by their integration into the local economy, culture, and government. (Lebeau & Bennion, 2012).

Any sort of innovation has the potential to revitalize brand loyalty. Co-creation is a business approach that is an open innovation for customers in a company, particularly in the service industry (Kumar & Kandoi, 2018). According to Abror et al., (2019) customers and other stakeholders participate in value co-creation which is described as a cooperative innovation of distinctive values and experiences. Students' engagement in value co-creation indicates their dedication to the university's brand which increases the brand image (Ozuem, Willis, Howell, & Helal, 2021). Students have a more important relationship with the university when they select the university; they are making a lifelong decision unlike other purchase decisions as the university

name will always be linked with their own (Rutter, 2015). Brand image is important for those students who graduate from the university as compared to the future students who are yet to be graduated (Charles Dennis, 2016).

Lien Nguyen and Tom Meng Yen Lin (2021) examines the role of student co-creation activities in contributing the student satisfaction, perceived university image, and positive word of mouth. The author describes that non-profit organizations such as universities have begun to perceive multiple stakeholders such as faculties, alumni, and students collaborating to produce value through co-creation (Nguyen & Yen Lin, 2021). Customer value co-creation is becoming increasingly important for institutes to maintain a successful reputation and image (Foroudi, Yu, Gupta, & Foroudi, 2018). Thus, the hypothesis is:

H3: Customer value co-creation has a direct positive impact on university brand image.

University Brand Image and Reputation:

To have more positive image, the brand must have strong, unique, and favorable associations. Trần and Trinh, (2021) examined that the brand has evolved into one of the most important marketing tools and it is used in every sale or purchase. Abdelbaset et al. (2020) explores that the primary goal image management in the universities is to recruit students and set themselves apart from the competition.

Javier et al., (2020) assesses an organization's reputation is made up of the stakeholders' opinions, perceptions, and actions. Dedy Ansari et al., (2018) state that reputation is crucial since it relates to a brand image which undoubtedly influences a person's thoughts or perceptions. According to Sufrin Hannan, (2021) brand image speaks or represents the buyer's personal symbolism that consists of a considerable number of all the definitions and its evaluation that is identified with the brand. Eva A van R et al., (2017) investigate the ideas of brand identity and brand image from a brand expansion point of view.

Many international and national students are attempting to develop impressions of these institutions when determining where to study because of the introduction of branch campuses in numerous Higher education centers throughout the world (Wilkins & Huisman, 2014). Ciaran Deering, (2021) examines some universities' images and reputations that have been claimed to be more significant than actual teaching quality, and logic would predict that transmitting the image is high on the priority list, suggesting a role for branding. Therefore, we hypothesized:

H4: University brand image has a direct positive impact on university brand reputation.

Customer value co-creation behavior as a mediating role:

Prahalad and Venkat (2004), stated that for value creation, leaders now require a new frame of reference. The customer co-creation experience becomes the core foundation of value. According to Harahap et al., (2018) the method of spreading information or word of mouth Melissa Lau, (2016) explores that various previous research has concluded that students should be seen as customers because they pay

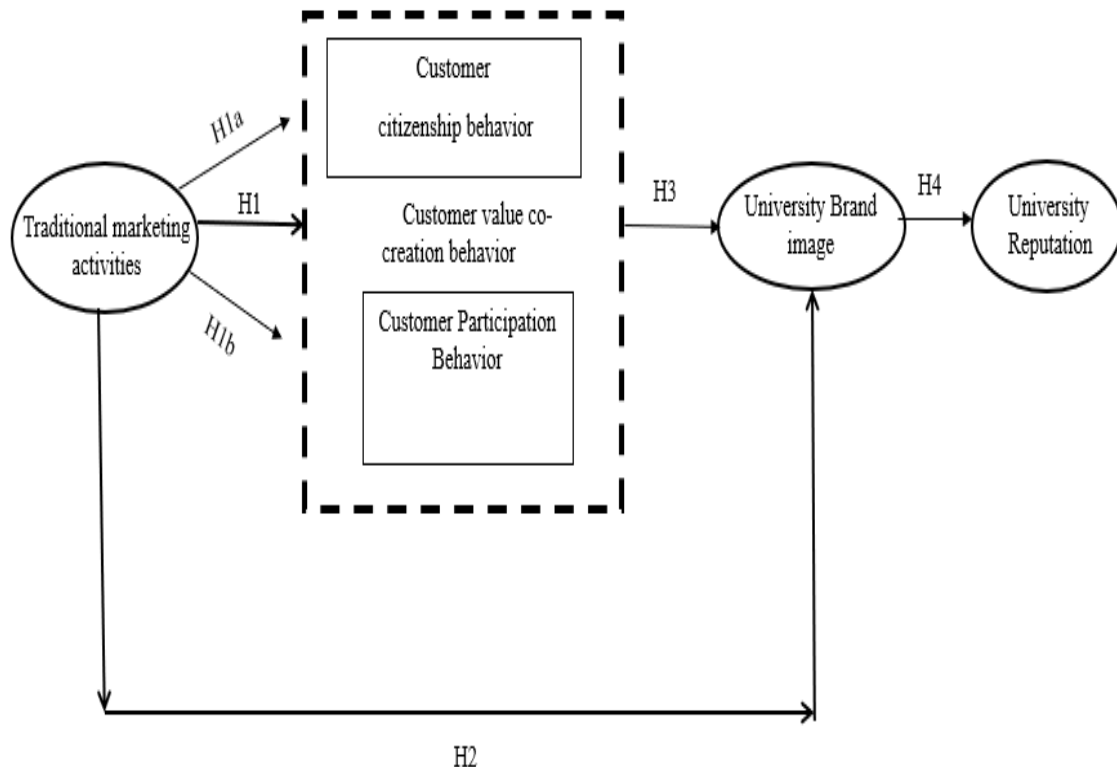
fees and receive program delivery from educational institutions. When going through the stages of making purchase decisions, students function as customers in the decision-making process of choosing colleges or universities. The views of university students in Dhaka city toward advertising are investigated in his study (Rahman, 2016). This literature view finds that students have a favorable opinion of advertising's economic influence. According to the report, advertisers create factor-oriented, excitement and entertainment-based advertising that may include emotional messages while keeping in mind Bangladeshi traditions. To reach customers, advertising agencies must generate effective advertising messages.

The customer co-creation experience becomes the core foundation of value. The author believes that the new edge in value co creation is opening with a plethora of new opportunities. The customer's role has shifted from isolated to connected, from oblivious to informed and from passive to active in this era. When going through the stages of making purchase decisions, students function as customers in the decision-making process of choosing colleges or universities. It is obvious that universities plan their marketing activities towards aiming to build positive relationships with prospective students. A company's reputation is built by an organization's ability to keep promises made through the marketing and other activities over time, whether it is a traditional marketing technique (Lomer, Papatsiba, & Naidoo, 2016). So, we can say that by improving relations and interaction between university staff and students and with the public as well, the brand image can become strong and, in this way, students will know more about the university and the reputation will also become strong. When the institution takes constant efforts to strengthen its brand image and reputation, it may obtain a durable competitive advantage.

According to Harahap et al., (2018) customers have more opportunities to connect with a brand when new value is created and initiatives to do so are becoming increasingly common. This literature review tries to figure out how co-creation might assist in establishing strong brands and increase customer loyalty in businesses. After becoming disappointed with current options, customers want to interact with businesses and co create value. A company can obtain a competitive advantage by allowing the customers to co-create unique experiences through successful interaction. The company emphasizes the complete experience of its customer's participation in the co-creation process. So, in this case, this hypothesis is proposed:

H5: Customer value co-creation behavior plays a mediating role between traditional marketing activities and brand image

Figure 1 provides the conceptual framework to examine the role of traditional marketing activities in creating university brand image and reputation, while investigating the mediating role of customer value co-creation behavior.



RESEARCH METHODOLOGY

A quantitative research approach is used since this approach strengthens the understanding of significance of marketing activities that are traditional and being used to create a brand image and reputation of higher education institutions. A descriptive research method is used in this research in which a survey was conducted for collection of data from higher education institution individuals of Lahore, Pakistan. Deductive research strategy was used.

Sample size was selected by using the (Yi & Gong, 2013) technique, in which it is quite clear that by using this method the minimum requirement of the sample size should be 300 questionnaires. The sample of this study comprised of 300 students from five universities (UET, PU, UMT, UCP and LUMS) in Lahore, Pakistan that gave a total of 300 respondents in which 7 questionnaires were incomplete thus discarded, leaving the final sample of 293 from these universities. The population of the research comprised of students within the reach who could well understand the questionnaire with no trouble. Moreover, to save the time the questionnaires were given and collected in person. The research is carried out at five universities of Pakistan that is Punjab University, LUMS, University of central Punjab (UCP), University of engineering and technology (UET) and University of management and technology (UMT). In this study, survey was conducted from nearby universities in Lahore until

the information is arrived at satisfactory immersion point and the research question could be addressed sufficiently. This study has used non-probability convenience sampling based on the references in three universities i.e., UET, Punjab University and LUMS. Moreover, this sampling technique is least time consuming for the researcher and is open to the general public within the reach so it is most convenient technique for researcher, although participation is contingent on the researcher's area.

Measures

The researcher used a multidimensional concept (Yi & Gong, 2013) to measure customer value co-creation behavior. In this research, researcher collected quantitative data through questionnaires which is used as an instrument for the study. The questionnaires were distributed to 300 individuals of five universities in Lahore. The questionnaire consists of demographic information of the respondents like gender & age for specifying results. In this study, the formative measurement model is used to measure customer value co-creation behavior with two dimensions that are customer citizenship behavior and customer participation behavior. The other two dependent variables University brand image and brand reputation were extracted from the existing scales (Foroudi, Melewar, & Gupta, 2014) and modified during the quantitative analysis. Students were expected to provide their responses on 9 items of traditional marketing activities, 24 items of customer value co-creation behavior, 5 items of brand image & 4 items of university brand reputation. Five-point Likert scale was used to evaluate the items in this study with 1= strongly agree and 5= strongly Disagree being the range.

RESULTS

According to Hair et al., (2019) when a model consists of several constructs and a high number of items, then PLS-SEM 3.2 software enables the solutions with modest sample sizes. In data analysis of this study, both measurement and structural model have been assessed separately.

Measurement Model:

Reliability and Validity

Reliability of the instrument has been measured through values of Cronbach alpha, rho A and composite reliability. The values of Cronbach Alpha in this study are above 0.8 for all instruments, which is desirable for each requirement to meet the measures of (Hair Jr., Black, Babin, & Anderson, 2014). The values of composite reliability are also above 0.80 for all study variables. Average Variance Extracted (AVE) is measured for convergent validity. Its value is greater than 0.5 showing that all variables are statistically correlated and validated. Table 1 shows values of Cronbach Alpha, CR and AVE for all study variables.

Table 1: Reliability and Validity

	Cronbach Alpha	Composite Reliability (CR)	AVE
CVCC	0.862	0.881	0.584
TMA	0.823	0.867	0.697
UBI	0.822	0.876	0.588
UBR	0.815	0.877	0.643

Discriminant Validity:

The purpose of discriminant validity is to assure that a reflective construct in PLS path model has the strongest associations with its own indicators in comparison to any other construct (Hair, M. Ringle, & Sarstedt, 2017). Table 2 shows that the correlations are less than the square root of AVE of respective study variable.

Table 2: Discriminant Validity

	CVCC	TMA	UBI	UBR
CVCC	0.502			
TMA	0.609	0.696		
UBI	0.706	0.505	0.767	
UBR	0.650	0.566	0.736	0.802

Structural Model:

Outer Loadings:

Outer loadings of 0.7 or higher on manifest variables are considered highly desirable, whereas 0.5 is viewed adequate. The loadings that were less than 0.7 were eliminated. Outer loadings of 0.4 are acceptable, while manifest variables with loadings between 0.4 and 0.7 have been eliminated. Questions of IS3 (I have paid attention to how others behave to use this service well), PI3 (I was polite to the University's staff and other students), TMA8 (I would say positive things about University events and activities to other people) and TMA9 (Word of mouth communication has a more substantial impact on potential customers in traditional marketing activities) had outer loadings of 0.402, 0.427, 0.581 and 0.401 and hence eliminated in this research as the loadings were less than 0.7.

Analysis of Multicollinearity:

PLS-SEM provides VIF in table format for each latent variable with two or more predictors. In ideal conditions, VIF value should be less than 3 though, it is also acceptable if values are less than 5 (Hair, Ringle, Gudergan, & Fischer, 2018). There

are some criteria which explains if VIF value is less than 5 and near to 1 then there is no correlation (Hair, M. Ringle, & Sarstedt, 2017). It measures multicollinearity in the data. In this study, data showed that all values are acceptable as they are less than 3. So, outcomes show no collinearity between the questions

Path Coefficients:

All the hypotheses were accepted as the values of β coefficient were significant ($p < 0.05$). Table 3 shows the values of β coefficients, T statistic and P values for all five hypotheses.

Table 3: Path Coefficients

Path Coefficients	Hypothesis	Beta Coefficient (β)	T-Statistics	P Values
CVCCB → UBI	H3	0.676	18.096	0.000
TMA → CVCCB	H1	0.466	9.441	0.000
TMA → UBI	H2	0.315	7.667	0.000
UBI → UBR	H4	0.737	24.257	0.000
TMA → CVCCB → UBI	H5	0.315	7.667	0.000

Coefficient of Determination R^2 :

The study examined the mediation effect of customer value co-creation by analyzing the total indirect effects in PLS-SEM 3.0. The results shows that independent variable (Traditional marketing activities) has 37% effect on customer value co-creation behavior, 49% on university brand image and 54% on university brand reputation, which means that independent variable (traditional marketing activities) has moderate effect on CVCCB, UBI, & UBR.

Predictive Relevance Q^2 :

Q^2 can be determined by running blindfolding technique in smart PLS SEM. The values greater than 0 suggests that values have been well reconstructed and that the model has predictive relevance (Hair, M. Ringle, & Sarstedt, 2017). The Q^2 value of CVCCB is 0.11, UBI is 0.27 and for UBR, the value is 0.34. The results indicates that all values are greater than 0 which means that values are well reconstructed, and model is predictive.

F2 Effect Size

According to Wynne W. Chin, (1998) values of F^2 0.02 or below considered as weak effect, 0.15 is moderate effect and 0.35 has significant effect. The result shows that after removing independent variable, CVCCB (0.99) has significant impact on UBI, UBI has significant impact on UBR with a value of 1.180 and TMA has significant impact on CVCCB with a value of 0.591. The effect size f^2 in a structural model should be measured in addition to the R^2 values of all dependent variables.

DISCUSSION AND CONCLUSION

The purpose of this study was to investigate how essential the traditional marketing activities (TMA) is in driving the customer value co-creation behavior, which leads to university brand image (UBI) and reputation. Findings of the study support the favorable benefits of traditional marketing activities (TMA) such as TV ads, print ads and Word of mouth (WOM) on customer participation and citizenship behavior. The study emphasizes the importance of customer value co-creation behavior in enhancing the university brand image and reputation.

Fundamentally, this study adds to current information by presenting a multidimensionality of customer value co-creation behavior and advertisements in the setting of a higher education institutions of Lahore. This research has confirmed that when students believe that the university's traditional marketing techniques can provide them with enough and clear information about the university and its reputation, then they are more likely to engage in value co creation behavior (Chun, 2005). Student value co-creation behavior also has a clear advantage for the university such as better image and reputation (Hatch & Schultz, 2010). Students exchange knowledge and experiences with other students to improve the university's brand image. As the results of the research findings, all the hypothesis has been confirmed. The findings emphasized the significance of the relationship aspects. Concisely, the performance of traditional marketing activities is a major determinant of brand competition. There is also little research conducted on how to assess the university's image by using traditional marketing activities.

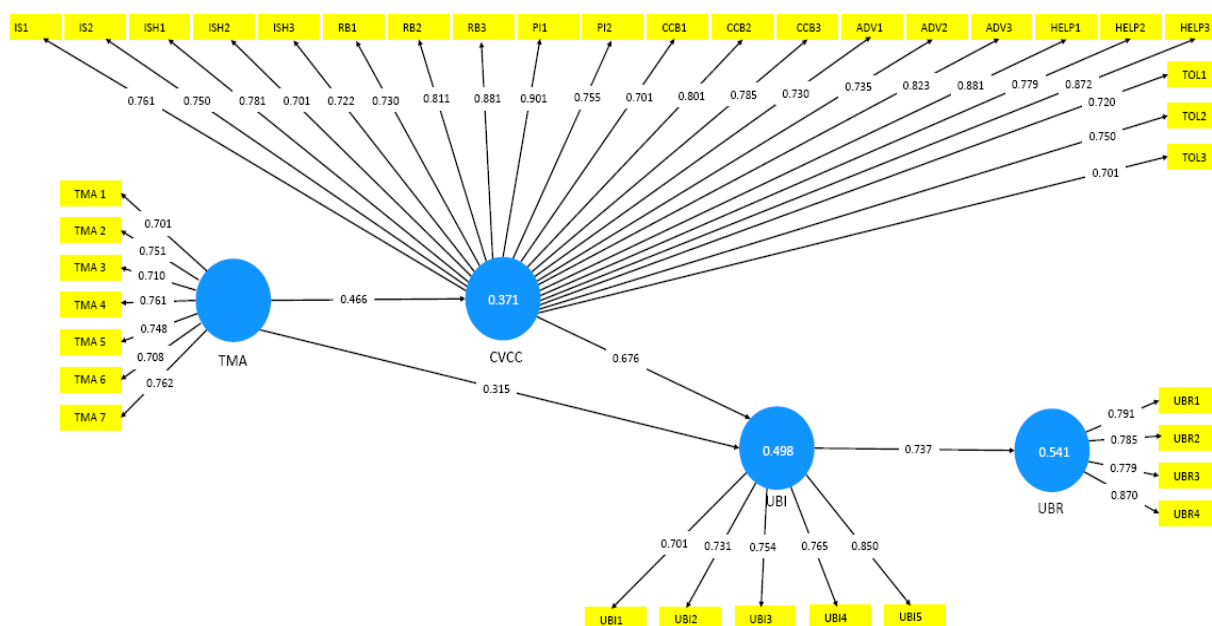


Figure 1: Structural Model

MANAGERIAL IMPLICATIONS

For managerial implications, traditional marketing activities can play an essential role in encouraging customers to engage in value co-creation. Because the aim of students viewing the advertisements is to obtain the information about university which means that marketing/branding managers must discover other alternative ways like interactive events with bonuses to engage customers actively. Secondly, managers must encourage students to prioritize customer value co creation value (Yi & Gong, 2013). Furthermore, we recommend that marketers and brand managers at HEI use and administer their marketing activities strategically to effectively engage with clients (Jones, 2005). The implications of this study compel university policymakers, marketing directors, and advertising directors to consider the critical role of corporate advertisements in assisting customers in co-creating value, resulting in a more positive image and reputation in HE marketplaces.

FUTURE RESEARCH DIRECTIONS

Future studies may consider the viewpoints of additional stakeholders such as governing bodies, parents, industries, members of other communities, alumni, investors, and legislators. Since this research simply presents the most recent literature analysis and conceptual writing based on the relevant criteria, researchers may use and implement these factors in future research to study and evaluate the attractiveness of an HEI. Other factors such as promotion, service, security, and ease that can impact a student's decision to study at university is likely to be added by the next researcher. Future studies should use a large sample size and more public and private universities to test the proposed research approach. To get significant data, this research should be conducted at more universities in Pakistan. Future studies should investigate more constructs to broaden the model's scope. Lastly, aside from the traditional marketing activities, many additional antecedents can be added to the university scenario such as digital marketing, brand visual image design, and influencer marketing to derive customer value co-creation behavior (Foroudi, Yu, Gupta, & Foroudi, 2018).

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APPENDICES

Sources and Description of Variables:

Outer Loadings:

Code	Variables and Items	Outer Loadings
	Customer Value Co-creation Behavior (Yi and Gong, 2013)	
	Information Seeking	
IS1	I have asked others for information on what the university service offers?	0.761
IS2	I have searched for information on where this service is located?	0.750
IS3	I have paid attention to how others behave to use this service well?	0.402
	Information Sharing: (your own info sharing at time of Admission)	
ISH1	I clearly explained what I wanted the University's employee to do.	0.781
ISH2	I gave the University's employee proper information	0.701
ISH3	I provided necessary information so that the University's employee could perform his or her duties.	0.722
	Responsible Behavior	
RB1	I performed all the tasks that are required.	0.730

RB2	I adequately completed all the expected behaviors	0.811
RB3	I fulfilled responsibilities to the University.	0.881
	Personal Interaction	
PI1	I was friendly to the University's staff and other students	0.901
PI2	I did not act rudely to the University's staff and other students	0.755
PI3	I was polite to the University's staff and other students	0.427
	Customer Citizenship Behavior: (Feedback)	
CCB1	If I have a useful idea on how to improve the University's service, I let the staff know?	0.701
CCB2	When I receive good service from the University's staff, I comment about it.?	0.801
CCB3	When I experience a problem, I let the University's staff know about it?	0.785
	Advocacy:	
ADV1	I said positive things about the University to others?	0.730
ADV2	I recommended the University to others?	0.735
ADV3	I encouraged friends and relatives to attend the University?	0.823
	Helping	
HELP1	I assist other students if they need my help?	0.881
HELP2	I help other students if they seem to have problems?	0.779
HELP3	I teach other students to use the service correctly?	0.872
	Tolerance:	
TOL1	If the University's service is not delivered as expected, I would be willing to put up with it?	0.720
TOL2	If the University's staff makes a mistake during service delivery, I would be willing to be patient?	0.750
TOL3	If I have to wait longer than I normally expected to receive the service, I would be willing to adapt?	0.701
	University Brand Image (Foroudi et al., 2014)	
UBI1	I like the University?	0.701
UBI2	I like the University compared to the other companies in this same sector?	0.731
UBI3	I think other students like the University as well?	0.754
UBI4	The University's visual identity communicates information about the University to its customers?	0.765

UBI5	The University's visual identity/design enhances the University's image?	0.850
	University Brand Reputation (Foroudi et al., 2014)	
UBR1	I have a good feeling about the University?	0.791
UBR2	I admire and respect the University?	0.785
UBR3	The University offers products and services that are good value for money?	0.779
UBR4	The University is well managed?	0.870
	Traditional Marketing Activities (T. Altschwager et al, 2018)	
TMA1	Traditional marketing activities are of marginal importance only to the view of corporate image of the customers the firm has today	0.701
TMA2	I like the ads that this university has published on newspaper?	0.751
TMA3	The ads that this university has released using traditional marketing tools are interesting?	0.710
TMA4	Sport events can have a brand image formed through media exposure, word-of-mouth, advertisement, and personal experiences	0.761
TMA5	It is easier to attract people when the national athletes are star attractions of the events	0.748
TMA6	I would encourage friends and relatives to attend [University] events	0.708
TMA7	I would recommend [University] to someone who seeks my advice	0.762
TMA8	I would say positive things about [University] events and activities to other people	0.581
TMA9	Word of mouth communication has a more substantial impact on potential customers in traditional marketing activities	0.401