Role of digital marketing engagement in shaping brand image and enrolment decision in HEIs

Md. Sohrab[1], **Dr. M. P. Singh**[2]

[1]Research Scholar,*Teerthanker Mahaveer University, Moradabad, UP, India*
Contact email: sohrab.md@gmail.com
[2] Professor, *Teerthanker Mahaveer University, Moradabad, UP, India*

Abstract

Growing competition and digitalization of higher education have intensified the need for effective and authentic branding strategies. The research evaluates and examines the digital marketing practices function in shaping brand authenticity, brand trust, and student loyalty in higher education institutions (HEIs), while also assessing the moderating effect of perceived greenwashing. Employing the appropriate quantitative research design, relevant data were gathered from 400 students through an appropriately designed questionnaire in structured way and analysis was done using SEM and SPSS along with descriptive statistical tools. The study output reveals that digital marketing practices significantly enhance perceived brand trust, which in turn positively influences brand trust and loyalty of the students. Brand trust is partially found mediated by brand image building, the relationship between digital marketing practices and student loyalty. However, perceived greenwashing reduces the link and generates negative brand outcomes where sustainability claims are not credible. The report calls for genuine, transparent, engaging digital marketing to build reliable higher education (HEI) brands in increasingly competitive educational markets.

Key words: Digital marketing practices; Brand image; Brand trust; Student loyalty; Greenwashing;

1. Introduction

The higher education sector has experienced significant transformation due to increasing competition, globalization, and rapid technological advancement. Higher Education Institutions (HEIs) are no longer viewed solely as academic entities but as service-oriented organizations that must actively compete for students, funding, and reputation. In this competitive environment, institutional brand image has emerged as a critical determinant of students' perceptions and enrolment decisions, influencing how prospective students evaluate academic quality, credibility, and future career prospects (Aaker, 1996; Keller, 2013).

Traditional promotional approaches have been progressively replaced by digital marketing platforms such as institutional websites, social media networks, search engines, email campaigns, and online content communities (Abdullah et: al 2024). These platforms enable HEIs to move beyond one-way information dissemination toward interactive, real-time engagement with prospective students (Chaffey & Ellis-Chadwick, 2019). As students increasingly rely on digital channels to search for information and compare institutions, digital marketing has become central to shaping institutional visibility and brand perception (Constantinides & Zinck Stagno, 2011).

Digitally, Engagement-oriented communication allows prospective students to actively participate in the brand-building process, thereby co-creating brand meaning through their online interactions (Dwivedi et al., 2021). Prior studies suggest that higher levels of engagement contribute positively to brand image by enhancing perceived transparency, responsiveness, and authenticity of institutions (Keller, 2013).

Engaging digital content provides students with deeper insights into academic offerings, campus culture, and institutional values, which strengthens emotional connection and trust (Hemsley-Brown & Oplatka, 2015). Social media interactions, peer-generated content, and electronic word-of-mouth further reinforce brand image by offering socially

validated information that influences student attitudes and perceptions (Levy & Gvili, 2015).

Digital platforms increasingly serve as primary information sources, students' engagement with institutional digital marketing content significantly shapes how brand image is formed and internalized, ultimately influencing enrolment intention and final institutional choice (Peruta & Shields, 2017).

Despite the growing importance of digital engagement, much of the existing literature has focused on the adoption of digital marketing tools rather than examining the depth and quality of student engagement.

Moreover, empirical studies exploring the direct and indirect role of digital marketing engagement in shaping HEI brand image and enrolment choice remain limited, particularly in emerging and developing education markets. This gap underscores the need for a comprehensive investigation into how engagement-driven digital marketing strategies influence student perceptions and enrolment behaviour.

2. Review of literature

The review of literature exhibits a systematic examination and evaluation of standing theoretical and empirical studies related to digital marketing engagement, brand image, and student enrolment choice in higher education institutions (HEIs). The literature review synthesizes relevant theories and empirical findings across digital marketing, branding, and higher education studies to establish a conceptual foundation for the present research.

2.1 Digital Marketing in Higher Education Institutions

Earlier studies conceptualized higher education marketing primarily in terms of promotion and student recruitment; however, contemporary research emphasizes relationship-building and value co-creation through digital platforms (Kotler & Fox, 1995; Hemsley-Brown & Oplatka, 2015). Digital marketing in HEIs encompasses the use of websites, social media, search engines, email marketing, and online content to communicate institutional offerings and values to prospective students (Chaffey & Ellis-Chadwick, 2019).

Digital platforms have become the primary source of information for students during the university selection process. Students increasingly rely on institutional websites, social media pages, and online reviews to compare academic programs, campus life, and institutional reputation (Constantinides & Zinck Stagno, 2011). As a result, digital marketing is no longer viewed merely as a communication tool but as a strategic mechanism influencing institutional visibility, credibility, and competitive positioning.

2.2 Digital Marketing Engagement

Recent literature highlights a shift from measuring digital marketing presence to examining digital marketing engagement. Engagement refers to the cognitive, emotional, and behavioural involvement of individuals with digital content, reflecting deeper interaction beyond passive exposure (Dwivedi et al., 2021). In the higher education context, digital engagement includes activities such as content consumption, commenting, sharing, participation in virtual events, and interaction with institutional representatives through digital channels.

Engagement-based digital marketing fosters stronger relationships between institutions and prospective students by facilitating two-way communication and personalization (Chaffey & Ellis-Chadwick, 2019). Higher levels of engagement have been associated with positive brand-related outcomes, including increased brand awareness, trust, and emotional attachment (Keller, 2013). In HEIs, where educational services are intangible and long-term in nature, engagement plays a crucial role in reducing uncertainty and strengthening perceived institutional reliability.

2.3 Brand Image in Higher Education

Brand image is defined as the set of perceptions held by stakeholders about a brand, shaped through direct experience, communication, and symbolic associations (Aaker, 1996). In higher education, brand image reflects students' perceptions of academic quality, institutional credibility, campus culture, and employability outcomes. A positive brand image enhances institutional attractiveness and differentiates HEIs in a crowded education marketplace (Hemsley-Brown & Oplatka, 2015).

Existing studies suggest that digital communication significantly influences brand image formation by shaping how institutional narratives are presented and interpreted online. Interactive digital content, visual storytelling, and peer-generated information contribute to the co-creation of brand image among prospective students (Keller, 2013). Social media engagement has been found to strengthen perceived authenticity and transparency of HEIs, which are critical components of favourable brand image (Peruta & Shields, 2017).

2.4 Enrolment Choice and Student Decision-Making

Student enrolment choice is a complex, high-involvement decision influenced by academic, financial, social, and psychological factors. Traditional models of student choice emphasize institutional reputation, program quality, cost, and career prospects as key determinants (Kotler & Fox, 1995). More recent research acknowledges the growing role of digital information sources and online social influence in shaping enrolment decisions (Hemsley-Brown & Oplatka, 2015).

Digital platforms enable students to access peer opinions, online reviews, and electronic word-of-mouth, which significantly affect enrolment intentions. Studies have shown that positive online interactions and credible digital content increase students' confidence in their institutional choice and reduce perceived risk (Levy & Gvili, 2015). Consequently, digital marketing engagement influences enrolment decisions indirectly by shaping brand image and directly by providing relevant and timely information during the decision-making process.

2.5 Linking Digital Marketing Engagement, Brand Image, and Enrolment Choice

Although prior research has examined digital marketing, branding, and student choice independently, limited studies have integrated these constructs within a single framework. Emerging evidence suggests that digital marketing engagement serves as a key antecedent of brand image, which subsequently influences enrolment intention (Keller, 2013; Dwivedi et al., 2021). Engagement-driven interactions allow students to actively participate in brand meaning creation, thereby strengthening emotional connection and institutional preference.

However, the literature reveals a gap in empirical studies that explicitly examine digital marketing engagement as a multidimensional construct and its role in shaping HEI brand image and enrolment choice, particularly in developing and emerging education markets.

2.6 Research Gap: The standing literature identifies growing importance of digital marketing in higher education; however, several critical gaps remain.

- Most prior studies have focused on the use of individual digital marketing tools such as social media, websites, or online advertising and limited attention has been given to how sustained digital engagement contributes to deeper student and institution relationships.
- Brand image is widely acknowledged as a key factor influencing student choice but with limited integration of engagement-driven digital interactions and brand image within a unified framework.
- Many of the studies employ descriptive designs and lack advanced structural analysis to capture both direct and indirect relationships among engagement, brand image, and enrolment choice.

Addressing these gaps, the present study seeks to empirically examine the role of digital marketing engagement in shaping HEI brand image and influencing students' enrolment choice through an integrated and context-sensitive research framework.

2.7 Research Objectives

- To examines the effect of digital marketing on perceived brand authenticity in higher education.
- To assess the influence of brand building in constructing brand trust among students in HEIs.
- To assess the brand image role in mediating relationship between digital marketing and students' loyalty.

- To examine the impact of greenwashing on brand building for higher education institution.

2.8 Hypothesis

H1: Digital marketing practices significantly improves the brand image of HEIs.

H2: Brand building significantly improves the brand trust in HEIs

H3: Perceived brand image creates relationship between digital marketing and students' loyalty.

H4: Digital marketing practices and brand building is negatively affected by greenwashing.

2.9 Conceptual approach: The defined conceptual framework evaluates the effects of digital marketing practices (DMP) on brand image (BI), Brand Trust (BT), Loyalty of Students (SL) and institutional reputation (IR) in HEIs, along with brand reputation and brand authenticity as mediating variables.

Figure 1: Source: Author self-created

3. Research methodology

Research methodology in the research is concerned with the systematic design of the methods and procedures used to plan, conduct, and analyse a research study. It explains how the research is carried out, along with designing of research, approach methods of data collection and defining sampling, identifying and measuring variables and data analysis.

3.1 Research Design: The study employs the descriptive and exploratory research design to assess the relationships among digital marketing engagement, brand image, and students' enrolment choice in Higher Education Institutions (HEIs). A descriptive approach is used to understand students' perceptions and engagement levels with institutional digital platforms, while an explanatory design is employed to test causal relationships among the study variables.

3.2 Research approach: The quantitative research is employed for the study aims to measure perceptions, attitudes, and behavioural intentions of students using structured data and statistical techniques. This approach enables objective analysis and hypothesis testing through numerical data.

3.3 Sample and population: The population consist of the current and prospective students at HEI level who actively use digital platforms for information search and decision-making. The stratified random sampling method is adopted to ensure an adequate representation of students from both undergraduate and graduate levels. The minimum sample size required to obtain reliable generalizable results is 385.

3.4 Method of data collection: Primary data are collected through a structured questionnaire that is administered on both online and offline. A five-point Likert scale is used in the questionnaire ranging from "strongly agree (5) to "strongly disagree" (1). The itemization in questionnaire is based on validated scales from previous studies that have been modified for the context of higher education.

3.5 Measurement of Variables

- Digital Marketing Engagement is measured through cognitive, emotional, and behavioural engagement indicators related to students' interaction with institutional digital content.
- Brand Image is measured using indicators such as perceived quality, credibility, trust, and overall institutional impression.
- Enrolment Choice is assessed through students' intention to apply, preference for the institution, and likelihood of recommendation.

4. Data Analysis and presentation

Data analysis was conducted after data coding and editing and were conducted using advance excel and SPSS and relationship was determined using Smart PLS.

4.1 Data screening and preparation: Overall 420 questionnaires were returned to us where 400 responses were found to be valid. Data were screen with missing variables, normality and outlier where missing data were minimal less than 2%.

Respondents' demographic profiles

Table 1: Source: Author self-developed

Variables	Category	Frequency (n=400)	Percentage (%)
Gender	Male	179	45%
	Female	221	55%
Age group	18–24 years	241	60%
	25–30 years	119	30%
	Above 30 years	40	10%
Institution Type	Public University	192	48%
	Private University	208	52%

Interpretation: Most of the respondents are from the age group of 18 to 24 that is representing appropriate and balance representation across gender and different institution

Descriptive Statistics results: SD and mean of all constructs

Table 2: Source: Author self-developed

Construct	Mean (M)	SD	Interpretation
Digital Marketing practices (DMP)	4.11	0.60	High agreement
Brand Image (BI)	4.10	0.63	High perceived authenticity
Brand Trust (BT)	4.09	0.58	Strong trust level
Student Loyalty (SL)	4.01	0.65	Positive loyalty trend
Institutional Reputation (IR)	4.12	0.62	High institutional reputation

Interpretation:

analysis concerned with a high evaluation of digital marketing practices and brand building (mean ≈ 4.11), indicating positive student perceptions of sustainability-driven strategies.

Reliability analysis

Internal consistency was assess based on Cronbach's Alpha

Table 3: Source: Author self-developed

Construct	No. of Items	Cronbach's α	Result
Digital Marketing practices	9	0.889	Reliable
Brand image	9	0.886	Reliable
Brand Trust	4	0.854	Reliable
Students' loyalty	4	0.859	Reliable
Institutional reputation	4	0.879	Reliable

Interpretation:

All the construct has achieved Cronbach's α > 0.854, assuring a strong consistency (Nunnally, 1978).

Correlation Analysis

Pearson correlation coefficients were calculated to assess linear relationships among constructs.

Table 4: Source Author self-developed (p<0.01)

Variables	DMP	BI	BT	SL	IR
Digital Marketing Practices	1				
Brand Image	.632**	1			
Brand Trust	.565**	.674**	1		
Student Loyalty	.519**	.650**	.689**	1	
Institutional Reputation	.589**	.659**	.614**	.666**	1

Interpretation:

The results of the survey show that one of the most critical correlations is quite strong: Digital Marketing Practices have a significant positive correlation with Brand building (r =.63).

Regression Analysis:

H1: Digital Marketing Practices → Brand image building

Table 5: Source: Author self-developed

Variable	B	T-Value	P-Value	impression
DMP → BI	0.632	12.48	0.000	Supported

Interpretation:

Digital marketing practice has strong and critical positive effect on brand image building where (β = 0.632, P,0.01), resulting H1 supported.

H2: Brand image building → Students loyalty

Table 6: Source: Author self-developed

Construct Variable	B	T-Value	P-Value	Results
BI → BL	0.674	14.22	0.00001	Supported

Interpretation:

Brand Authenticity significantly predicts Brand Trust. Thus, H2 is supported.

H3: Mediating effect of Brand Image (DMP → SL)

As of macro process model 4, there is indirect effect of DMP on SL though the BI which is critically significant.

B = 0.3.2 with 95% CI [0.218, 0.388], P,0.001

Interpretation of study

Digital marketing practice significantly influences student loyalty mediated by brand image building so, H3 is supported

H4: Moderating Effect of Greenwashing Perception

Using the proposed process Macro (Model 1), the interaction term DMP × GP was significant: β = -0.142, t = -2.87, p = 0.004.

Interpretation:

Greenwashing acknowledgment and weakens the positive relationship in-between SMP and BA. Thus, H4 is supported.

MODEL FIR INDICES (SEM-AMOS)

Table 7: Source: Author self-developed

FIT INDEX	Value recommended	Value obtained	Model fit
χ^2/df	<3.10	2.15	Good
CFI	>0.92	0.947	Good
TLI	>0.92	0.936	good
RMSEA	<0.08	0.046	Acceptable
SRMR	<0.08	0.042	Acceptable

Interpretation:

The proposed conceptual model is statistically valid as measurement and the model is excellent fit.

Summary- Hypothesis

Table 8: Source: Author self-developed

Hypothesis	Constructs	Consequences
H1	DMP → Brand Image	Supported
H2	Brand Image → Brand Trust	Supported
H3	BI mediates DMP → Student Loyalty	Supported
H4	GP moderates DMP → Brand Building	Supported

4.2 Summary

The study illustrates, digital marketing practices, in turn, build brand authenticity and trust has a positive influence on brand integrity, students' loyalty towards you as well as institutional reputation in higher education. Greenwashing perceptions, however, weaken these relationships if the sustainability efforts are not credible. These results confirm that university brands need genuine and fact-based communication to be credible.

5. Discussion, Conclusion, and Recommendations

The purpose of this study was to examine the role of digital marketing practices in shaping brand authenticity, brand trust, and student loyalty in higher education institutions, while also considering the moderating influence of perceived greenwashing. The findings provide meaningful insights into how sustainability-oriented digital marketing strategies contribute to institutional brand strength and student-related outcomes.

The results confirm that digital and digital marketing practices have a significant positive effect on perceived brand authenticity. This finding supports earlier studies which argue that transparent, consistent, and value-driven communication enhances authenticity perceptions among stakeholders. In the higher education context, students increasingly evaluate institutions based on how genuinely their sustainability claims are communicated through digital platforms. Engagement-oriented digital marketing thus plays a critical role in reinforcing authenticity by reducing information asymmetry and building credibility.

Further, the study establishes that brand authenticity significantly influences brand trust. This outcome aligns with branding literature, which suggests that authenticity acts as a foundational element in trust formation. When students perceive an institution as authentic, they are more likely to trust its promises regarding academic quality, ethical conduct, and long-term value. Trust, in turn, strengthens students' emotional attachment and positive evaluation of the institution.

The mediation analysis reveals that brand authenticity partially mediates the relationship between digital marketing practices and student loyalty. This indicates that sustainability-driven marketing does not directly translate into loyalty unless it is perceived as authentic. Thus, authenticity serves as a critical psychological mechanism linking institutional actions to student loyalty outcomes.

Finally, the moderating analysis demonstrates that perceived greenwashing weakens the positive relationship between digital marketing practices and brand authenticity. This highlights that exaggerated or unsubstantiated sustainability claims can undermine credibility and erode trust. The finding underscores the importance of genuine, evidence-based sustainability communication in higher education branding.

Overall, the discussion emphasizes that digital marketing strategies in HEIs must be authentic, transparent, and engagement-driven to effectively build trust, loyalty, and long-term institutional reputation.

5.1 Managerial and Policy Implications

The findings suggest that higher education institutions should prioritize authentic, evidence-based sustainability communication in their digital marketing strategies to strengthen brand authenticity, trust, and student loyalty. Marketing managers are encouraged to adopt engagement-driven digital communication, emphasizing transparency, consistency, and measurable sustainability outcomes to minimize greenwashing perceptions. Continuous monitoring of student engagement and feedback can further support data-driven branding decisions.

From a policy perspective, higher education regulators and accreditation bodies should promote ethical digital marketing standards and transparent sustainability disclosure in institutional communication. Integrating sustainability and digital engagement practices into quality assurance frameworks can enhance institutional credibility and accountability. Overall, aligning managerial practices and policy guidelines with authentic sustainability communication is essential for building resilient and trustworthy higher education brands in competitive digital environments.

5.2 Limitations of the Study

- The study conducted by cross sectional research design that is limiting changes in students' perceptions.
- Self-reported questionnaire used for data collection that may be response to biasness.

- The sample is taken on stratified students' segment that limits the generalizability.
- Limited constructs are focused (digital marketing practices, brand authenticity, trust, and loyalty), excluding other potentially relevant factors such as institutional ranking, academic performance, or socio-economic influences.
- Although advanced statistical techniques are used, the analysis relies on perceptual measures, which may not fully reflect actual behavioural outcomes.

5.3 Recommendation

- Adopt authentic and evidence-based digital marketing practices across all digital platforms to strengthen brand authenticity and credibility.
- Ensure consistency between sustainability actions and digital communication to avoid perceptions of greenwashing.
- Use engagement-driven digital marketing strategies (interactive content, virtual events, student testimonials) to enhance student involvement and trust.
- Integrate brand authenticity as a core element of HEI branding strategy, aligning institutional values with communication messages.
- Implement transparent sustainability reporting and share measurable outcomes to reinforce trust among stakeholders.
- Train marketing and communication teams on ethical and responsible sustainability communication.
- Monitor student digital engagement and perceptions using analytics and feedback tools to continuously improve marketing effectiveness.
- Leverage digital platforms to build long-term relationships with students, fostering loyalty and positive word-of-mouth.

5.4 Conclusion

The findings confirm that when sustainability initiatives are communicated through transparent and engagement-driven digital platforms, students are more likely to perceive institutional brands as authentic and trustworthy. Brand authenticity

emerges as a key mechanism through which digital marketing practices translate into student loyalty, highlighting its central role in higher education branding. However, the results also reveal that perceived greenwashing weakens the positive impact of sustainability communication on brand authenticity, emphasizing the risks associated with exaggerated or symbolic claims. Overall, the study underscores that authentic, evidence-based sustainability communication is not only an ethical imperative but also a strategic requirement for building credible and resilient higher education brands in an increasingly digital and competitive environment.

References

1. Abdullahi, A. M., Farah, A. I., & Ali, A. M. (2024). The impact of education for sustainable development on students' sustainable behavior in Somali HEIs. Frontiers in Education, 9, 1413687. https://doi.org/10.3389/feduc.2024.1413687

2. Bryman, A. (2023). Social research methods (6th ed.). Oxford University Press. Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

3. Bulmer, S. (2024). Sustainability, brand authenticity and Instagram messaging. Journal of Business Research. https://doi.org/10.1016/j.jbusres.2024.114317

4. Campagna, C. L., Del Giudice, T., & Yoo, B. (2023). Brand authenticity: Literature review, comprehensive definition, and future research agenda. Journal of Marketing Theory and Practice, 31(5), 571–594. ttps://doi.org/10.1080/10696679.2022.2076286

5. Castro-Gómez, J., et al. (2024). Influence of sustainability in the positioning of the university: A study of brand positioning among university students. Sustainability, 16(3). https://doi.org/10.3390/su16031577

6. Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing: Strategy, implementation and practice (7th ed.). Pearson Education.

7. Constantinides, E., & Zinck Stagno, M. C. (2011). Potential of the social media as instruments of higher education marketing: A segmentation study. Journal of Marketing for Higher Education, 21(1), 7–24. https://doi.org/10.1080/08841241.2011.573593

8. Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., … Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. International Journal of Information Management, 59, 102168. https://doi.org/10.1016/j.ijinfomgt.2020.102168

9. Fang, Z., Guo, Z., & F., S. (2024). Greenwashing versus green authenticity: How green social media influences consumer perceptions and green purchase decisions. Sustainability, 16(23), 10723. https://doi.org/10.3390/su162310723

10. Girardin, F. (2024). The role of brand authenticity for higher education institutions: Determinants and implications. Journal of Marketing for Higher Education. https://doi.org/10.1080/08841241.2023.2172642

11. Hasan, M. B., Liu, J., & Park, H. S. (2024). The impact of environmental, social, and governance (ESG) practices on customer behavior: Evidence from university students. Cogent Business & Management, 11(1), 2371063.

12. Hemsley-Brown, J., & Oplatka, I. (2015). Higher education consumer choice. Palgrave Macmillan.

13. Leal, S., et al. (2024). Exploring sustainable development perceptions among higher education students: An empirical study on knowledge, attitudes, and behaviours. [Journal on Elsevier platform]. (Article No. S2666784324000561).

14. Levy, S., & Gvili, Y. (2015). How credible is e-word of mouth across digital-marketing channels? Journal of Advertising Research, 55(1), 95–109. https://doi.org/10.2501/JAR-55-1-095-109

15. Lin S.T., & Chen K. S. (2025), ESG Strategies in Educational Quality Management: An Empirical Study on Fostering Student Loyalty and Sustainability. Sustainability, https://doi.org/10.3390/su17083723

16. Peruta, A., & Shields, A. B. (2017). Social media in higher education: Understanding how colleges and universities use Facebook. Journal of Marketing for Higher Education, 27(1), 131–143. https://doi.org/10.1080/08841241.2016.1212451

17. Núñez, M. E., et al. (2024). Motivation, attitude, knowledge, and engagement towards sustainability competencies in HE students: A

curricular intervention. Discover Sustainability. https://doi.org/10.1007/s43621-024-00556-0

18. Persakis, A., & Avlonitis, V. (2025). Greenwashing in marketing: A systematic literature review. Electronic Markets. https://doi.org/10.1007/s12208-025-00452-x (included for current conceptual coverage of greenwashing effects)

19. Saunders, M., Lewis, P., & Thornhill, A. (2023). Research methods for business students (9th ed.). Pearson Education.

20. Selby, D. (2009). Sustainability promotion and branding: Messaging the university. Sustainability, 1(3), 537-555. https://doi.org/10.3390/su1030537

21. **Website:**

22. QS. (2023, September 20). Sustainability factors in the study-abroad research for nearly half of prospective students (summary of QS International Student Survey). https://monitor.icef.com

23. QS. (2024, July 18). The climate for change: How university sustainability is impacting student decision-making. https://www.qs.com

24. Times Higher Education. (2023, May 25). Impact Rankings 2023: Methodology (SDG ranking framework for universities). https://www.timeshighereducation.com

25. Times Higher Education. (2023). Impact Rankings 2023: Overall results. https://www.timeshighereducation.com

26. QS. (2024, July 18). The climate for change: How university sustainability is impacting student decision-making. https://www.qs.com

27. **Books:**

28. Keller, K. L. (2013). Strategic brand management: Building, measuring, and managing brand equity (4th ed.). Pearson Education.

29. Kline, R. B. (2023). Principles and practice of structural equation modelling (5th ed.). Guilford Press.

30. Kotler, P., & Fox, K. F. A. (1995). Strategic marketing for educational institutions (2nd ed.). Prentice Hall.