EXPLORING THE IMPACT OF CONSUMER SATISFACTION ON THE CO-CREATION OF A GLOBAL KNOWLEDGE BRAND

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ABSTRACT

Globalization is transforming higher education institutes' strategies to build a global brand by looking beyond academic content delivery. To achieve this aim, managers focus on student-related factors such as consumer satisfaction and loyalty. Hence, higher education knowledge brands must address changing student needs and dynamics. This article proposes a co-creation model which relates key factors that influence the creation of a global higher education knowledge brand. To build this model, we have adopted a mixed approach, using exploratory research, a structured literature review of educational brands, as well as unstructured open-ended interviews with management institute directors and administrators. We then administered a survey to more than five thousand student consumers from India, Southeast Asian countries, and some eastern European countries. More than three thousand respondents answered the survey comprehensively, with most respondents being from India. We used structured equation modeling (SEM) to test our model. Our data led us to define 'Brand Co-Creation Theory' and a 'Student Satisfaction Theory.' Our findings show that brand co-creation is primarily driven by global student consumer satisfaction, brand loyalty, campus culture, academic stimulus, campus infrastructure scalability, international career opportunities, immigration to western countries, and post-graduation experience with the education brand. Altogether, this research put in the forefront a comprehensive model of co-creating value for knowledge brands by bringing student consumers, educators, administrators, brand managers and institutes together.

INTRODUCTION

Viewing students as consumers have transformed the higher education sector, even though most educators have yet to gear up to the concept. Globalization enabled by dissipating borders, technology, advanced learning methods, focus on student consumer satisfaction and brand loyalty. It enables a wider geographical reach for institutes. Aspirational globally migrating students are changing the demographics of institutions, forcing educators to rethink their strategic path. Satisfying student needs, wants, and expectations are key to creating a good university ranking, word of mouth, attracting next-generation students and global brand recognition. OECD-AHELO (2012) highlights that despite the efforts of the WTO to open up the education sector, the global higher education market is still not open as a free market because emerging economies have erected policy entry barriers for global brands to enter. However, global market dynamics, tight public budgets for publicly funded institutions, teaching quality, and learning outcomes are forcing the barriers to recede quickly. Despite some of these factors, western education brands have expanded globally (Dawar & Frost, 1999) by focusing on student satisfaction drivers such as academic standards, quality of service, immigration opportunities in western cities, campus infrastructure and superior student peer-based ecosystems (Ilie et al., 2020). Large home-grown higher education brands started coming

under tremendous pressure as students were not satisfied with their current education system (Ahmad, 2014). Students with good financial support have begun opting for overseas education or foreign institutions with a local presence (Ahmad, 2014).

Western higher education brands are taking their academic standards, pedagogy, curriculum, education methods, learning techniques and best practices to emerging economies (Wilkins et al., 2018). Most emerging economy governments have heavily funded basic educational needs and higher education infrastructures (Martin et al., 2015), such as the Indian Institute of Management, the Indian Institute of Technology, and public universities in Thailand, Malaysia and Indonesia. Higher education institutes from emerging economies realize that identifying unique capabilities coupled with satisfying student needs and consumer satisfaction is the key to competing with global education brands. Educators from emerging economies face the dilemma of beginning the global brand-building process. This study focuses on how educators can co-create with students to enable word of mouth (WOM), e-WOM, satisfaction, and brand loyalty to build a globally recognizable brand. Arora et al. (2021) also highlight the importance of further research on value co-creation, positive word of mouth, student affect and cultural antecedents. In line with this analysis, this study examines the creation of global management education brands with a specific focus on the co-creation of global education brands in emerging economies.

RESEARCH METHODOLOGY

We performed extensive literature research (LR) to understand better the various perspectives on the key constructs of the study, higher education, branding, student consumer experiences, customer satisfaction, and customer loyalty, among others. The systematic selection of literature is shown in Table 1. The constructs emanated from our literature review were further correlated with data from in-depth interviews (both structured and unstructured), which resulted in the identification of factors, attributes, variables, scales, measures, dimensions, and borrowed items for the questionnaire. The authors have also highlighted various theoretical bases and backgrounds for the key constructs, as shown in Table 2.

TABLE 1:

Structured Literature Search and Selection

Search keywords	N (Articles)	Key selected journals	Articles after screening
Student intent, needs and wants	286	56	32
Education brand building, Higher Education	278	32	17
Student attitude and perception, behaviour	385	24	21
Campus & infrastructure in education institutes	225	56	32
Academic activities, initiatives, stimulus, environment	562	39	39
Student choice making and selection process	847	39	24
Culture at campus, events at campus	899	16	37
Brand awareness, trust, promise, identity, experience, trust, equity, loyalty, recognition, satisfaction, branding Parameters and total	4653	206	170

Relying on sample size calculation, we defined a target to be more than two thousand responses based on sample size calculation. Simple random sampling was adopted to select the

TABLE 2:
Theoretical Background Map

Concepts and Constructs	**Theoretical Base/ Theoretical Background**	**Author, Year**
Student Needs, Wants, Intent, Motivations Attitude, Perception, Behaviour, Cognitive Thinking	KSA, KSAO, KASE	US Federal Government recruitments early 1900s, University of London.
	MODE (Motivation & Opportunity)	Fazio 1986
	Theory of attitude behaviour evaluation	Fazio 1986
	ITPSC Framework	Peltier et al., 2014
	Actions and behavioural intents	Oppenheim 1966, 1992
	Theory of Reasoned Action (TRA), Theory of Planned Behaviour (TPB) Reasoned Action Approach-RAA	Fishbein & Ajzen 1967 Fishbein & Ajzen 1980
	Student Motivations Model	Ahmad & Buchanan, 2015
	MODE (Motivation & Opportunity)	Fazio 1986
Student Expectations, Opportunities	Rational Expectations Theory and Hypothesis	Muth 1961
	Student Expectancy Theory	Unda & Ramos, 2016
Student Satisfaction, Loyalty	Student loyalty determinants	Jiani 2017
	GAP Models, SERVQUAL	Parasuraman et al.1988
	Satisfaction Models	Weerasinghe & Fernando 2017
	Satisfaction, Service Quality	Parasuraman et al.1991
	Student Loyalty Scale	Rojas-Mendez et al.2009
	Student Satisfaction-Delivery Quality	Chadwick & Ward 1987 Hampton 1993
	Cognitive and Affective Aspects	Cronin & Taylor 1992 Parasuraman et al., 1991
	Satisfaction Scales	Bhamani 2012, Oliver 1993
	Loyalty theory, Student loyalty intention	Zeithaml et al., ; 1996 Molinillo et al., 2021
Campus Infrastructure, Knowledge Infrastructure	Infrastructure Scalability	Hesham & Mostafa 2005
Academic stimulus, Environment	Knowledge triangle	Jurse 2011
	Evaluation Model	Chinta et al., 2016 Kirkpatrick 1994
	TIE scales	Goff, Ackerman 1992
	Rank-ordered 'logit model'	Drewes & Michael 2006
	Academic Service Delivery	Jiani 2017
	CIPP model	Chinta et al., 2016 Drewes & Michael 2006
Campus Culture, Events, Experience, Student Touch Points	OCP (Organizational Cultural Profile) model	OReilly et al., 1991
	Knowledge Exchange Culture	Hamid et al., 2017
	Events Experience	Sjanett et al., 2015
	Learning to be Tribe (student consumer tribe)	Goulding et al., 2013

	Customer Touchpoints	Kotler & Armstrong 1994
Branding Related, Brand Loyalty	Brand Visual Identity	AMA 2017
	Basic Branding Concepts	Aaker 1991
	Brand Identity scale, Brand Verbal Identity	Mei et al., 2014
	Customer Brand Relationship Customer Brand Loyalty	Aaker 1991
	Brand Loyalty	Reichheld 1996
	Repurchase Intentions Theory	Zeithaml et al., 1996
Brand Recognition, Recall	Brand Salience, Aided and Unaided Recall Tests	Hsia 1988
	AAU metrics	Aaker 1991 Farris et al., 2010
	Student WOM	Jillapalli & Wilcox 2010

target student list. The survey was administered to 5,112 students and other educational stakeholders from India, Thailand, Malaysia, Indonesia, Singapore, Vietnam, Philippines, and some eastern European countries like Hungary, Poland, Slovakia and the Czech Republic. As our study was primarily focused on emerging market brands, we selected students from emerging markets. Emerging countries of Eastern Europe were selected based on research by Wieners (1996), Bahmani-Oskooee & Kutan (2008). Target students were physically contacted on their campuses, including coaching centers, through the faculty, facilitators and third-party service providers. Out of the 5112 contacted people, 63.4% of the respondents completed the survey (response size of 3244), while 426 respondents exited the survey without completing it. The majority of the respondents were students from India. Respondents had undertaken or are about to attend competitive academic entrance exams such as the CAT, XAT, MAT, GMAT, PGCET, SAT and similar country-specific examinations.

We collected survey results with Survey Monkey from August 2019 until March 2020. However, due to COVID-19 restrictions, we used third-party service providers and online platforms to achieve our large sample size. We provided financial assistance to third-party service providers for their services after verifying the authenticity of the sample; however, we verified randomly with students whether any benefits were extended to them for answering the survey. We used the scales for each identified variable from peer-reviewed academic journals. To assess the psychometric quality of the scale, we have evaluated the composite reliability (CR), the convergent validity (CV) and discriminant validity (DV), thanks to structural equation modeling (SEM) using IBM AMOS Version 23. The findings suggest that our scales were deemed fit to use, as shown in Tables 3 and 4. The CR, CV and DV of scales are discussed in the following subsections of this article.

RESEARCH QUESTIONS

This study aims to identify factors that play a key role in the globalization of management education brands, specifically focusing on student consumer-related factors. This study tries to understand how to create a global education or knowledge brand by identifying the relationship dynamics between students and educational institutions. The study also intends to discover key attributes and antecedents which play a major role in global educational brand building. Specifically, we aim to answer the three following research questions:

RQ1: *Which student-related factors play a critical role in building a global educational or knowledge brand?*

TABLE 3:
Reliability Statistics – All Variables

Indicator Variables	Latent Variables	Standardized Loadings (λ)	Square of Std Loadings (λ2)	Measurement Error (ME=1-λ2)	Sum of ME	Sum of Std Loadings (B)	Square of Sum of Std Loadings (C)	C+ME	Composite Reliability CR= C/(C+ME)	n	AVE= B/n	Cronbach Alpha
Infrastructure Facility Ability to Expand	Campus Infrastructure Scalability	0.946	0.89	0.11	0.99	3.01	9.03	10.03	0.90	4	0.75	0.904
Place City Migration		0.758	0.57	0.43								
Global Opportunity NewGen		0.968	0.94	0.06								
Diversity Heterogenous systems		0.774	0.60	0.40								
Academic Stimulus Intellectual	Academic Stimulus	0.674	0.45	0.55	2.20	2.80	7.86	10.06	0.78	5	0.56	0.863
Academic Performance Outcome Orientation		0.749	0.56	0.44								
Academic Freedom amp Opportunity		0.783	0.61	0.39								
Academics Activities		0.758	0.57	0.43								
Student Loyalty Perceived performance		0.775	0.60	0.40								
Support Campus Culture	Campus Culture	0.936	0.88	0.12	1.44	5.56	30.87	32.32	0.96	7	0.79	0.959
Innovation Campus Culture		0.928	0.86	0.14								
Culture Value Ethics		0.792	0.63	0.37								
Experience at Campus amp Culture		0.785	0.62	0.38								
Safety amp Stability at campus		0.941	0.89	0.11								
Culture at campus Over period of time Team		0.897	0.80	0.20								
Outcomes Campus Culture		0.941	0.89	0.11								
Brand Value	Brand Recognition	0.922	0.85	0.15	2.10	2.90	8.39	10.49	0.80	5	0.58	0.745
Brand Dominance		0.637	0.41	0.59								
Brand Image		0.656	0.43	0.57								
Brand Association		0.841	0.71	0.29								
Brand Recall		0.709	0.50	0.50								

Indicator Variables	Latent Variables	Standardized Loadings (λ)	Square of Std Loadings (λ2)	Measurement Error (ME=1-λ2)	Sum of ME	Sum of Std Loadings (B)	Square of Sum of Std Loadings (C)	C+ME	Composite Reliability CR= C/(C+ME)	n	AVE= B/n	Cronbach Alpha
EE Physical Engagement Support Culture	Events Experience	0.924	0.85	0.15	1.47	5.53	30.62	32.08	0.95	7	0.79	0.959
EE Experience Newness Innovation		0.921	0.85	0.15								
EE Cognitive Engagement		0.787	0.62	0.38								
EE Experience Newness		0.786	0.62	0.38								
EE Physical Engagement Safety Stability Campus		0.943	0.89	0.11								
EE Culture Affective Engagement		0.903	0.82	0.18								
EE Aff Eng Outcomes		0.943	0.89	0.11								
SI Awareness	Student Intent	0.914	0.84	0.16	2.78	4.22	17.78	20.56	0.86	7	0.60	0.751
SI Knowledge Learning		0.899	0.81	0.19								
SI Accomplishment Satisfaction		0.772	0.60	0.40								
SI Social Acceptance		0.714	0.51	0.49								
SI Values Ethics		0.782	0.61	0.39								
SI Attitude Motivation		0.670	0.45	0.55								
SI Attitude Opportunity Migration to city Profession Career		0.638	0.41	0.59								
Effective Engagement	Student Expectation Opportunity	0.769	0.59	0.41	3.42	3.58	12.79	16.21	0.79	7	0.51	0.756
Behavioural Engagement		0.651	0.42	0.58								
Student Gap Expectation performance		0.659	0.43	0.57								
Perceived Value		0.745	0.56	0.44								
Affective Engagement		0.647	0.42	0.58								
Opportunity		0.781	0.61	0.39								
Social Engagement		0.737	0.54	0.46								

Indicator Variables	Latent Variables	Standardized Loadings (λ)	Square of Std oadings (λ2)	Measurement Error (ME=1-λ2)	Sum of ME	Sum of Std Loadings (B)	Square of Sum of Std Loadings (C)	C+ME	Composite Reliability CR= C/(C+ME)	n	AVE= B/n	Cronbach Alpha
Affective aspects Perception Perceived Performance	Student Satisfaction Loyalty	0.681	0.46	0.54	1.85	2.15	4.61	6.47	0.71	4	0.54	0.958
Expect Attitude Motivation Trust		0.784	0.61	0.39								
Affective aspects Attitude WOMPL		0.780	0.61	0.39								
Gap Expectation of performance APOO		0.679	0.46	0.54								

TABLE 4:

Discriminant Validity of All Scales

Factor Grouping Name	Average Loading	Variance Extracted	Variance Between All	Correlation	Correlation Square
Brand Recognition	0.735	0.540	67%	0.331	11.0%
Campus Culture	0.899	0.808		0.169	2.9%
Academic Stimulus	0.800	0.640		0.257	6.6%
Campus Infrastructure Scalability	0.856	0.734		0.316	10.0%
Student Intent	0.771	0.595		0.256	6.6%
Student Expectation Opportunity	0.744	0.553		0.251	6.3%
Student Satisfaction Loyalty	0.941	0.886		0.257	6.6%
Events Experience	0.912	0.831		0.251	6.3%

RQ2: *Which key factors play a major role in making higher education brands globally recognizable?*

RQ3: *Which educational stakeholders (e.g., students, educators, administrators) play a key role in building a global brand?*

UNDERSTANDING DIFFERENT PERSPECTIVES: THE LITERATURE BACKBONE AND THE THEORETICAL BASE

We reviewed the various aspects of student intent, student behavior, consumption, student consumers, student satisfaction, brand loyalty, brand recognition, higher education branding, academic learning environment, campus infrastructure, western education brands and emerging economy brands. The SLR highlighted the critical factors that impact global western brands. The literature review illustrates the mapping of various constructs arising from our SLR, top-quality articles and expert interviews. The study focuses on management education as a specific sector that will help bring in-depth understanding; thus, the authors have used the top-ranked QS global 2019 MBA rankings (QS, 2020) list to select key business schools and universities to analyze. The business schools and universities chosen were the Harvard Business School, INSEAD (with global campuses in France, Abu Dhabi, and Singapore), Wharton, MIT, the London Business School, Oxford, HEC (Paris), Stanford University, and United International Business School located in Zurich, Switzerland; Antwerp and Brussels, Belgium; and, Barcelona, Spain). These universities have in common to have attracted a major global student community talent pool to their campus.

Western management education brands have experimented with pedagogies, learning outcomes, campus events, and various methods to improve the quality of service in teaching using technology-enabled tools and techniques (Swati, 2015) to achieve global brand recognition (Iqbal et al., 2012). Western educators are coming up to speed with newer learning methods; business schools are becoming more global. This increases the efficiency and credibility of these institutions (Jurse, 2011). The literature also underlines that study abroad programs can enhance student satisfaction with home institutions. Wright and colleagues (Petersen et al., 2021; Wright & Larsen, 2012 and 2016) described the intense satisfaction students feel while studying abroad as both an extraordinary experience and a transcendent customer experience. Further, student perspectives change dramatically while abroad (Clarke et al., 2009; Wright & Clarke, 2010), which helps explain the extreme enjoyment students feel while studying abroad. Education brands such as INSEAD, Harvard, Stanford and MIT Sloan have partnered with local higher education institutes to provide an in-country experience for home country students to study emerging economy markets and by launching general management programs in emerging countries (Wilkins et al., 2018).

Emerging economy brands Indian Institute of Management, Assumption, University of Malaysia, Universitas Gadjah Mada - Yogyakarta, Institut Teknologi Bandung- Beranda (Indonesia), Institute of Management Technology (India), SP Jain (India), Birla Institute of Technology & Science (India), Amity (India), Asian Institute of Technology (Thailand) and Symbiosis (India) are all belonging to the global management education market. To date, higher education knowledge brands from emerging economies have adapted the Western management education system to meet student needs and address customer dissatisfaction with local brands (Ilie et al., 2020). Bartlett and Ghoshal (2000) highlight that emerging economy brands have found it tough to compete with global higher education brands from the United States, Europe, and Japan (Ahmad & Buchanan, 2015). This study focuses on how emerging economy brands can compete in the global market by addressing student-related factors, especially consumer satisfaction.

Traditionally marketing and branding have focused on customer needs and wants, touchpoints and engagement, and aims at making profits by enabling customer satisfaction and

loyalty (Kotler & Armstrong, 1994). Larsen & Wright (2020) claim that consumer satisfaction is, or should be, the telos, the ultimate goal of all marketing activities. Taylor et al. (2017) research call for the introduction of transformative service research in marketing education theory and practices by focusing on marketing success based on value co-creation and service-dominant logic (Vargo & Lusch, 2004). We categorized the literature into location, time, market, and competition-centric spaces by analyzing peer-reviewed academic literature of the past decades. Kotler (1979) has pointed out that promotion and advertisements are not the same as marketing and branding, and branding initiatives are not implemented in non-profit organizations such as educational institutions. Based on this review, we used gap-spotting (Sandberg & Alvesson, 2010) and problematization (Stone, 2012) in the literature to derive research questions RQ1, RQ2, and RQ3, as shown in the research objective section.

DEFINING A BRAND FROM A HIGHER EDUCATION PERSPECTIVE

Brands have traditionally been defined using visual identities such as name, logo, design, style, sound, and symbol to communicate the differentiating characteristics (AMA, 2017). Branding is one of the key techniques to establishing an institution's name and prestige while conveying legitimacy to students. The brand's visual identity alone is not enough: brand identity should include verbal identity from activities such as word of mouth, public relations, channel partners, international relations, and alumni relations (Mei et al., 2014). The institution's campus infrastructure, online presence, students' satisfaction and alumni word of mouth play a critical role in forming a higher education brand. It is acknowledged that key branding parameters are brand identity, brand awareness, brand trust and promise, brand equity and brand recognition.

Brand recognition can be measured by awareness among prospective students, students and alumni' satisfaction or word of mouth, brand features, brand associations, and the quality of service the brand delivers (Aaker, 1991; Farris et al., 2010). Our research focuses on the drivers of higher education branding through the co-creation of value. It aims at doing so by building a student institution co-creation model. We precisely focused on the following constructs: student intent, student consumer satisfaction, loyalty, attitude, expectation, academic stimulus environment, campus infrastructure scalability, culture at the campus, experiencing events at campus and brand recognition, as discussed in the following subsections.

Student Satisfaction and Loyalty

Student satisfaction has been defined as student attitudes influenced by student self-evaluation of the academic learning environment, learning content, service delivery, academic infrastructure, student experiences of encounters at the campus, socio-cultural events, sports facilities and superior academic service quality results in student satisfaction (Chadwick & Ward, 1987; Hampton, 1993). We extend the works of Weerasinghe and Fernando (2017) on student satisfaction models to cover wider aspects of student consumer satisfaction. We consider that student satisfaction is also driven by the academic learning environment, service delivery, learning equipment and library facilities. Interactions with fellow students, availability of physical and intangible knowledge resources, staff helpfulness, sense of student community, culture and safety on the campus also impact student satisfaction, which is highlighted by Weerasinghe and Fernando (2017).

Student loyalty is given as students' behavior towards institutions based on students' experience and service encounters on campus, student satisfaction and word of mouth (Riccardo et al., 2017). Student loyalty also relies on the cost of programs, switching behavior, core service quality and competitive intensity (Jiani, 2017; Rojas-Mendez et al., 2009).

Scholars have shown that loyalty describes positive behavior toward academic service providers influenced by attitude towards the brand, intention to buy, commitment to repurchase, and patronization (Zeithaml et al., 1996). Student loyalty is given as a unidimensional construct encompassing students' intention to repurchase and refer other prospective students in the future (Molinillo et al., 2021). Student loyalty is beneficial for universities. Hence, satisfied students and alumni result in reduced promotional costs. Retaining existing students is more cost-effective than attracting new prospective students (Hennig-Thurau et al., 2001). Students expect flexible pedagogy, curriculum reforms, academic rigor, fair evaluation, and consistent grading.

We have adopted the scales from the 'gap' model (Cronin & Taylor, 1992; Parasuraman et al., 1991) and relied on the satisfaction scales of Bhamani (2012) and Oliver (1993). The theoretical base for student loyalty scales comes from the research works of Zeithaml et al. (1996), Rojas-Mendez, et al. (2009), Ohmae (1982), and Jiani (2017). We have combined student satisfaction and student loyalty scales to develop and validate the scale for 'student satisfaction loyalty,' a unified scale with satisfaction and loyalty.

The Impact of Student Intent on Student Satisfaction

"Student intent" refers to the plan to achieve objectives through learning, gaining knowledge and achieving a sense of accomplishment. Student intent is influenced by perception, attitude, and behavior drivers of expectations that impact students' global opportunities. Student intent influences the design and delivery of events, student experiences and expectation opportunities, resulting in varied campus culture, thus impacting student satisfaction, brand recognition, and loyalty. In this research, student intent scales were adapted from Radmila et al. (2020) and Seyda (2017). The student motivations model theorizes that various drivers of student intent determine students' destinations and institution choices (Ahmad & Buchanan, 2015). The theoretical base comes from attitude scales such as MODE and the theory of attitude behavior evaluation (Fazio, 1986). The student intent scale addresses perceptual changes of students impacting attitudinal changes, enabling familiarity with choice options, thus affecting intention (Peltier et al., 2014). Student intent can also be defined by student willingness to gain knowledge, acquire more information, and enhance skills with key characteristics such as sensory, physical and cognitive abilities. We used motivation awareness, learning and knowledge, accomplishment and satisfaction, opportunity in career, social acceptance, values and ethics as measures of student intent.

Peltier et al. (2014) highlight that student intent significantly influences student expectations towards higher education institutes. Student intent also impacts the ability to grab career opportunities provided at campus placement drives. Prior research also reveals that student intent positively correlates with the events design and the experience of events at the campus (Petersen et al., 2021). Hence, we hypothesize that,

H1a: *Student intent positively influences student expectations.*
H1b: *Student intent has a positive relationship with student opportunities.*
H2: *Student intent is positively related to events experienced at the campus.*

The Relationship Between Student Expectation, Opportunity, and Student Satisfaction

Student expectation can be defined based on prior experiences, opportunities at the campus, career progressions, and word of mouth with campus students or alumni. Students' expectation plays a vital role in their ability to address opportunities provided on campus. The rational expectations theory (Muth, 1961) asserts that student expectations depend upon the structure of the entire system. The average expectation of students depends upon cross-sectional differences of opinions across students about opportunities and expectations. The

student expectations hypothesis states that information about expectations and opportunities is scarce. Student expectations are formed based on the structure of the specific, prevalent systems around each student or group of students.

The student expectancy opportunity theory extends from Unda and Ramos (2016) to explain students' satisfaction related to the consumption of the services provided at a campus compared to the initial expectations or promises made by the institutions. The opportunities provided at campus can be defined primarily as the career of the prospects; however, it goes beyond job opportunities and may include exposure to events at the campus. Student expectations and student opportunities scales are combined to define the 'student expectation opportunity' scale that is based on the research works of Richard (2002), Gulsen et al. (2020), Singleton and Chen (1996) and Sjanett et al. (2015).

The student expectation opportunity scale dimensions are the following: affective engagement with students, behavioral engagement, perception of opportunity, perception of value, effective engagement experiences from alumni and social engagements at the campus. In this research, we focused on the six following dimensions: affective engagement, behavioral engagement, effective engagement, social engagement and perception of value and opportunity. Scholars have underlined that students' intent is positively related to students' expectations that higher education institutes drive culture at the campus. In turn, this impacts student satisfaction (Unda & Ramos, 2016) and student brand recognition (Ahmad, 2014). Consistent with this, we hypothesize that,

H3a: *Student opportunities positively influence culture at the campus.*
H3b: *Student expectation mediates the relationship between student intent and campus culture*

The Effect of Academic Stimulus on Student Satisfaction

Academic stimulus can be defined as the campus environment that encourages students to create and share knowledge by organizing academic events such as conferences, seminars, discussion forums, and other student community practices. An academically stimulating environment creates a collaborative learning environment that enables institutional knowledge transfer through documents, processes, procedures and strategies (Marcello et al., 2020). Academic stimulus at the campus results in an effective learning environment and positively impacts student satisfaction. The academic environment uses communities of practice inside the campus, focusing on creating a collaborative environment to build a learning environment through multiple mechanisms, procedures, and strategies (Marcello et al., 2020). This results in increased student satisfaction.

The theoretical base for academic stimulus environment comes from the TIE model (Typical Intellectual Engagement) based on research works of Von-Stumm et al. (2011), Goff & Ackerman (1992), Woo et al. (2007), 'CIPP' model for evaluating academic environment (Drewes & Michael, 2006). The CIPP is a rank-ordered 'logit model' (student choice-making process between universities). TIE describes students' likes or dislikes of intellectually demanding activities. The model provides an outcome-based evaluation based on reaction, learning, behavior, and results to measure higher education brands' effectiveness (Chinta et al., 2016; Kirkpatrick, 1994). Further studies on the Logit model study show that applicants appear to be attracted to universities that offer higher levels of academic quality. This, in turn, influences the satisfaction of the applicants. Based on the above-mentioned theoretical foundations, scales and dimensions from Anil & Icli (2013), we rely in this study on the following dimensions for the academic stimulus environment: pedagogy, learning rigor, curriculum, teaching quality, career and job opportunities and student readiness. Prior research has shown that an academically stimulating campus environment significantly and positively

impacts students' events design and events experience (Marcello et al., 2020). We, therefore, hypothesize that,

H4: *Academically stimulating environment is positively related to events experience.*

The Influence of Campus Infrastructure Scalability, Culture and Events Experience on Student Satisfaction

We define campus infrastructure scalability as the ability of higher education institutions to expand their capabilities in multiple dimensions, including academics and administrative facilities, geographic presence, and attracting the next generation of students. Infrastructure scalability in a knowledge-driven world is key to building a knowledge exchange culture, creating core value systems, and building institutional intelligence in order to achieve institutions' objectives (Hamid et al., 2017). Campus infrastructure scalability plays a vital role in higher student satisfaction to cater to the growing demand from international students. Scholars have found that campus infrastructure scalability positively impacts students' events experience (Petersen et al., 2021; Kushwaha & Rao, 2015). In the same vein, we propose the following hypothesis, H5:

H5: *Scalability of campus infrastructure is positively related to the experience of events on campus*

Culture at the campus is defined as the values reinforced within the university, including student bonding and legacy best- practices resulting in satisfaction and loyalty among students. Campus culture is based on student experiences, service encounters, diverse events at the campus and visionary leadership (Hasan & Rosli, 2020). The literature also reveals it is related to campus environment (Kushwaha & Rao, 2015), student consumer satisfaction, faculty satisfaction and an academic presence in an emerging world context (Crispen & Bulelwa, 2017). Campus culture's theoretical base comes from the 'learning to be tribe' construct proposed by Goulding et al. (2013). This construct describes the students' group behavior, student community practices, and orientation towards brands. Brand managers can leverage such student alignment to brand communities and build subcultures for higher education institutes. The concept of campus culture is explained by the Organizational Cultural Profile (OCP) model (O'Reilly et al., 1991), which relies on eight dimensions: supportiveness, stability, respect for all, outcome orientation, team orientation, aggressiveness, attention to detail and innovation in events at the campus.

A vibrant campus and diverse positive culture significantly improve student satisfaction driving loyalty towards higher education institutes (Hasan & Rosli, 2020; Chadwick & Ward, 1987; Hampton, 1993). Energized academic environment and campus infrastructure abroad coupled with positive student intent results in extraordinary experiences at the campus (Petersen et al., 2021; Wright & Larsen, 2012 and 2016). Superior experience of events at campus leads to improved culture, thus impacting students' satisfaction and loyalty, resulting in global brand recognition (Weerasinghe & Fernando, 2017; Ahmad, 2014; Farris et al., 2010). In line with this research, we propose the following hypotheses:

H6a: *Campus culture is positively correlated with student satisfaction.*
H6b: *Campus culture is positively correlated with student loyalty.*
H6c: *Campus culture has a mediating relationship with student expectation and student satisfaction loyalty.*

H7a: *Events experience has a mediating relationship between student intent and campus culture.*

H7b: *Events experience has a mediating relationship between academic environment and campus culture.*

H8a: *Events experiences are positively related to student satisfaction.*

H8b: *Events experiences are positively related to student loyalty.*

H8c: *Events experience has a mediating relationship between student intent and student satisfaction.*

H8d: *Events experience has a mediating relationship between academic environment and student satisfaction.*

H8e: *Events experience has a mediating relationship between campus infrastructure facilities and student satisfaction.*

Events at the campus are defined as satisfaction with and loyalty towards brands that support academic events. Extraordinary experiences are positive, intrinsically enjoyable moments that are spontaneous, authentic, and unrehearsed. Extraordinary experiences are group experiences that transcendent customer experiences, including feelings of awakening, self-transformation, ineffability and addressing larger phenomena outside the student self (Petersen et al., 2021). In contrast to extraordinary experiences, transcendent customer experiences are individual experiences (Petersen et al., 2021). Institutional programming that results in such experiences offers educational institutions a competitive advantage. These campus events result in student satisfaction and brand recognition through the co-creation of value (Vargo & Lusch, 2004).

We adapted scales of campus infrastructure scalability from the research work of Hesham and Mostafa (2005). We measure the campus culture using the following dimensions: team orientation, team supportiveness, outcome orientation at the campus, innovation at the campus, attention to detail, actions, assertiveness, respect, stability and safety on campus. We also adapted scales of events experience from the research work of Sjanett et al. (2015), which includes the four following dimensions: affective engagement, physical engagement, cognitive engagement, and experiencing newness.

Student Consumer Satisfaction Powering Global Brand Recognition

Global brand recognition is the key to attracting student talent, retaining alumni, enhancing student satisfaction and achieving global rankings (Ahmad, 2014). Global brand recognition also leads to student and alumni word of mouth (Jillapalli and Wilcox, 2010; Syed et al., 2016) and repurchase intention (Zeithaml et al., 1996). Awareness, attitude, and usage metrics, known as AAU metrics, are used to measure brand recognition (Farris et al., 2010). Brand salience is measured using aided and unaided recall tests (Hsia, 1988). We created brand recognition scales based on the AAU scale of Aaker (1991) and Farris et al. (2010). Relying on the above-mentioned research works, the adopted dimensions of global brand recognition scales are student brand relationship, student satisfaction, brand strength, and brand loyalty. Student satisfaction drives loyalty towards higher education institutes resulting in word of mouth marketing, referral admissions, repurchase intention of additional programs, and brand equity, thus impacting global brand recognition (Ahmad, 2014; Jillapalli & Wilcox, 2010; Syed et al., 2016; Zeithaml et al., 1996)' We, therefore, hypothesize that,

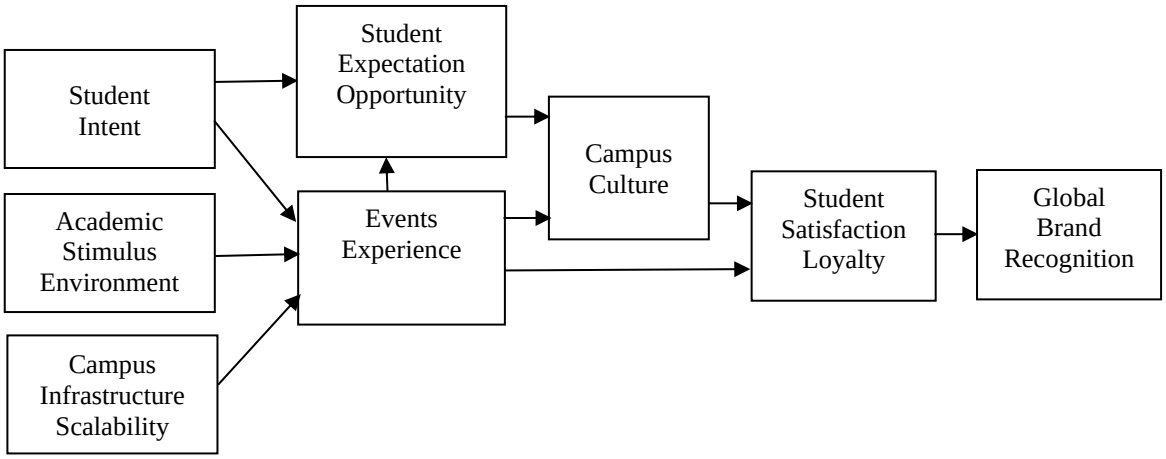
H9: *Student consumer satisfaction loyalty significantly impacts global brand recognition.*

RESEARCH MODEL

Higher education institutions in emerging markets need to adopt a market-driven value co-creation approach with students to compete with western educational brands. Our literature review suggests that co-creating curricula with flexible learning methodologies and vibrant campuses will result in higher student satisfaction, positive word of mouth, and brand. We develop a student-focused, co-creation framework that showcases various factors and conditions that impact creating a global educational brand. The co-creation framework we propose posits that educational institutions, students, alumni, faculty and society need to co-opt to create an educational brand with superior teaching and academic rigor resulting in increased skills, improved employability, better grades, greater societal value, and more global opportunities. Various factors such as academic programs, pedagogical improvements, campus events, and quality of service may lead to greater skill development and enhanced student opportunities. Such factors also enhance governance structures, alumni networking, and institutional excellence resulting in positive word of mouth, enhanced student engagement and consumer satisfaction.

Co-creation has the potential to create value for students, educators, and institutions when designing program structure while considering stakeholders' views on pedagogy, curriculum design, and hosting events. Co-creation campaigns focused on enhancing the value of programs by communicating to global student communities covering a larger cultural base of students, diverse student backgrounds, and various ethnic groups. The student institution co-creation framework interlinks different objects, conditions and events to maximize the value creation for professors (or teachers), institutions, students, industry and society. Relying on this, we propose a student institute co-creation model, as shown in figure 1, to showcase ways of achieving student satisfaction, loyalty and global brand recognition.

Figure 1:
Student Institute Co-Creation Model



Our model posits that student intent influenced by perception, attitude, and behavior drives expectation, impacting their global opportunities resulting in student satisfaction and loyalty. The model also relates student intent to event design, delivery, student experiences, and student expectation opportunities, resulting in varied campus cultures. In turn, events experience and campus culture are expected to positively influence student satisfaction and loyalty, thus enabling global brand recognition, as shown in figure 1. Our model also relates campus infrastructure to events and culture at the campus, which is expected to positively impact student satisfaction and loyalty. Satisfaction and loyalty are then expected to power

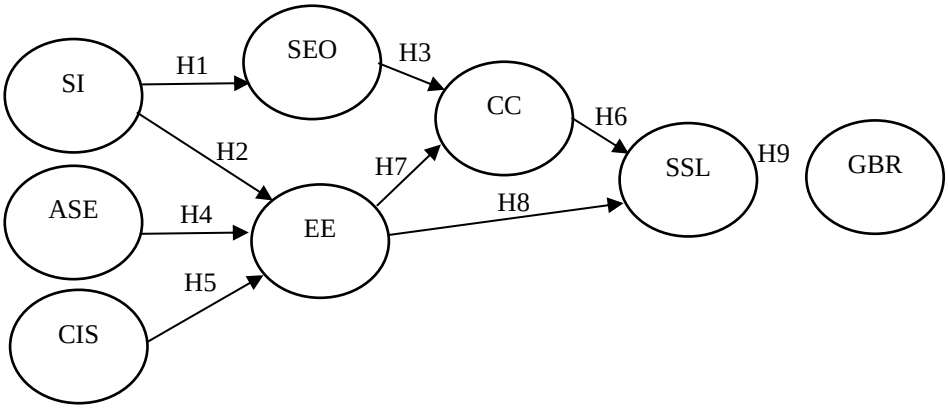
global brand recognition for higher education institutes. Jungki & Anantharaman (2015) highlights that the strength of the relationship between student satisfaction and student loyalty is critical in any higher education institute. An academically stimulating environment coupled with academic events, conferences and workshops should enrich the campus culture. It is then expected to strengthen the relationships between student satisfaction, student brand loyalty, word of mouth and global brand recognition. Student and alumni loyalty results in word of mouth, which positively impacts admissions at institutes. A vibrant academic environment with best-in-class pedagogy, reformed curriculum, events rigor, fair evaluation and grading leads to students' satisfaction, enabling loyalty towards higher education brands. Student satisfaction loyalty results in brand recognition. Students, educators, and institutes as co-creators can significantly bring down operational expenses in the marketing and placement departments by using the power of student referrals.

RESULTS

We ran a principal component factor analysis using IBM SPSS version 23 software. The authors concluded that data are normally distributed based on histogram plotting, so this study can assume that data is good for running factor analysis. The KMO and Bartlett's test of sphericity is significant (0.000), allowing us to factorize the data. The factors were then used to develop the student institute co-creation model. Rotated component matrix or pattern matrix was achieved by adopting the exploratory factor analysis method with an eigenvalue above 1 or 0.95 and suppressing small coefficients below 0.299 using the rotation method of Equamax with Kaiser Normalization.

AMOS was then used to test the student institute co-creation model through an SEM approach (see figures 1 and 2). Correlations for each of the relationships in the model are found to be significant with $p<0.001$. Most have a value below 0.001 except for the relationship between campus culture and events experience, with a value of 0.047. However, as Gerald et al. (2003) suggested, any value below 0.05 is acceptable; hence, the relationship between CC and EE is considered significant. As shown in figure 2, the student institute co-creation model can be considered valid, considering overall fitness values. The findings in Table 5 indicate that NFI, RFI, IFI, TLI, and CFI are all over 0.95, confirming that the model is a satisfactory overall fit. The data also suggests that parsimony-adjusted measures are above 0.810 as per Table 5, besides RMSEA values (see Table 5) of 0.035. Similarly, the 'PCLOSE' value is 1.00, indicating that the model is valid and fitting well. The co-creation model fitness can also be proven with CMIN/DF values indicating 4.986, as shown in Table 5, below the acceptable value of 5.0 (Berg, 1989) and as per most academic literature.

FIGURE 2:
Student Institute Co-Creation Model



ANALYSIS

Our data shows that student behavior and prior experiences drive students' intent, resulting in motivation and attitude towards expectation and addressing global opportunities. Students with positive intent, showing progressive attitude based on prior experiences, have the right expectations from the higher education institutes, which results in cooperation between educators and students to create global opportunities for students (Radmila et al., 2020, Gulsen et al., 2020 and Sjanett et al., 2015).

Test of hypotheses H1a, H1b, H2

The data (β=0.55, t=28.844, p<0.001), as shown in Table 6, confirms that student intent and behavior drive student expectation. Hence, hypothesis H1a is established. The data also confirms that student positive intent driving student expectations will impact their ability to consume global opportunities. Hence, hypothesis H1b is supported. Similarly, the data (β=0.31, t=15.384, p<0.001) indicates that student behavioral intent positively impacts the experience of events at the campus; hence, hypothesis H2 is also supported. These hypotheses answer research question 1, wherein student intent, behavior, and expectations play a vital role in building a knowledge brand.

Table 5:

Student Institute Co-Creation Model Fit Table

Model	**Fit Values**
NFI	0.963
RFI	0.957
IFI	0.970
TLI	0.965
CFI	0.970
RMSEA	0.035
PCLOSE	1.000
CMIN	4178.467
DF	838
CMIN/DF	4.986
Parsimony Adjusted Model	
PRATIO	0.846
PNFI	0.815
PCFI	0.821

Test of hypotheses H3a, H3b

The data (β=0.35, t=13.837, p<0.001) shows that student expectations positively affect campus culture. Similarly, the data also proves that student opportunities at the campus positively influence student community culture. Hence, H3a is established. The data also highlights the mediating effect of student expectation between student intent and campus culture. Hence, this study concludes that hypothesis H3b is supported. Hypotheses H3 also answer research question 1.

Test of hypothesis H4

Many academicians during the interviews have argued that an academically stimulating environment leads to superior designing of events and student events experience, which is also supported in the works of Marcello et al. (2020). The analysis of the results (β=0.47, t=11.737, p<0.001) also indicates a strong relationship between ASE and EE. Hence, hypothesis H4a is supported.

Test of hypothesis H5

The scalability of campus infrastructure significantly impacts the experience of events at the campus. The data also shows that large, efficiently planned campuses with many facilities result in superior events resulting in improved student experience (β=0.35, t=14.018, p<0.001). Hence, hypothesis H5 is supported.

Test of hypotheses H6a, H6b, H6c

The data (β=0.89, t=29.894, p<0.001) demonstrates that campus culture positively correlates with student satisfaction and loyalty. Hence, hypotheses H6a and H6b are supported.

Table 6:

Discriminant Validity Assessment

Hypothesis – Path Posited	P.coef (β)	t-value	p-value	Sig. level	Results	Literature support
H1: SI → SEO	0.55	28.844	0.000	p<0.001	Supported	Peltier et al., 2014
H2: SI → EE	0.31	15.384	0.000	p<0.001	Supported	Petersen et al., 2021
H3: SEO → CC	0.35	13.837	0.000	p<0.001	Supported	Unda & Ramos, 2016
H4: ASE→ EE	0.47	11.737	0.000	p<0.001	Supported	Marcello et al., 2020
H5: CIS → EE	0.35	14.018	0.000	p<0.001	Supported	Petersen et al., 2021; Kushwaha & Rao, 2015
H6: CC → SSL	0.89	29.894	0.000	p<0.001	Supported	Hasan & Rosli 2020
H7: EE → CC	0.03	1.982	0.047	p<0.05	Not fully Supported	Petersen et al., 2021
H8: EE → SSL	0.42	23.854	0.000	p<0.001	Supported	Weerasinghe & Fernando 2017
H9: SSL→ GBR	0.63	18.038	0.000	p<0.001	Supported	(Ahmad, 2014); Jillapalli & Wilcox 2010; Syed et al., 2016

Student intent, expectations, opportunities, academic environment, and infrastructure facilities drive campus culture. The data supports the mediating relationship (β=0.89, t=29.894, p<0.001) between student expectation and student satisfaction. Hence, hypothesis H6c is supported. Campus culture has a mediating and positive relationship with student satisfaction and loyalty, resulting in a co-creation culture at the campus. Our results show that co-opting for events results in improvised culture, positively impacting student satisfaction and loyalty toward higher education institutes.

Test of hypotheses H7a, H7b

Interviews with academicians and academic literature indicate a weak mediating relationship between events experience and campus culture. However, events drive culture, but events alone are not a significant contributor to the culture at the campus, which also came out in the data analysis (β=0.03, t=1.982, p=0.047, p<0.05). Thus, events experience will have a weak mediating relationship between student intent, academic environment, campus infrastructure facilities and campus culture. Hence, hypotheses H7a and H7b are not fully supported, but H7a and H7b cannot be outrightly rejected as the p-value is less than 0.05.

Test of hypotheses H8a, H8b, H8c, H8d, H8e

The data (β=0.42, t=23.854, p<0.001) shows that students' events experience positively influence student satisfaction and loyalty. Hence, hypotheses H8a and H8b are supported. Events experience has a strong mediating relationship between student intent, academic environment, infrastructure facilities and student satisfaction loyalty, most expert interviews also endorsed the relationship. Additionally, the data highlights the relationship between EE and SSL (β=0.42, t=23.854, p<0.001). Hence, hypotheses H8c, H8d and H8e are also supported.

Test of hypothesis H9

Campus culture and events experience significantly impact students' satisfaction resulting in loyalty towards institutes, thus positively impacting global brand recognition. The data analysis (β=0.63, t=18.038, p<0.001) also supports the mediating relationship of SSL between EE, CC and GBR. Hence, hypothesis H9 is supported. Hypothesis H9 addresses research question 2 while indicating the key factors which play a critical role in building brand recognition. The above analysis leads us to conclude that students, educators, and administrators must co-opt to create a globally recognizable brand that answers research question 3.

CONCLUSION AND FUTURE DIRECTION

This research proposes a holistic approach to considering students as co-creators rather than as customers. It highlights that co-creating relationships among educators, institutions, students, and alumni in a learning environment may lead to transformation in the higher education system, greater engagement, redefining processes, and feedback loops, resulting in satisfaction among all stakeholders. Our results reveal that student behavioral intent appears to be critical to the student experience, resulting in varied ability to grab opportunities, thus impacting student satisfaction. Diversified events such as socio-cultural, industry connections, sports, and conferences result in improvised global opportunities for students resulting in student satisfaction, loyalty thus and co-creation of knowledge brands. Brand identity helps define events at the campus, resulting in satisfied students and alumni, thus impacting loyalty among students. Academic initiatives, well-defined pedagogical content, a multi-faceted system, events, knowledge culture, and global standard campus influence students' experience, satisfaction, loyalty, and alumni support, resulting in global brand recognition for higher education institutes. Though proposing an extensive model, this study has covered a limited geographical base, with India and emerging economies being the primary respondent's base. Researchers from other countries can further expand the scope of this study to cover a wider research focus and geographical base to validate the generalizability of the proposed model and theory. This would increase the external validity of the Student Institution Co-Creation Model.

ACADEMIC CONTRIBUTION

Authors have contributed to the body of knowledge by proposing theories related to higher education institutes, brands, students and stakeholders. The authors' academic contributions are student satisfaction theory and brand co-creation theory. 'Student satisfaction theory' proposes that overall student consumer satisfaction levels of a particular transaction will depend upon student self-assessment of service quality, offerings at the campus, facilities offered at the campus infrastructure, events experience, career opportunities, scholarships, brand experience and global recognition of self-identity based on the education brand. Brand co-creation theory is defined as students' positive intent towards co-opting with educators to create a sustainable brand enabled by an academically stimulating environment and scalable infrastructure that drive energetic events, creating opportunities for the global student community resulting in diverse campus culture, satisfied and loyal students impacting global brand recognition.

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