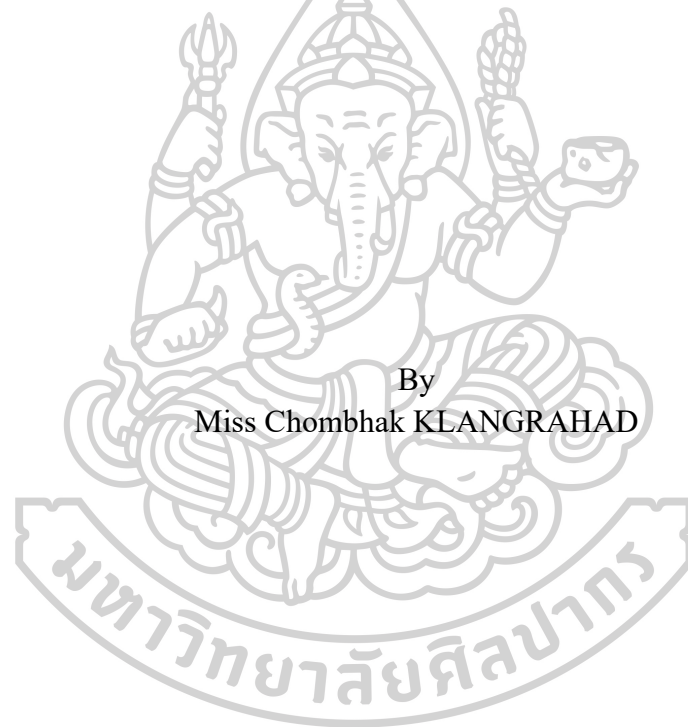




UNIVERSITY BRAND DEVELOPMENT MODEL AND BRAND
COMMUNICATION STRATEGY TO CREATE A COMPETITIVE
ADVANTAGE OF SILPAKORN UNIVERSITY, THAILAND



By
Miss Chombhak KLANGRAHAD

A Thesis Submitted in Partial Fulfillment of the Requirements
for Doctor of Business Administration DOCTOR OF BUSINESS
ADMINISTRATION PROGRAMME (INTERNATIONAL PROGRAMME)

Silpakorn University

Academic Year 2025

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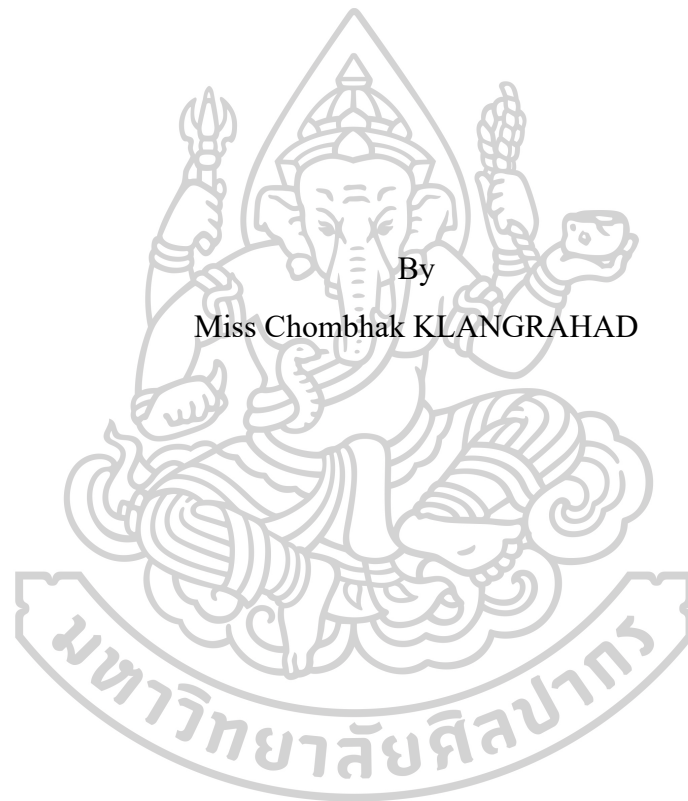
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ความได้เปรียบทางการแข่งขันของมหาวิทยาลัยศิลปากร ประเทศไทย



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Miss Chombhak KLANGRAHAD : UNIVERSITY BRAND DEVELOPMENT
MODEL AND BRAND COMMUNICATION STRATEGY TO CREATE A COMPETITIVE
ADVANTAGE OF SILPAKORN UNIVERSITY, THAILAND Thesis advisor :
Assistant Professor Santidhorn Pooripakdee, Ph.D.

In the competitive Thai higher education sector, Silpakorn University faces a strategic challenge in reconciling its historical identity as a premier 'art school' with its modern reality as a comprehensive, multi-disciplinary institution. This research aimed to address this disconnect issue by developing and empirically validating a brand development and communication model to guide the university in creating a strong brand identity.

A mixed-method, convergent parallel research design was employed. The qualitative stream involved semi-structured interviews with 7 key university staff to explore internal branding perspectives. Concurrently, the quantitative stream surveyed 684 undergraduate students to test the proposed model, which is grounded in Stimulus-Organism-Response (S-O-R) theory. Data were analyzed using thematic analysis for qualitative insights while CFA & SEM were applied for measurement validation and hypothesis tests.

The findings successfully validated the S-O-R model, demonstrating an excellent fit with the empirical data ($\chi^2/df = 0.80$, CFI = 1.00, GFI = 0.95, RMSEA = 0.000). The study reveals that Brand Image is the single most powerful predictor of student Brand Advocacy (total influence = 0.67), followed by Brand Awareness (total influence = 0.33). Branding stimuli; such as Marketing Communication, Customization, Trendiness, and Interaction were found to exert their influence indirectly, by shaping these crucial student perceptions. Notably, Interaction and Trendiness were the most influential stimuli in building brand image.

The study concludes that fostering brand advocacy is the partial mediating result of marketing tactics but is the outcome of meticulously cultivating a strong, positive brand image. The path for Silpakorn University lies in a holistic, student-centric approach that strategically manages student interactions and institutional relevance to harmonize its artistic legacy with its comprehensive identity, thereby transforming students into lifelong brand advocates.

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CHAPTER 1

Introduction

1.1 Background

In the increasingly competitive of higher education, universities are no longer just centers of learning; they have become complex organizations that must strategically manage their identity to attract students, secure funding, and build a lasting reputation. A university's brand is its promise of value a composite of its history, academic strengths, culture, and future aspirations (Chapleo, 2011). As Keller (2013) argues, strong brand equity is a critical asset that creates loyalty, recognition, and a buffer against competitive pressures. Consequently, the development of a clear brand identity and the implementation of a coherent communication strategy are no longer optional pursuits but essential components for institutional survival and growth.

This imperative is particularly acute within the Thai higher education sector. With a growing number of public and private universities vying for a finite pool of domestic and international students, institutions must differentiate themselves in a crowded marketplace (Rungfamai & Tang, 2018). Effective branding allows a university to articulate its unique value proposition, moving beyond generic claims of "academic excellence" to communicate a distinct and compelling identity that resonates with prospective students, faculty, and stakeholders. Without a strategic approach, even institutions with rich histories risk being overlooked or misunderstood.

Silpakorn University stands as a unique and venerable institution within this competitive context. Founded in 1943 by the esteemed Italian artist and professor Silpa Bhirasri, the university is deeply rooted in a legacy of arts, design, and creativity. This heritage has endowed Silpakorn with a powerful and distinct brand identity, making it synonymous with artistic excellence in Thailand. However, this historically niche identity presents a modern challenge. As the university has expanded to encompass a diverse range of faculties including science, technology, humanities, and management sciences. It faces a potential disconnect between its public perception as an "art school" and its reality as a comprehensive university.

The central problem this research addresses is the need for Silpakorn University to evolve its brand and communication strategy to reflect its contemporary,

multi-disciplinary character without forsaking its foundational artistic soul. A failure to manage this brand evolution can lead to a fragmented identity, confused messaging, and missed opportunities to attract students and faculty to its non-arts programs (Hemsley-Brown & Oplatka, 2006). Therefore, this study aims to critically analyze the current state of Silpakorn University's brand development and formulate an integrated brand communication strategy. The primary objective is to develop a robust framework that harmonizes the university's historic legacy with its modern academic diversity, ensuring its brand is both authentic to its past and relevant for its future. By doing so, this research seeks to provide actionable recommendations that will strengthen Silpakorn University's competitive position and ensure its continued legacy of excellence in the 21st century.

The concept of branding, once confined to the corporate world, has become an indispensable strategic tool for higher education institutions in Thailand. Faced with intense domestic competition, demographic shifts, and the pressures of globalization, Thai universities are increasingly recognizing that a strong, clearly communicated brand is essential for attracting students, securing resources, and building a sustainable reputation. The process involves moving beyond a simple logo or slogan to cultivate a comprehensive identity that reflects institutional values, academic strengths, and a unique promise to its stakeholders.

In an era defined by globalization, massification, and the increasing marketization of education, universities no longer operate as insulated institutions of scholarship. They are active participants in a fiercely competitive global marketplace, vying for the best students, most distinguished faculty, and crucial research funding. In this environment, university branding has evolved from a simple marketing function into a core strategic imperative. Effective university branding is a multifaceted process of defining an institution's core identity, communicating its unique value proposition, and meticulously managing its reputation to foster loyalty among a diverse range of stakeholders.

The drive toward strategic branding is a direct response to the changing dynamics of higher education. Historically, a university's reputation was built organically over centuries through scholarly output and the success of its alumni. However, as Hemsley-Brown and Oplatka (2006) note, the sector has shifted toward a

market-driven model where institutions must actively differentiate themselves to survive and thrive. This competition is not just local but global, as students become more mobile and discerning consumers, comparing programs, campus experiences, and post-graduation outcomes across borders. A strong brand acts as a cognitive shortcut, signaling quality, prestige, and a specific institutional character, thereby influencing the choices of prospective students, academic partners, and philanthropic donors.

A successful university brand is built upon the alignment of three key components: brand identity, brand image, and brand positioning. Brand identity is the internal dimension—it is how the university sees itself and what it aspires to be. It is rooted in its mission, vision, values, and institutional culture (Chapleo, 2010). For example, one university might build its identity around pioneering research and innovation, while another might focus on social justice and community engagement. Brand image, conversely, is the external perception held by stakeholders. It is the sum of all experiences, communications, and associations that people have with the institution. A significant challenge in university branding is closing the gap between the intended identity and the perceived image. Finally, brand positioning involves carving out a distinct and desirable place in the minds of stakeholders relative to competitors. This requires a clear understanding of an institution's unique strengths and the ability to communicate them in a compelling narrative.

Executing a successful branding strategy requires more than a compelling logo or a catchy slogan; it demands authenticity and consistency. As argued by Balmer and Gray (2003) in the corporate context, reputation is built on consistent behavior over time. This principle is paramount for universities, whose brand promise is tied to the profound, long-term impact of education and research. Authenticity means the brand must be an honest reflection of the university's strengths, culture, and capabilities. A university that brands itself as a hub of cutting-edge technology but has outdated facilities will quickly lose credibility. Consistency requires that the brand's core message is integrated across every touchpoint—from the university website and social media channels to the campus architecture, the curriculum design, and the way faculty and staff interact with students. In this sense, internal stakeholders, particularly faculty and current students, are the most powerful brand ambassadors, as their experiences ultimately validate or undermine the external marketing message (Chapleo, 2011).

However, the application of corporate branding principles to academia is not without its critics and challenges. A primary concern is the potential for commercialization to erode core academic values. Bunzel (2007) warns that an overemphasis on market appeal can lead to a homogenization of institutional missions, where universities chase rankings and popular programs at the expense of intellectual diversity and critical inquiry. Furthermore, universities are complex organizations with numerous sub-brands—faculties, departments, and research centers—each with its own reputation and identity. Unifying these diverse entities under a single, coherent brand identity without stifling their individuality is a delicate balancing act. University branding has become an indispensable strategic tool for navigating the complexities of the 21st-century higher education landscape. By carefully crafting a distinct identity, communicating it consistently, and ensuring it is authentically rooted in the institutional experience, universities can build the reputational capital necessary to attract talent, secure resources, and fulfill their academic mission. While the risks of over-commercialization must be managed with care, a thoughtfully developed brand does not corrupt the academic mission but rather amplifies its reach and impact. In a world of abundant choice, a strong brand provides the clarity and distinction that allows an institution's unique contributions to knowledge and society to shine through.

The Thai higher education is characterized by several key pressures that have made strategic branding a necessity: First, market saturation: Thailand is home to over 150 public and private universities and colleges. This saturation creates a "buyer's market" where students have numerous choices, forcing institutions to actively differentiate themselves to stand out (Rungfamai & Tang, 2018). Second, demographic shifts: A declining national birth rate has led to a shrinking pool of traditional university-aged students. This demographic reality means universities are competing more fiercely for a smaller number of domestic applicants, making institutional appeal more critical than ever. Third, university autonomy and internationalization: Government policy has pushed public universities towards greater autonomy, requiring them to become more self-sufficient in funding and administration. Simultaneously, there is a national drive to establish Thailand as an international education hub in Southeast Asia, compelling universities to build brands that resonate not only locally but also with a global audience (Sirat & Sirat, 2015). Despite the clear need, Thai

universities face several common challenges in developing and managing their brands. Thai universities, branding is no longer a marketing afterthought but a central pillar of institutional strategy. In a complex and competitive environment, a well-defined and consistently communicated brand allows an institution to articulate its unique value, build lasting relationships with its stakeholders, and secure its place in the future of higher education. The most successful institutions will be those that can weave together their history, academic strengths, and a vibrant student experience into a compelling and authentic narrative that resonates deeply with the next generation of learners.

Brand is cluster of functional and emotional values which promise stakeholders unique experiences. Brand is a strategy for differentiation. It takes expertise to manage and maintain a combination of both tangible and intangible factors to create consumer loyalty growth which products or services under that brand may change but the essence or identity of the brand must remain unchanged (Keller and Lehmann, 2006).

The concept of the brand is derived from the ancient word Brandt in the Nordic country Norway, and its meaning is a very striking mark. This concept is vivid and bright: how to leave a profound mark on the product in the eyes of consumers. At present, there are dozens of definitions of the concept of the brand in academia. A well-known American marketing expert is known as the master of today's marketing academy, defines it as such: a brand is a product's name logo, symbol stamp, design description, in tensional expression or image description, and it can be said that it is the integration of these content elements (Kotler and Keller, 2012). A brand is like a sophisticated symbol which can convey meanings such as various features of the product, which are linked to the benefits both functional and emotional and lead to the representation of the brand's value that consumers perceive in their hearts at the same time the brand can also convey culture and be transmitted, such as corporate culture or the culture of the producing country. The indicator of success of a higher education institution's brand is evaluation of the university rankings. Today, the ratings are interesting for employers, the state, and universities. Outlining the brand essence, the main attributes, as well as stages of its creation and implementation is the first step towards building a successful, competitive higher educational establishment which is popular both with learners and employers (Valitov, 2014).

Given that universities find themselves operating within dynamic and challenging environments, marketing strategy becomes a priority in assuring strong student and faculty recruitment and retention (Asaad, Melewar, Cohen, & Balmer, 2013). Any industry or any organization that wants to be well known they need a right brand and communication strategy. Especially in the information technology and globalization era, brand and communication are becoming more important than ever. It is considered a vital issue that determines the survival of any business. Education is a specific area and brand advertising needs its own strategy. At present, in higher education both in Thailand and abroad are very similar to running business. Therefore, the brand and reputation of the university become an important variable in the strategy of any university or educational institution because it can make a difference and get quality students (Bunzel, 2007). Educational organization is an important foundation of the country's development. In the past the role of higher education institution lies in having the right to choose quality students to study according to their own needs. Currently the numbers of educational institutions increase causing the competition in education intensify, educational institutions may have to be selected. Brand is a key factor which contributes to the increased competitiveness of the higher educational establishment. Therefore, educational institutions need to focus on building their own brand for a distinctive image to survive.

University brand has increased substantially, due to demands on universities to enroll greater numbers of students, rising tuition fees, the proliferation of courses, the growing internationalization of universities, financial pressures, and reliance on income from foreign students. As higher education continues to grow, increased competition places more pressure on institutions to market their programs. Technological, social, and economic changes have necessitated a customer-oriented marketing system and a focus on developing the university brand. Due to increasing competition in the higher education market, brand has become a strategic imperative for universities and other higher education institutions in order to develop meaningfully differentiated brands with which to communicate their strengths (Ancil et al, 2008). Higher education institutions are forced to intensively involve themselves in market competition and become market and entrepreneurial oriented in order to keep up with new trends in higher education. In the context of higher education, marketing in general, and

specifically brand, serves to contribute to a better understanding of a mostly intangible product, define the central message and create a memorable image and experience (Wilson and Elliot, 2016). The importance of higher education institution brands can be illustrated with the findings of several studies that often find that reputation and/or image are the major factors for choosing a particular higher education institution. With regard to public and private higher education institution brand emphasize the importance of brand development for both (Judson and Taylor, 2014).

Specifically for Thailand, few empirical studies have applied a comprehensive, mixed-method approach to investigate the brand development of a specific university. Silpakorn University presents a compelling case study due to its unique brand, one that is deeply intertwined with Thai culture and arts. However, it also faces modern challenges, such as the need to appeal to a new generation of students and to manage the brand identity of its expanding non-arts faculties. There is currently a gap in the academic literature regarding a systematic analysis of Silpakorn's brand strategy, the alignment of its internal identity with its external image among students, and the effectiveness of its communication in fostering brand advocacy.

Despite the growing importance of branding in higher education, the field remains under-researched, presenting a significant opportunity to contribute new concepts and frameworks (Melewar & Nguyen, 2015). While the private sector has long benefited from successful branding, more scholarly attention is needed on the efforts of public institutions like non-profit universities (Watkins & Gonzenbach, 2013). The area of brand development and communication strategies for public universities remains under-researched, particularly within the specific context of Thailand. Existing branding research has focused more on the private sector, while public, non-profit universities have received less scholarly. There is currently a gap in the academic literature regarding a systematic analysis of Silpakorn's brand strategy, the alignment of its internal identity with its external image among students, and the effectiveness of its communication in fostering brand advocacy. This gap is rooted in Silpakorn's core problem: the disconnect between its historical perception as an "art school" and its current reality as a "comprehensive university". The research aims to find a strategy to "harmonize the university's historic legacy with its modern academic diversity. This research gap is particularly evident in Thailand, where the education sector is

experiencing high growth and competition. Motivated by this scarcity of literature, this study investigates the brand development and communication strategy of Silpakorn University. The research aims to fill this void by developing and validating a model tailored to the university's specific context, thereby offering practical insights for the institution and advancing theoretical knowledge on higher education branding in Thailand, providing actionable recommendations for Silpakorn and offering a practical framework for other Thai universities facing similar challenges.

1.2 Research Questions

- 1) What are the methods and trends of the university's brand and communication strategies in the past, present, and future?
- 2) What is a university's brand model and appropriate communication strategy?
- 3) What are some policy recommendations for university brand and communication strategies that are appropriate and support management for competition?

1.3 Research objectives

- 1) To study methods, trends, and elements of the university's brand management and communication strategies.
- 2) To develop a university's brand development model and communication strategy for the university to be competitive.
- 3) To provide policy recommendations for the university's brand development model and communication strategies.

1.4 Expected Benefits of the Study

This research investigates the brand development and communication strategy of Silpakorn University. With primary data collection scheduled to take place from July to September 2024, the study is expected to yield significant practical and theoretical benefits. The findings will be valuable for the university's management, the academic community, and the broader higher education sector in Thailand.

1.4.1 Benefits for Silpakorn University

The primary beneficiary of this study will be Silpakorn University itself. The research is designed to provide direct, actionable insights to guide its strategic direction.

1.4.1.1 Strategic Clarity and Data-Driven Decision-Making: The study will provide the university's leadership with a comprehensive, evidence-based understanding of its current brand position. The validated brand model will serve as a strategic roadmap, enabling management to make informed decisions about marketing, resource allocation, and communication priorities rather than relying on intuition.

1.4.1.2 Enhanced Competitive Advantage: By identifying a unique brand identity and developing a tailored communication strategy, the university will be better positioned to differentiate itself in the crowded Thai higher education market. This will help in attracting and retaining high-caliber students and faculty.

1.4.1.3 Improved Brand Cohesion and Consistency: The research will offer a unified brand framework that can be adopted across all faculties and administrative departments. This will resolve internal brand fragmentation and ensure that all stakeholders—from staff to students—receive and project a consistent, coherent message, strengthening the overall brand identity.

Increased Stakeholder Engagement and Advocacy: A clear and compelling brand message will foster a stronger sense of identity and pride among students and staff. The proposed communication strategy will aim to turn students into active brand advocates, which is one of the most powerful forms of marketing for a university.

1.4.2 Benefits for the Academic Community

This study will contribute valuable knowledge to the academic fields of marketing, communication, and higher education management.

1.4.2.1 Contribution to Branding Literature: The research will add to the growing body of literature on university branding, particularly within a non-Western, Thai context. It will provide a detailed case study illustrating the specific challenges and success factors for a university with a strong historical legacy in the arts.

1.4.2.2 Development of a Validated Conceptual Model: A key outcome of this study is the development and empirical validation of a brand development model for a higher education institution. This mixed-method approach—combining qualitative

refinement with quantitative confirmation (SEM) offers a robust model that can be tested, critiqued, and adapted by future researchers.

1.4.3 Benefits for the Higher Education Sector in Thailand

While the study is focused on Silpakorn University, its findings and framework will have broader relevance for other universities in Thailand and the region.

1.4.3.1 Provision of a Practical Framework and Best Practices: Other Thai universities facing similar challenges—such as balancing tradition with modernity, managing faculty sub-brands, and competing for a shrinking student pool—can use the findings and the proposed model as a benchmark or a source of inspiration for developing their own branding strategies.

1.4.3.2 Informing Policy and Practice: The policy recommendations formulated in this study can inform discussions at a national level about how Thai universities can build stronger international reputations and contribute to the goal of establishing Thailand as an education hub.

1.5 Scope of the Study

This study aimed to conduct an in-depth analysis of the brand development and brand communication strategy of Silpakorn University, Thailand. The scope of this research was specifically framed by its research questions to ensure a focused and feasible investigation. The boundaries are delineated by the following areas:

1.5.1 Content Scope: The content of this research is centered on the multifaceted process of university branding. The scope encompasses three distinct but interconnected areas derived directly from the research questions:

Descriptive and Analytical Scope: The study will first investigate the historical evolution, current practices, and future aspirations of Silpakorn University's branding and communication. This involves an analysis of past campaigns, current messaging across various platforms, internal communication processes, and strategic documents outlining future directions.

Constructive and Conceptual Scope: Beyond analysis, the research was scoped to develop a prescriptive outcome. It will construct a comprehensive conceptual brand model tailored for Silpakorn University. This model will integrate key branding components such as brand identity, brand image, brand positioning, and brand

advocacy, and propose an appropriate, integrated communication strategy to support this model.

Prescriptive and Managerial Scope: The final content area extends to the formulation of practical, actionable policy recommendations. The study did not stop at theoretical modeling but translated the validated framework into strategic guidelines for the university's management. These recommendations were designed to enhance the university's competitive advantage in the higher education market.

1.5.2 Temporal Scope: As dictated by the first research question, the study adopted a longitudinal perspective, examining the university's branding across three timeframes:

Past: Analysis of foundational brand identity and historical communication efforts.

Present: Evaluation of current strategies, perceptions, and brand performance.

Future: Exploration of anticipated trends and the development of a forward-looking strategy.

1.5.3 Population Scope: The research gathered data from two primary groups to ensure a holistic understanding of the brand from both an internal management perspective and an external reception perspective:

- Silpakorn University staff members who were directly involved in or responsible for corporate communication, marketing, public relations, and strategic planning. This group provided the managerial and operational perspective.

- The current student of Silpakorn University. As the primary consumers of the university's educational services, their perceptions are critical for validating the brand model and assessing the effectiveness of communication strategies.

The scope did not extend to other stakeholder groups such as alumni, prospective students, parents, or industry partners, although their importance is acknowledged.

1.5.4 Organizational Scope: This research was conducted as an in-depth case study. Therefore, its organizational and geographical scope was strictly confined to Silpakorn University, Thailand. The investigation covered the university as a whole, while also acknowledging the diverse identities of its various faculties. While the

findings and the developed model would be specifically tailored to Silpakorn University, the underlying principles and methodological approach may offer valuable insights for other higher education institutions in Thailand facing similar branding challenges.

1.6 Key Terms

For the purpose of clarity and consistency throughout this study, the following key terms are defined as follows:

1. University Branding is the strategic application of branding principles to the higher education sector, focused on articulating a clear, compelling, and authentic institutional identity. It is a complex process primarily concerned with the strategic management of the university's long-term reputation.

2. Brand Development. The continuous and strategic process of creating, managing, and strengthening Silpakorn University's brand. In this study, it encompasses the analysis of past efforts, the evaluation of the current brand position, and the construction of a future-oriented brand model designed to build a distinct and favorable reputation among its key stakeholders, particularly students.

3. Brand Identity. The set of unique attributes, values, promises, and characteristics that Silpakorn University's management and administration aim to project. It is the internal perspective of the brand—what the university stands for, its core mission, and its intended personality (e.g., as a leader in arts and design). This is the "sender" side of the brand equation.

4. Brand Image. The collective perceptions, beliefs, and impressions that stakeholders, particularly students, hold about Silpakorn University. It is the external reflection of the brand identity, shaped by personal experiences, word-of-mouth, and the university's communication efforts. This is the "receiver" side of the brand equation.

5. Brand Awareness. The extent to which students and other stakeholders are familiar with and can recall Silpakorn University. This includes both brand recognition (the ability to identify the university's name, logo, or other attributes when prompted) and brand recall (the ability to name the university when thinking of a specific category, such as "top art universities in Thailand").

6. Brand Positioning. The strategic effort to create a distinct and valued place for Silpakorn University in the minds of its target audience (e.g., prospective students) relative to competing universities. It answers the question: "Why should a student choose Silpakorn over other institutions?"

7. Brand Advocacy. The highest level of brand loyalty, where students and staff go beyond mere satisfaction and actively recommend Silpakorn University to others through positive word-of-mouth, social media testimonials, and other voluntary promotional behaviors. It is a key desired outcome of a successful brand strategy and a variable to be measured in this study.

8. Brand Communication Strategy. The comprehensive, long-term plan for using various communication channels (e.g., digital media, public relations, events, internal memos) and messages to convey the university's brand identity, manage its image, and engage with its stakeholders. The goal is to build and maintain strong, positive relationships and achieve strategic objectives like student recruitment and retention.

9. Trendiness. The brand being perceived as modern, relevant, and up-to-date. This is crucial for attracting younger generations of students.

10. Interaction. It emphasizes the importance of two-way engagement between the university and its stakeholders (e.g., through social media, campus events, and student-faculty relations).

11. Customization. This involves tailoring the educational experience, services, and communication to the individual needs and preferences of students and other stakeholders.

12. Higher Education Branding The application of branding principles and strategies specifically within the context of universities and colleges. It differs from corporate branding as it involves managing the reputation of an institution that offers intangible products (education, research) and serves multiple diverse stakeholders (students, faculty, alumni, government, industry) in a competitive academic market.

13. Structural Equation Modeling (SEM) A sophisticated multivariate statistical analysis technique that will be used in the quantitative phase of this study. It allows the researcher to test and validate the proposed brand development model by examining

the complex causal relationships between multiple latent constructs (e.g., Brand Image, Brand Awareness) and observed variables simultaneously.



CHAPTER 2

Literature Review

2.1 Introduction

In an increasingly competitive global higher education institutions (HEIs) have shifted from being purely academic bodies to complex organizations that must compete for students, faculty, funding, and prestige. This has led to the adoption of strategic management principles traditionally associated with the corporate sector, most notably branding (Hemsley-Brown & Oplatka, 2006). A university's brand is no longer a peripheral marketing activity but a central strategic asset that encapsulates its identity, reputation, and promise of value to its stakeholders (Chapleo, 2011). As Keller (2013) argues, a strong brand provides a promise of quality and simplifies the decision-making process for prospective students, who are increasingly behaving like discerning consumers. This study situates itself within this context, exploring how these principles apply to Silpakorn University, a unique institution with a rich heritage in Thailand.

2.2 Brands, Branding, and University Branding: A Theoretical Overview

2.2.1 The Concept of a Brand

The term "brand" has evolved significantly from its origins as a simple mark of ownership burned onto livestock. In contemporary business and marketing, a brand is a complex and multi-faceted concept that represents a powerful strategic asset.

The American Marketing Association (AMA) provides a foundational definition: "A brand is a name, term, sign, symbol, or design, or a combination of them, intended to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors" (AMA, n.d.). While this definition highlights the tangible elements of a brand (logo, name), modern theorists emphasize its intangible dimensions.

Kevin Lane Keller (2013), a leading authority on brand management, argues that a brand is much more than its physical markers. To a consumer, a brand is a promise. It represents a set of mental associations, held by the consumer, which add to the perceived value of a product or service. These associations are formed through every interaction and communication, creating a rich tapestry of meaning in the

consumer's mind. The real value of a strong brand, therefore, resides not on a company's balance sheet but in the minds of its stakeholders.

Similarly, David Aaker (1996) describes a brand as a "multidimensional set of functional, emotional, and self-expressive benefits" that provide value to the customer. He introduced the concept of Brand Identity, which is the unique set of brand associations that the firm aspires to create or maintain. These associations represent what the brand stands for and imply a promise to customers from the organization members. In essence, a brand function to:

- 1) Differentiate: It sets an offering apart in a crowded marketplace.
- 2) Simplify Choice: It acts as a mental shortcut, helping consumers make decisions with more confidence and less cognitive effort.
- 3) Reduce Risk: A trusted brand signals quality and reliability, reducing the perceived risk of a poor purchase.
- 4) Create Meaning: It allows consumers to express their own identity and values through their consumption choices.

2.2.2 The Process of Branding

If a brand is the noun the asset and the collection of meanings then branding is the verb. It is the active, strategic process of creating, managing, and strengthening that brand. Branding is not merely a marketing function; it is a holistic management approach that aims to align the entire organization behind the brand's promise.

The core purpose of branding is to endow products and services with the power of a brand (Keller, 2013). This involves shaping perceptions and building a strong, positive, and enduring brand Image. The way the brand is actually perceived by its audience. The strategic goal of branding is to ensure there is minimal a gap between the intended Brand Identity and the perceived brand Image. Key activities within the branding process include:

- 1) Brand Positioning: This is the act of designing the company's offering and image to occupy a distinctive place in the mind of the target market (Ries & Trout, 1981). It answers the fundamental question: "Why should this consumer choose me over the competition?"

2) Brand Communication: This involves using a range of tools (advertising, public relations, social media, events) to convey the brand's identity and positioning. An effective strategy uses an Integrated Marketing Communications (IMC) approach to ensure all messages are consistent and synergistic (Schultz & Kitchen, 2000).

3) Managing Brand Experience: Branding extends beyond communication to encompass every touchpoint a stakeholder has with the organization. This includes product performance, customer service, physical environments, and online interactions. Every experience either reinforces or undermines the brand's promise.

2.3 The Context of University Branding

Brand management is an important part of business strategy that affects the management of brands or product brands in order to build awareness and confidence in the market. It also affects the development and maintenance of the brand, building awareness and confidence in the product and creates brand loyalty among customers. The definition of brand has undergone significant changes in recent years (Jones & Bonevac, 2013). While previously the brand was a visual identity associated with cognitions and used for consumer evaluation, more recently the brand has come to represent experiences and emotional associations for a product. However, as Jones and Bonevac (2013) argue that it is difficult to determine what aspects of a product or service's identity belongs to a brand or what effects it may have in the mind of the consumer, since there is no true shared definition of the brand concept. Some of the most common and useful definitions of the brand include that it is a visual identity, a psychological promise or contract with the consumer, an image or personality, a set of subjective perceptions, and that it is a definition of the product. Under these definitions, branding is the process involved with communicating about the product to promote the visual identity, promise or definition, or image preferred by the marketer (Jones & Bonevac, 2013).

Most of the studies on university branding found in the literature focus on branding as a process of creating a visual identity (Aspara, et al., 2014; Aula, et al., 2015; Delmestri, et al., 2015; Drori, 2013). For example, Delmestri, et al. (2015)

examined the university brand solely as the set of visual and text-oriented characteristics of the university. These authors identified five distinct visual identities commonly used in university branding, some of which have oblique references to deeper brand meanings such as identity. For example, there are distinct characteristics of science/technology university branding that are associated with such universities (Delmestri, et al., 2015). However, other meanings of the brand, such as brand identity, brand awareness, and brand trust, have not been studied very much in university contexts.

The application of corporate branding principles to the higher education sector—university branding—has become a strategic necessity. As the market for higher education becomes more global and competitive, universities must differentiate themselves to attract students, faculty, and funding (Hemsley-Brown & Oplatka, 2006). However, branding a university is fundamentally different and more complex than branding a commercial product.

Several key factors differentiate university branding:

1) Complexity of the product: A university does not sell a tangible good. Its offering is an intangible, high-involvement experience that includes education, personal development, career opportunities, and social status. This experience is co-created with the student, making its quality highly variable and subjective.

2) Diverse and Powerful Stakeholders: Unlike a typical company that primarily answers to customers and shareholders, a university serves a multitude of stakeholders with often conflicting interests. These include prospective students, current students, faculty, administrators, alumni, donors, government agencies, and industry partners (Chapleo, 2011). A successful university brand must resonate with all these groups.

3) Shared Governance and Sub-Brands: A university's brand is not controlled by a single CEO or marketing department. It is a decentralized organization where deans, faculties, and prominent academics hold significant influence. Each faculty or department often acts as a sub-brand (e.g., the Law School, the Business School, the Art School), which can either strengthen or dilute the overarching institutional brand (Balmer & Gray, 2003).

4) The Centrality of Reputation: A university's reputation, built over decades or even centuries, is its most critical brand asset. This reputation is rooted in academic excellence, research output, faculty prestige, and the success of its alumni. Therefore, university branding is less about flashy advertising and more about the strategic management of institutional reputation.

The goal of university branding is to articulate a clear, compelling, and authentic identity that differentiates the institution, builds a strong reputation, and fosters a sense of community and loyalty among its stakeholders. An effective university brand strategy can lead to tangible outcomes, including increased student applications, higher enrollment yields, enhanced alumni engagement and donations, and improved institutional rankings (Chapleo, 2010).

2.4 Concept of Stimulus-Organism-Response Model (S-O-R Model)

The Stimulus-Organism-Response (S-O-R) model is a foundational framework in psychology, later widely adopted in marketing and consumer behavior, used to explain how external stimuli influence an individual's behavior. The model posits that an individual's response to a stimulus is not direct or automatic; instead, it is mediated by their internal state the organism. This framework evolved from the earlier, more simplistic Stimulus-Response (S-R) model proposed by behaviorist psychologists like Pavlov and Skinner.

The S-R model viewed the individual as a black box, suggesting that a given stimulus would lead directly to a predictable response, largely ignoring internal thought processes or emotions. The S-O-R model, however, opened this black box, arguing that the unique characteristics and internal states of the individual (the organism) play a crucial role in shaping the final behavioral outcome. It was later popularized and applied to environmental psychology and consumer behavior by Mehrabian and Russell (1974), who provided a robust framework for understanding the "O" component. The S-O-R model offers a more nuanced and psychologically grounded understanding of human behavior than its predecessors, making it an indispensable tool for analyzing the impact of environmental and marketing stimuli on consumer decision-making.

Currently, brand studies use consumer behavior models, including the S-O-R model (Stimulus-Organism-Response Model: S-O-R Model) which is an important model for understanding the decision-making process of consumers whether at the individual, group and organizational level. In addition, it also studies the evaluation of the influence of family, friends and society influence the decision-making process of consumers (Mehrabian and Russell, 1974). The S-O-R Model consists of three components, namely the stimulus, mechanism, and response where the stimulus may consist of environmental stimulus and social stimulus which will affect the mechanism and both stimulus and mechanism will affect how consumers respond to decisions.

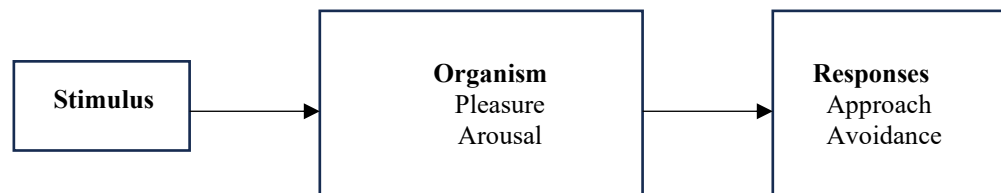


Figure 2.1 S-O-R Theory

Stimulus is a variable or thing that stimulates a response from the consumer or things that are brought into the marketing process to create awareness. Stimulus can be physical contact and mental awareness by creating motivators for consumers in physical contact. May use both product testing methods, displaying products in the store or interesting packaging. On the other hand, a psychological motivator may be the use of advertising that impresses marketing through online channels or positive reviews from users (Bigne et al., 2020)

Organism is the emotional and thought state of the customer and consists of dimension of sensory perception and dimension of cognitive perception; emotional states were divided into 3 factors: happiness, excitement, and cognitive control. Happiness and excitement are positive feelings about what has been learned whether having heard of the advertising media or having actually tried the product (Mehrabian & Russell, 1974). The relationship between the story content presented It affects the emotional response of consumers and their attitudes. If consumers understand the

content of the product directly or through the symbol and various representations so that consumers will know the identity of the product. (Sherman et al. 1997).

Responsiveness in marketing refers to the behavior or interaction that occurs by consumers after receiving experience or information about products or services. Responses can be either support or rejection of the product or service and has an effect on the development and creation of brand reputation by responding to the product. It arises from the consumer's attitude which determines purchase intentions and attitudes towards brands in the context of product consumption (Ruiz-Mafe et al., 2018). Consumers' perception of value for money from product consumption and consumers are aware of the low risk when deciding to consume the product. As a result, brands have a greater chance of being accepted because consumers are more likely to choose brands with no risk or the lowest risk.

The university branding establishes WHAT it is (a complex, reputation-based process) and WHY it's necessary (to attract stakeholders). The S-O-R model then provides a theoretical lens for explaining HOW a university's branding activities (the stimulus) influence a stakeholder's internal feelings and thoughts (the organism) to produce a desired behavior (the response).

In essence, the S-O-R model "opens the black box" between a university's branding efforts and the tangible outcomes it seeks. The relationship using S-O-R Components is how the components of the S-O-R model can be applied to the context of university branding as follows:

1. Stimulus (S): The University's Branding Efforts. The stimulus is the external factor presented to the consumer to create awareness and provoke a response. The text mentions advertising, online channels, positive reviews, product packaging, and physical contact. In the university branding context, the stimuli are the various branding and marketing activities the university undertakes. These include: visual and textual identity: The university's logo, website design, and promotional materials. Reputation signals: News about academic excellence, research output, faculty prestige, and institutional rankings. Marketing Communications: Advertising campaigns, social media content, and online reviews from students and alumni. Direct Experiences: Campus tours (physical contact), interactions with faculty and staff, and information sessions.

2. Organism (O): The Stakeholder's Internal State. The organism represents the internal emotional and cognitive processes of the individual that mediate the stimulus and the response. The key difference from simpler models, involving feelings like pleasure, arousal, happiness, and excitement. University branding is where the complexity of university branding comes into play. When a stakeholder (e.g., a prospective student) is exposed to the university's stimuli, they don't just react automatically. They undergo an internal evaluation: Emotional Response: They may feel a sense of excitement about the campus, a feeling of belonging to the university's community, or an aspiration for the social status the university represents. Cognitive Response: They form perceptions and attitudes. This is where brand trust, brand awareness, and the overall brand identity are formed in their mind. They assess if the university's "psychological promise" aligns with their personal and career goals. This organism stage directly addresses the gap identified in the literature, which has focused too much on the stimulus while ignoring these deeper meanings of the brand.

3. Response (R): The Stakeholder's Behavior. The response is the final behavioral outcome, which can be positive (approach, support) or negative (avoidance, rejection). It includes purchase intentions and attitudes. The stakeholder's response is the tangible outcome that the university's branding strategy aims to achieve. As listed in the text, these behaviors include: For Prospective Students: Submitting an application ("approach"), accepting an enrollment offer, or deciding against the university ("avoidance"). For Alumni: Making donations, participating in alumni events, and acting as brand ambassadors. For Faculty: Choosing to work at the institution and contributing to its academic reputation.

2.5 Stimulating: Brand communication

In today's hyper-competitive and information-saturated marketplace, simply capturing a potential customer's attention is no longer sufficient. The critical next step in the consumer journey is to convert that fleeting awareness into genuine interest a state of curiosity and engagement that compels the consumer to learn more. Stimulating interest is the process of making a brand, product, or service relevant and compelling enough for a consumer to invest their time and cognitive energy.

The importance of stimulating interest is a cornerstone of classic marketing models. Effective brand communication is not a single act but a strategic process of guiding consumers along a path to purchase. The AIDA model which outlines the consumer's journey through Attention, Interest, Desire, and Action serves as a foundational blueprint for this process. Brand communicators use this model to structure their efforts, recognizing that different tactics are required at each stage. The transition from attention to interest is particularly crucial. Here, the objective of brand communication shifts from interruption to engagement. It is tasked with providing substance through compelling storytelling, clear value propositions, and relevant information that makes the audience consciously decide the brand is worth their consideration.

Brand Communication is the strategic process by which organizations transmit information, meaning, and a desired identity of their brand to target audiences or customers. Stimulating customer interest is the first step in the important process that useful to understanding and analyzing consumer behavior and affects brand building by stimulating customer interest. It is an important part of creating knowledge and memories in the minds of customers about the brand. It is a basis in the process of building a sustainable brand. Satisfaction and stimulating interest create customer experiences and satisfaction with the brand's products or services. Thus, customers will contribute the brand loyalty, purchasing products and services continuously (Uzir et al., 2021). From the literature review the researcher studied the elements of stimulating customer interest as follows:

2.5.1 Marketing Communication

Marketing communication (MC) represents the collection of all elements in a brand's marketing mix that facilitate exchanges by targeting a brand to a group of customers, positioning the brand as distinct from its competitors, and sharing the brand's meaning and value (Keller, 2001; Shimp & Andrews, 2013). It is the strategic process through which firms attempt to inform, persuade, and remind consumers directly or indirectly about the products and brands they sell. In an increasingly complex and saturated media environment, the role of marketing communication has evolved from a simple set of promotional tools to a sophisticated, strategic function responsible for building brand equity, fostering customer relationships, and driving

organizational performance. While the ultimate goal of any marketing effort is to drive sales and generate profit, marketing communication works to achieve this through a series of intermediate objectives. According to Kotler and Keller (2016), these objectives typically fall into several key categories:

1) Create Awareness and Inform: Before a consumer can buy a product, they must be aware of its existence and understand its features and benefits. This is especially crucial for new products or for brands entering new markets.

2) Build a Brand Image: Communication shapes how consumers perceive a brand. By consistently conveying a certain personality, set of values, and level of quality, MC helps to build a distinct and favorable image in the minds of consumers.

3) Persuade: Beyond information, effective communication aims to persuade consumers that a specific brand is the best choice to meet their needs. This involves highlighting points of differentiation and creating favorable attitudes toward the brand.

4) Elicit an Emotional Response: Many purchasing decisions are driven by emotion. MC often aims to connect with consumers on an emotional level, linking the brand with positive feelings or aspirations.

5) Incentivize Action: This is the call-to-action (CTA) component, encouraging consumers to take the next step, whether it's visiting a website, requesting a demo, or making a purchase.

6) Build Relationships and Foster Loyalty: Modern marketing communication is not about one-off transactions. It is about creating a long-term dialogue with customers, providing value beyond the initial purchase to foster loyalty and advocacy.

To achieve these objectives, marketers utilize a toolkit of different communication disciplines, often referred to as the Marketing Communication Mix. The primary tools include:

1) Advertising: Any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. This includes traditional media like TV, radio, and print, as well as digital advertising on websites and social media.

2) Public Relations (PR) and Publicity: A strategic communication process that builds mutually beneficial relationships between organizations and their publics. Unlike advertising, PR focuses on earning media coverage (e.g., through press releases, events, and community relations) rather than paying for it.

3) Sales Promotion: Short-term incentives designed to encourage the trial or purchase of a product or service. Examples include coupons, discounts, contests, and "buy one, get one free" offers. Its effect is often immediate but short-lived.

4) Personal Selling: Face-to-face interaction with one or more prospective purchasers for the purpose of making presentations, answering questions, and procuring orders. It is the most personal and persuasive tool but also the most expensive.

5) Direct Marketing: Communicating directly with targeted individual consumers to obtain an immediate response. This includes email marketing, telemarketing, direct mail, and mobile messaging. It is highly personalized and measurable.

6) Digital and Online Marketing: A broad category that has become central to modern MC. It includes:

- Social Media Marketing: Using platforms like Instagram, Facebook, and LinkedIn to build a community and engage with customers.

- Content Marketing: Creating and sharing valuable free content (blogs, videos, podcasts) to attract and convert prospects into customers.

- Search Engine Marketing (SEM): Increasing a brand's visibility in search engine results pages through paid advertising (PPC) and search engine optimization (SEO).

The primary purpose of marketing communication is to build and maintain relationships with customers, prospects, and other stakeholders by informing, persuading, and reminding them about a company's products and brands. It is a critical, strategic function that goes far beyond simple advertising to orchestrate a coherent brand story across multiple touchpoints.

Marketing communication is the process that a company or organization uses to communicate information about its products or services to target groups or consumers through various channels such as television advertisements, radio, online media, social media or in presentations at conferences and events (Marin & Nila et al., 2021).

Marketing communication is considered a stimulus that affects the feelings and responses of customers towards a brand through effective marketing communication. Customers receive a stimulus that causes interest, excitement and response to the brand. Choosing the right communication channels presenting interesting information and

creating a positive experience can strengthen feelings and have a motivating effect on building a brand in the minds of customers. The important thing in the process of creating good awareness through marketing communications is that the product must have quality both in the products and the services (Uzir et al., 2021). At present, marketing communication formats include both online and offline marketing communications.

Online marketing communication is very important, due to the widespread use of information technology. Online communication can deliver the information to the target on time. Marketing communication on social media and online platforms make it easier for the target to stay informed, have conversations, and relate to the brand. There are many forms of online marketing communication such as social media ads, Google Ads, and email presentations (Lesscher et al., 2020).

However, offline marketing communications are still important in that consumers prefer direct interaction with products, able to touch the product or you can ask for information directly. In terms of marketing public relations media via offline both advertising in print media and billboards are considered to have important roles in helping consumers form memories and perceptions of product brands (Mkhize and Ellis, 2019).

2.5.2 Customization

Customization is a process in which customers can define and modify the characteristics of products according to their personal needs. Both in terms of choosing details, colors or other special features that the customers want. This is essential for customer-centric marketing (Marin & Nila et al., 2021). Involving customers in product customization will create more customer satisfaction with the products and services. Including helping to create a memorable experience for customers, it also creates a special feeling towards the products for customers (Mkhize and Ellis, 2019). The intellectual precursor to brand customization is mass customization. Coined by Pine (1993), mass customization describes a firm's operational capability to produce individually customized goods and services with the efficiency and scale of mass production. Early examples, like Dell allowing customers to configure their own computers, focused primarily on the functional modification of product attributes. This

was a supply-side revolution, enabling firms to offer variety without sacrificing efficiency (Gilmore & Pine, 2000).

However, as the concept matured, scholars recognized that the value of customization extended far beyond functional utility. Prahalad and Ramaswamy (2004) reconceptualized the market as a "forum for value co-creation," where the consumer is an active partner in the creation process. This shifted the focus from the firm's capabilities (mass customization) to the consumer's experience (co-creation). Brand customization emerges from this co-creation philosophy. It is not merely about choosing from a menu of options; it is about engaging the consumer in a creative dialogue with the brand, allowing them to imbue the final product with their own personality and meaning.

In the highly competitive landscape of higher education, customer customization refers to the strategic process of empowering students to shape and tailor their educational journey to align with their individual goals, learning styles, and personal interests. This moves beyond the traditional, standardized "one-size-fits-all" model of university education, where students are passive recipients of a fixed curriculum. Instead, it reframes the student as an active co-creator of their own value and experience, a concept central to the theory of mass customization pioneered by B. Joseph Pine II (1993).

For a university, the product is not merely a degree but the entire student experience, from recruitment to alumni status. A university brand that embraces customization is perceived as student-centric, innovative, and responsive to the needs of the modern learner.

The Shift from an Institution-Centric to a Student-Centric Brand, today's students are digital natives, accustomed to the personalized experiences offered by platforms like Netflix, Spotify, and Amazon. They enter higher education with an expectation of choice and control. As Kotler, Kartajaya, and Setiawan (2017) argue in *Marketing 4.0*, brands must engage customers in a more horizontal, inclusive, and social manner. A university brand can no longer afford to be a monolithic entity dictating a single path; it must become a flexible platform that enables multiple pathways to success. Customization is the key mechanism to achieve this student-centricity, making the brand promise tangible and personally relevant to each student.

The Key Areas for Customization within the University Experience, customization can be applied across various touchpoints of the student lifecycle to build a powerful and differentiated brand.

1) Academic and Curricular Customization This is the most fundamental area. Instead of rigid, linear degree programs, universities can offer:

1.1) Flexible Curricula: Allowing students to build interdisciplinary majors or minors, combining fields like computer science with art history or business with environmental science.

1.2) Modular Learning & Stackable Credentials: Students can earn certificates or micro-credentials for specific skills, which can then be "stacked" together over time to form a full degree. This provides value and recognized qualifications at every stage.

1.3) Choice in Learning Modality: Offering courses in various formats—in-person, fully online, or hybrid—allows students to customize their learning environment to fit their lifestyle and preferences.

2) Experiential and Co-Curricular Customization The university experience extends far beyond the classroom. A customized brand allows students to design this aspect of their journey:

2.1) Tailored Extracurricular Pathways: Using data and advising, a university can recommend clubs, research opportunities, or volunteer programs that align with a student's stated career goals or personal interests.

2.2) Personalized Career Services: Moving beyond generic workshops to offer one-on-one coaching, curated internship matching, and alumni mentorship pairings based on a student's specific industry aspirations.

3) Customization of Student Support and Services Recognizing that each student has unique needs, a customized approach to support is crucial:

3.1) Adaptive Advising: Using predictive analytics to identify students who may need academic support and proactively offering tailored resources.

3.2) Flexible Support Services: Providing mental health counseling, financial aid advising, and tutoring services through multiple channels (in-person, virtual appointments, chatbots) to meet students where they are.

4) Communication and Engagement Customization Students are inundated with information. A brand that customizes its communication stands out as relevant and respectful of the student's time.

Personalized Communication Streams: Instead of mass emails, sending targeted notifications about deadlines, events, or opportunities relevant to a student's specific major, year of study, and expressed interests.

Implementing a customization strategy yields significant brand advantages:

1) Stronger Brand Differentiation: In a crowded market, a university that offers a truly customizable experience has a powerful and unique value proposition. It becomes the "university that adapts to you," not the other way around.

2) Increased Student Recruitment and "Fit": Customization attracts students who are proactive and clear about their goals, leading to a better match between the student and the institution and ultimately, higher rates of success and satisfaction (Hemsley-Brown & Oplatka, 2006).

3) Enhanced Student Engagement and Retention: When students feel a sense of ownership over their education, their engagement and motivation increase. This feeling of empowerment is strongly linked to higher satisfaction and retention rates.

4) Lifelong Alumni Loyalty: A positive, personalized experience fosters a deeper connection to the institution, translating into more engaged and supportive alumni.

To be effective, university customization must be guided and curated. It is not about providing limitless options but about providing a meaningful set of choices within a supportive structure. Strong academic advising and clear pathway mapping are essential to help students navigate their options effectively without becoming overwhelmed.

Customizing products to suit needs when used in education. The curriculum and teaching process that give freedom to students is important. As a result, students will develop learning skills and have the freedom to exchange knowledge and interact with others. The interest of the learner makes an interesting and meaningful

experience for learners at all levels of education and also develops the learner's personality and creativity (Bellanca and Brandt, 2010).

2.5.3 Trendiness

Trendiness makes products more attractive. Consumers who have a sense of trendiness are often interested in new things and challenge themselves to try new things and feel that they receive more benefits from using trendiness products. Consumers can more easily access trendiness products through online platform. Consumers perceive these online platforms as valuable and useful in receiving information and making transactions in purchasing products more convenient. (Pena-Garcia et al, 2020)

Trendiness products are determined by their modern design. Focusing on consumer preferences, convenient and modern technology. Effective work to achieve trendiness or modernity the important thing is the personnel in the organization which considered as the key to develop products for consumers. The employees are encouraged to share their creative ideas because creativity is an important factor in increasing organizational efficiency and create modernity for the organization (Batool et al., 2024).

In the context of higher education, customer trendiness refers to a university brand's ability to be perceived by its target audience primarily prospective and current students as modern, relevant, and aligned with contemporary cultural, social, and professional currents. This is not about being a fleeting fad or chasing superficial popularity. Instead, it is a strategic imperative for a brand to demonstrate that it understands the world its students inhabit and is preparing them for the future they will inherit.

A university brand that is seen as trendy or, more accurately, contemporarily relevant, moves beyond its traditional pillars of history and prestige to connect with students on the basis of shared values, forward-thinking innovation, and authentic communication.

Today's students are buying into an experience, not just an education (Pine & Gilmore, 1998). A trendy university brand is one that successfully communicates a vibrant, inclusive, and desirable campus culture. This is often conveyed through modern facilities, student-centric services, a diverse array of clubs and events, and a

general vibe that aligns with student aspirations for community, creativity, and well-being. The physical and social environment of the campus has become a critical brand touchpoint. A university's core product, its educational offering must also reflect a modern outlook. Institutions that offer cutting-edge programs in fields like data science, artificial intelligence, sustainable development, or digital media signal their relevance for the future job market. Furthermore, embracing innovative pedagogical approaches, such as flexible hybrid learning, interdisciplinary projects, and entrepreneurship incubators, contributes to a perception of the university as a dynamic and forward-thinking institution.

The primary audience for university branding, Generation Z (born roughly 1997-2012), possesses a distinct set of values and expectations shaped by a digital-first, socially-conscious world. As noted by sociologist Jean M. Twenge in her book *iGen*, this generation is pragmatic, values authenticity, and is deeply concerned with issues like mental health, social justice, and environmental sustainability. A trendy university brand must therefore reflect these core concerns. It is no longer enough to offer a great education; the institution must demonstrate its commitment to creating a better world.

A university can cultivate a trendy perception by focusing on several key strategic areas:

2.5.3.1. Digital fluency and social media authenticity.

Universities must meet students where they are, and today, that is on platforms like TikTok, Instagram, and even Discord. A trendy brand doesn't just use these platforms for announcements; it engages with students using the native language and formats of each channel. For example, Using TikTok for "day-in-the-life" student takeovers, behind-the-scenes lab tours, or humorous, relatable content featuring faculty, rather than simply posting polished advertisements.

2.5.3.2 Alignment with societal values.

A university's brand is significantly enhanced when it is seen as a leader on the issues that matter to its students. This goes beyond a mission statement and requires tangible action (Beverland, 2009). Areas of focus:

- 1) Sustainability: Announcing and executing ambitious carbon-neutrality goals, offering degrees in renewable energy, and showcasing a campus culture of environmental responsibility.

2) Diversity, Equity, and Inclusion (DEI): Actively promoting a diverse student body and faculty, creating inclusive campus spaces, and embedding social justice themes into the curriculum.

3) Mental Health and Wellness: Destigmatizing mental health by providing accessible, modern wellness resources and fostering a supportive campus environment.

2.5.3.3 Innovative and future-focused academic programs.

A core component of trendiness is relevance to the future job market. Universities that offer cutting-edge programs signal that they are forward-thinking. For examples, offering degrees, minors, or certificates in fields like Artificial Intelligence, Data Science, Esports Management, Sustainable Business, or Digital Content Creation.

2.5.3.4 The experience economy on campus.

The physical and social environment of the university is a critical brand component. Students are not just buying a degree; they are investing in an experience. For example, investing in modern, collaborative learning spaces, state-of-the-art recreational facilities, and vibrant student life programs. The brand narrative should focus on the holistic student journey, not just the academic outcomes (Gilmore,1998).

2.5.4 Interaction

Customer interaction is a vital process through which a university's brand is experienced, validated, and ultimately brought to life. It encompasses every single touchpoint a person has with the institution from their first click on the website as a prospective student to their engagement as an alumnus decades later. For a university, interaction is not a series of isolated transactions (like paying tuition or registering for class); it is the foundation of a long-term, evolving relationship.

A strong brand sets an expectation a promise of academic rigor, community, innovation, or support. However, it is the quality and nature of the daily interactions that determine whether that promise is perceived as reality. As Donald Miller emphasizes in *Building a StoryBrand* (2017), the customer (student) is the hero of the story, and the brand (university) is the guide. Every interaction is an opportunity for the guide to prove its value and help the hero succeed.

University brand interaction can be defined as the sum of all exchanges digital, physical, and interpersonal between the university and its stakeholders, through which brand meaning is co-created and relationships are forged. This review will explore the theoretical foundations of brand interaction, delineate its primary channels within the university context, and analyze its strategic impact on building authentic and resilient university brands.

The traditional view of higher education often followed a goods-dominant logic, where the university produced a product (a degree) and delivered it to the student. Modern branding, however, operates on a Service-Dominant Logic, a concept championed by Vargo and Lusch (2004). This framework posits that value is not created by the institution and given to the student, but rather it is co-created through the interaction between them.

The student is not a passive recipient but an active partner. A degree is not the end product but a record of a value-co-creation process. The university's role is to provide a platform and the resources for students to build their own success. This makes every single interaction with faculty, advisors, administrative staff, and digital systems a critical moment in the value creation process and a defining moment for the brand. The university's brand must be managed consistently across all stages of the student lifecycle (Peppers & Rogers, 1993). This stage is about building trust and demonstrating the brand promise.

1) Digital Front Door: The university website, social media channels, and virtual tour platforms must be user-friendly, personalized, and reflective of the campus culture. A brand that promises innovation but has an outdated website creates immediate cognitive dissonance.

2) Human-to-Human Contact: Interactions with admissions counselors, tour guides, and financial aid officers are powerful brand moments. Are they responsive, empathetic, and knowledgeable? An admissions officer who takes the time to understand a student's personal goals reinforces a "student-centric" brand promise far more effectively than any brochure.

Current student interactions are where the brand is tested daily. Inconsistency here can quickly erode brand equity.

1) Academic Interactions: The relationship between a student and faculty is paramount. A university branding itself as a hub of mentorship must ensure its professors are accessible and supportive.

2) Administrative Interactions: The experience with the registrar, bursar's office, or IT support is often called the hidden curriculum. Long lines, bureaucratic runarounds, and impersonal service can severely damage a brand that claims to be supportive or agile.

3) Digital Campus Interactions: The Learning Management System (LMS), student portal, and official apps are constant points of interaction. An intuitive, integrated digital ecosystem reinforces a brand image of being modern and efficient.

Alumni and Lifelong Interactions which can explain the Extending the Relationship between the university and alumni. The interaction does not end at graduation. A strong brand views alumni as lifelong partner.

1) Continued Value Proposition: Interactions should focus on providing ongoing value through career services, networking events, and lifelong learning opportunities (e.g., discounted courses or certificates).

2) Personalized Engagement: Instead of generic fundraising appeals, interactions should be tailored. Acknowledging an alumnus's field, career milestones, or past campus involvement shows that the institution still sees them as an individual, not just a potential donor.

Good interactions between an organization and its customers help strengthen customers' trust in the brand and build trust in the organization. Good interactions must begin with impressive service between support staff and customers. Building good relationships between organizations and customers plays a very important role in developing customer groups. Creating a great customer experience and building customer relationships requires effective collaboration between support and operations teams. In order to provide modern services and creating impressive experiences this will make a reputation of the brand. The customer presenting information about the product or organization creates a positive relationship between the customer and the others customer (Strebinger, 2014).

2.6 Organism: Brand Development

The organisms create activating and cognitive constructs; thus, an awareness set of a product and decision can be further developed. The personal attitude of someone towards the already gained and perceived stimulus plays a significant role in this field and thus may or may not lead to the reaction phase itself. Brand Development is the comprehensive and strategic process of creating, shaping, and strengthening a brand from its initial concept to a recognized and valued market presence. It is a long-term endeavor that involves defining what the brand stands for: its identity and values, how it differs from competitors: its positioning, and how it will be perceived by stakeholders, especially its target audience or customers. Brand development provides the consistent sensory information required for the human brain to create and store a memory of the brand. A well-developed brand provides a cohesive identity. When this identity is consistently applied across advertisements, social media, and products, it creates repetition. This repetition makes it easier for consumers to learn, recognize, and recall the brand, thus building awareness. While awareness is a necessary step, the content of the brand image is directly shaped by the strategy of brand development. A strong brand image is not an accident; it is the successful outcome of a deliberate brand development process. Focusing on brand awareness and brand image is essential stages of a customer's journey with brand: discovery and decision for a brand properly developed.

2.6.1 Brand awareness

Brand awareness refers to the capacity of decision-makers to distinguish or recall a brand (Homburg, Klarmann, & Schmitt, 2010). Brand awareness is a necessary component for the communication processes to occur (Jakeli & Tchumburidze, 2012). Brand Awareness is brand awareness among target groups or desired consumer groups through step-by-step planning. This will start with creating a strong branding, finding the strengths of products and services through research and development before applying them in line with the strategies laid out to create a unique identity for the brand or business, creating something special and difference from competitors and make brand or business something that your target audience or customers can remember or recognize. Creating memories for consumers based on the uniqueness. Being memorable can help consumers understand and remember the brand easily. As consumers become more aware and remember a brand, customers' brand

awareness increases. Keller (2009) has stated that brand awareness is about track or crowd power in consumers' memories that reflect consumers' ability to remember or recognize a brand in different conditions. Brand awareness reduces the time and risk that consumers will spend searching for the product that they will buy (Verbeke et al., 2005). In this respect, consumers are expected to choose the brand that they have information. Aaker (1996) has stated that brand awareness consists of four levels: brand recognition, brand recall, top of the mind brand and dominant brand. Brand recognition is associated with brand familiarity of the consumer while brand recall is the thinking the brand at first when a range of product is introduced (Farjam and Hongyi, 2015).

In the competitive of higher education, brand awareness is the essential first step in the student recruitment journey. It represents the degree to which a university's name and identity are recognized and recalled by its target audience prospective students, their parents, guidance counselors, and even potential employers. It is the fundamental building block upon which brand image, preference, and loyalty are constructed.

Simply put, if a student has never heard of a university, they cannot apply to it. As Al Ries and Jack Trout famously argued in their seminal work, *Positioning: The Battle for Your Mind* (1981), the goal of marketing is to own a word or position in the prospect's mind.

Marketing theorist David A. Aaker, in his book *Managing Brand Equity* (1991), provides a classic framework for understanding the different levels of brand awareness, which can be directly applied to the higher education sector. Awareness is not a simple yes or no state but exists on a continuum.

Level 1: Brand Recognition (Aided Recall) This is the lowest level of awareness, where a person can confirm they have heard of the university when its name is presented to them.

Level 2: Brand Recall (Unaided Recall) This is a stronger position, where a person can spontaneously retrieve the university's name from memory when prompted by a category.

Level 3: Top-of-Mind Awareness This is the pinnacle of brand awareness. It refers to the first brand that comes to mind when a customer is asked about a specific category.

Building awareness requires a multi-faceted, long-term strategy that goes beyond simple advertising.

1) **Creating a Distinctive Brand Identity and Position** Before you can build awareness, you must know what you want to be known for. A university needs a clear, compelling, and differentiated identity. Is it known for research excellence, hands-on learning, a vibrant campus community, or social impact? This core message, as argued by Ries and Trout, must be consistently communicated across all channels.

2) **Strategic Content Marketing and Thought Leadership** Universities are natural content creators. By showcasing faculty research, student success stories, and innovative projects, an institution can build awareness and authority simultaneously.

3) **Digital and Search Engine Optimization (SEO)** Today's students begin their college search online. A university must be visible where and when they are looking.

4) **Earned Media and Public Relations** Positive mention in the news, high rankings in reputable guides, and stories of student or alumni achievement are powerful and credible awareness-builders. One well-placed story in a national newspaper can have a greater impact than a costly advertising campaign because it comes with third-party validation.

5) **Experiential Marketing and Feeder School Outreach** Bringing the brand to life through experiences is highly effective.

For example, hosting on-campus summer camps for high school students, participating in college fairs, and building strong relationships with guidance counselors at key feeder high schools. These personal touchpoints create memorable, positive associations long before a student is ready to apply.

Brand awareness is the wide-open top of the enrollment funnel. A broad base of awareness ensures a larger pool of potential applicants, which in turn allows for greater selectivity and a better institutional fit. Without it, even the most prestigious university with the best programs will struggle to attract the talent it needs to thrive. It is the initial spark of recognition that ignites a student's entire journey with an institution.

2.6.2 Brand image

Brand awareness is a reflection of a brand's concrete indicators such as name, sign, symbol, and slogan, while the brand image is brand's position in the consumer's mind beyond these signs. Iversen and Hem (2008) have stated that the brand image represents consumers' personal symbolism consisting of all the definitions and evaluations related to the brand. Keller (2009) has defined brand image as consumer perceptions of and preferences for a brand, as reflected in various types of brand associations held in consumers' memory. The brand image contains information and ideas that a consumer has about the different products of the brand and the features of the product (Lee et al., 2011). Brand image, in its classical marketing sense, is defined as the "perceptions about a brand as reflected by the brand associations held in consumer memory" (Keller, 1993). Applied to the higher education context, university brand image is the subjective, perceptual reality of the institution as it exists in the minds of its various stakeholders including prospective and current students, parents, alumni, faculty, and employers. It is a mental picture or a gestalt resulting from the processing of all signals and experiences related to the university (Kotler & Fox, 1995).

The image is significantly shaped by the university's own managed communications. This includes advertising, the design and usability of its website, social media presence, prospectuses, and public relations activities (Sung & Yang, 2008). Open days and campus tours are particularly powerful as they blend managed communication with direct experience.

The image is not necessarily a reflection of objective reality but is a constructed perception. It is composed of a complex web of attributes, benefits, and attitudes. As Brewer and Zhao (2010) note, these associations can be functional (e.g., quality of teaching, research facilities), symbolic (e.g., prestige, tradition, exclusivity), and experiential (e.g., vibrant campus life, supportive community).

While brand awareness ensures a university is known, brand image determines how it is known. Brand image is the rich, complex tapestry of perceptions, beliefs, feelings, and associations that exist in the mind of the customer. It is not what the university claims to be (that is brand identity), but rather what stakeholders perceive it to be. For a university, this image is a critical asset that influences everything from

student applications and faculty recruitment to alumni donations and research partnerships.

As marketing expert Kevin Lane Keller outlines in his seminal work, *Strategic Brand Management*, a powerful brand is built in the minds of consumers. His Customer-Based Brand Equity (CBBE) model provides an exceptional framework for understanding brand image, which he breaks down into key components like brand performance, brand imagery, brand judgments, and brand feelings. Brand image is not monolithic; it is formed from both rational thoughts and emotional feelings. The two pillars of brand image as follows;

1) Cognitive Components. These are the tangible, functional, and performance-related attributes that people associate with the university. They are based on perceived facts and characteristics.

- Academic quality & prestige
- Campus and facilities
- Student outcomes
- Programmatic Strength

This specialization is a core concept from Ries and Trout's *Positioning* (1981), where owning a specific niche in the customer's mind is paramount.

2) Affective Components. These are the emotional responses and feelings a person has toward the university. These feelings can often be more influential than rational attributes in decision-making. Keller categorizes these as brand feelings.

- Sense of community
- Inspiration and excitement
- Prestige and self-esteem
- Security and support

A university's brand image is a fragile and invaluable asset. It is the sum total of all perceptions held by its stakeholders. A strong, positive, and distinctive image allows an institution to attract the right-fit students, command tuition premiums, and build a loyal community. It requires constant attention, as it is co-creating every single day through every single interaction, message, and experience associated with the university.

2.7 Response: Brand advocacy

In an era characterized by media fragmentation, consumer skepticism, and the decline of traditional advertising effectiveness, the voice of the customer has become a brand's most credible and influential asset (Brown, Broderick, & Lee, 2007). Marketers have increasingly shifted their focus from monologue-based communication to fostering dialogue and empowering consumers to share their brand stories. This has elevated concepts like word-of-mouth (WOM) and, more recently, brand advocacy, to the forefront of marketing strategy. While often used interchangeably, a growing body of literature argues that brand advocacy is a distinct, deeper, and more powerful construct than simple positive WOM.

The foundation of brand advocacy lies in the well-established field of word-of-mouth research. WOM is broadly defined as informal, person-to-person communication between a noncommercial communicator and a receiver regarding a brand, product, or service. Its credibility stems from the perceived objectivity and trustworthiness of the source, making it highly influential in shaping consumer attitudes and purchase decisions (Herr, Kardes, & Kim, 1991). The advent of the internet amplified this phenomenon, creating electronic word-of-mouth (eWOM), where consumer opinions are shared at unprecedented speed and scale through reviews, social media, and forums (Hennig-Thurau et al., 2004). Brand advocacy represents the most evolved conceptualization in this stream of research. Wilder (2015), in a foundational study, provided a clear, empirically-derived definition, distinguishing it from its predecessors. Brand advocacy was defined as a combination of customer-motivated behaviors, including proactively recommending the brand and defending the brand against detractors, intended to maintain the customer's relationship with the brand and promote it to others.

Brand advocacy involves the behavior and attitude of customers or consumers towards a brand by sharing information about the brand, product, service experience in order to create or benefit others in making purchase and consumption decisions. Brand advocacy may not be specific to any one individual but rather posted on social media forums or to a large group of interested people. This is expressing one's own positive opinion about a brand, product, or service and influencing other people's feelings leading to a decision to purchase the product and service. Brand advocacy consists of

three elements: repeat purchases, referrals, and engagement (Klaus & Maklan., 2013). Brand advocates display fierce loyalty to the brand, which not only creates a devoted fan base that will ensure the firms' long-term stability (Vargo and Lusch., 2004), but also encourages and entices a new customer base to experience the brand. The development of advocacy behaviors in a brand's customer base is the result of effective customer relationship management and is often touted as the ultimate test of a firm's customer relationships (Jillapalli and Wilcox., 2010). For a consumer to transition from a satisfied customer to a devoted advocate, a specific set of relational, emotional, and psychological conditions must be met. The several key of brand advocacy:

1) Brand Trust and Superior Satisfaction: Trust is the bedrock of any strong relationship. Consumers will only advocate for brands they perceive as reliable, honest, and competent (Chaudhuri & Holbrook, 2001). This trust is built through consistently exceeding expectations, leading to high levels of satisfaction that go beyond mere contentment to a state of "customer delight" (Oliver, Epting, & Forbes, 2008).

2) Affective Commitment and Brand Love. Advocacy is fundamentally an emotional behavior. It is fueled by affective commitment a deep, emotional attachment to the brand. This can escalate into brand love, a construct characterized by passion, intimacy, and commitment, akin to interpersonal love (Carroll & Ahuvia, 2006). When consumers love a brand, they integrate it into their lives and feel a sense of emotional connection that motivates them to nurture and protect it. In the ecosystem of university branding, brand advocacy is the summit. It represents the highest level of brand relationship, moving beyond passive satisfaction or even repeat business (loyalty) into active, voluntary, and passionate promotion. A brand advocate is a student, alumnus, parent, or faculty member who doesn't just like the university, they believe in it, defend it, and actively recruit others to join the community. This is the most authentic, powerful, and cost-effective marketing force an institution can possess.

3) Self- Concept Connection and Brand Identification. Perhaps the most powerful driver is the degree to which a brand becomes part of a consumer's identity. Consumers use brands to construct and express their self-concept (Belk, 1988). When a consumer strongly identifies with a brand's personality, values, or community, the brand becomes an extension of their self. Wilder's (2015) research empirically demonstrated that self-concept connection is a significant predictor of brand advocacy

but not of PWOM. In this state, defending the brand is synonymous with defending oneself, and promoting the brand is an act of self-expression.

4) Brand Communities. Strong brand communities provide the social infrastructure for advocacy to thrive. These communities, defined by Muniz and O'Guinn (2001) as having shared consciousness, rituals, and a sense of moral responsibility, foster a collective identity. Within these groups, advocacy behaviors like brand defense and recruitment are normalized, encouraged, and amplified, turning individual advocates into a powerful collective force.

The transition from a satisfied customer to a brand advocate is a significant one. As Frederick Reichheld, the creator of the Net Promoter Score (NPS), outlines in his book *The Ultimate Question 2.0*, true growth and loyalty come from customers who are so pleased with their experience that they are willing to put their own reputation on the line to recommend a brand to friends or colleagues.

Unlike a transactional product, a university education is a deeply personal and transformative journey. This emotional investment is the fertile ground from which advocacy grows (Reichheld & Markey, 2011). The key drivers include:

1) Transformative Experience: The core driver is an educational and personal experience that exceeds expectations. This includes inspiring faculty, intellectually challenging coursework, and opportunities for personal growth that genuinely change a student's life trajectory. When a university delivers this transformation, graduates feel a sense of gratitude that often translates into lifelong advocacy.

2) A Strong Sense of Community and Belonging: People advocate for things they feel a part of. A university that fosters a powerful sense of community through vibrant campus life, cherished traditions, supportive peer groups, and an inclusive culture creates an emotional bond that lasts long after graduation. A university can be one of the most powerful tribes a person ever joins.

3) Perceived Prestige and Post-Graduate Success: Advocacy is fueled by pride. When a university's reputation is strong and its alumni are visibly successful, it reinforces the value of the degree. An alumnus whose degree opens doors for them in their career is far more likely to recommend their alma mater. This creates a virtuous cycle: successful alumni enhance the brand's image, which in turn attracts talented new students.

4) Exceptional Institutional Support: Every touchpoint matters. Positive interactions with admissions, financial aid, academic advisors, and career services contribute to an overall feeling of being valued and supported. When an institution demonstrates that it genuinely cares for its students' well-being, it earns trust and goodwill that fosters advocacy.

The voices of advocacy concept is built on the principle that modern consumers place far more trust in authentic, third-party endorsements than in traditional corporate advertising including;

1) Current Students: Their voice is the most immediate and relatable for prospective students. Their social media posts, campus tour testimonials, and conversations with high school friends provide an authentic, real-time look into the student experience.

2) Alumni: They are the long-term proof of the university's promise. A proud and engaged alumni network serves as a global team of ambassadors, mentors, and donors. Their career success is the university's best advertisement.

1) Faculty and Staff: Passionate faculty who believe in the institution's mission are incredibly powerful advocates. Their enthusiasm is contagious to students, and their academic reputations enhance the university's prestige.

2) Parents and Families: As significant investors in their children's education, satisfied parents are a crucial, and often overlooked, source of positive word-of-mouth within their own social and professional networks.

Brand advocacy cannot be bought; it must be earned and nurtured. Universities can actively foster it by:

1) Delivering an Unforgettable Experience. This is non-negotiable. No marketing campaign can create advocates if the core product—the educational and campus experience is mediocre.

2) Empowering User-Generated Content (UGC). Encourage students and alumni to share their stories. Run social media campaigns with branded hashtags (e.g., #SilpakornStories), feature student takeovers on Instagram, and prominently display alumni success stories on the university website. This makes them active co-creators of the brand narrative.

3) **Creating Formal Ambassador Programs:** Identify passionate students and alumni and give them a formal platform to share their experiences. This could involve training them to represent the university at college fairs, connect with prospective students online, or speak at alumni events.

4) **Building and Supporting Affinity Groups:** Nurture the "tribes" within the university. Strong support for alumni chapters, academic clubs, and athletic booster groups keeps the sense of community alive long after graduation, providing a natural platform for advocacy.

5) **Listening and Closing the Loop:** Use tools like the Net Promoter Score (NPS) to identify your promoters (and detractors). Reach out to promoters to thank them and ask for testimonials. More importantly, listen to the feedback from detractors to improve the student experience, thereby creating more promoters in the future.

Brand advocacy is the ultimate return on a university's investment in its student experience. It transforms the marketing model from a one-way broadcast into a multi-directional conversation led by the institution's most credible and passionate supporters.

Table 2.1 Key factors of university brand

Authors and Year	Marketing Communication	Customization	Trendiness	Interaction	Brand Awareness	Brand Image	Brand Advocacy
Shimp & Andrews, 2013	√						
Kotler and Keller, 2016	√				√		√
Marin & Nila et al., 2021	√	√					
Uzir et al., 2021	√						
Lesscher et al., 2020	√						
Mkhize and Ellis, 2019		√					
Pine, 1993		√					
Schwartz, 2004		√					
Hemsley-Brown, & Oplatka, 2006		√					
Beverland, 2009		√	√				

Table 2.1 Key factors of university brand (Cont)

Authors and Year	Marketing Communication	Customization	Trendiness	Interaction	Brand Awareness	Brand Image	Brand Advocacy
Kotler, Kartajaya, & Setiawan, 2021		√	√				
Miller, 2017			√	√			
Pine, & Gilmore, 1998		√	√	√			
Aaker, 1991					√	√	
Gilmore & Pine, 2000		√					
Carroll & Ahuvia, 2006							√
Vargo, & Lusch, 2004				√			
Keller, 2013						√	√
Ries, & Trout, 1981						√	
Reichheld, & Markey, 2011							√
Wilder, 2015							√
Klaus & Maklan., 2013							√
Jillapalli & Wilcox., 2010							√

This table is a literature review matrix. Its primary purpose is to synthesize and visually represent which key authors and academic works have contributed to the understanding of specific factors related to university branding. It serves several functions:

- 1) To Establish a Theoretical Foundation: It shows the key concepts (the columns) that the author considers important for their research on university branding.
- 2) To Justify the Selection of Variables: By linking these concepts to established literature, the author justifies why these specific factors are being studied.
- 3) To Map the Intellectual Landscape: It gives the reader a quick overview of who the foundational thinkers are for each specific concept, from marketing communication to brand advocacy.

This is an explanation of each factor:

1) Marketing Communication: This refers to the strategies and tools a university uses to convey messages to its stakeholders, such as advertising, public relations, and digital content. Authors like Shimp & Andrews (2013) and Kotler and Keller (2016) are foundational in this area.

2) Customization: This involves tailoring the educational experience, services, and communication to the individual needs and preferences of students and other stakeholders. The table links this heavily to authors like Pine & Gilmore (1998), who argued that creating personalized experiences is key.

3) Trendiness: This factor relates to the brand being perceived as modern, relevant, and up-to-date. This is crucial for attracting younger generations of students.

4) Interaction: This emphasizes the importance of two-way engagement between the university and its stakeholders (e.g., through social media, campus events, and student-faculty relations).

5) Brand Awareness: A classic marketing metric, this refers to the extent to which stakeholders are familiar with and can recall the university's name and identity. The table correctly attributes this to foundational branding expert David Aaker (1991).

6) Brand Image: This is the set of beliefs, ideas, and impressions that people hold about the university. It's about the university's reputation and perception in the minds of the public. Aaker (1991) and Keller (2013) are key sources for this concept.

7) Brand Advocacy: This is the ultimate goal of branding, where stakeholders (especially students and alumni) become loyal supporters who actively promote the university to others through word-of-mouth and positive recommendations. This is linked to authors who focus on customer loyalty, like Reichheld & Markey (2011).

2.8 Silpakorn University

Silpakorn University is presently under the supervision of the Office of the Higher Education Commission, the Ministry of Education and was originally established as the School of Fine Arts under the Fine Arts Department in 1933. Primarily, the school has offered the only studying programs in Painting and Sculpture by waiving tuition fees for the government officers and the students.

The history of Silpakorn University is the history of one man's vision: Professor Silpa Bhirasri. Born Corrado Feroci in Florence, Italy, he was an accomplished sculptor

invited to Thailand in 1923 by King Vajiravudh (Rama VI) to teach Western sculpture to Thai craftsmen. Feroci's influence was profound. He did not impose a purely Western style but instead worked to elevate and modernize Thai art while respecting its unique traditions (Silpakorn University, n.d.). He established the School of Fine Arts in 1933, which was officially granted university status and renamed Silpakorn University on October 12, 1943. During World War II, Feroci became a Thai citizen and adopted the name Silpa Bhirasri to avoid being arrested by the occupying Japanese army. His dedication to his students and his adopted country was absolute, and his philosophy that art is a vital necessity for the soul of a nation—is the bedrock upon which the university was built.

In the early phase of its development, its inaugural faculty was the Faculty of Painting and Sculpture (presently is named the Faculty of Painting Sculpture and Graphic Arts). Since 1955, the Faculty of Thai Architecture was established (later changed the name into the Faculty of Architecture) and two more faculties were consecutively established to accommodate the university's growing academic interests, namely, the Faculty of Archaeology and the Faculty of Decorative Arts in the following years.

Silpakorn University stands as one of Thailand's most revered and culturally significant institutions. While it has evolved into a comprehensive national university, its heart and soul remain deeply rooted in the arts and humanities. Often hailed as the nation's premier arts university, Silpakorn is synonymous with creativity, aesthetics, and the preservation and evolution of Thai cultural heritage. Its story is inextricably linked to the birth of modern art in Thailand and its founder, the "Father of Modern Art" in the country.

Over the decades, Silpakorn has expanded significantly beyond its artistic origins. To accommodate this growth, it established new campuses and faculties, evolving into a comprehensive institution.

2.8.1 Wang Tha Phra Campus (Bangkok)

This is the historic heart and soul of Silpakorn University. Located in the culturally rich old quarter of Bangkok near the Grand Palace, this campus is the cradle of creativity and is home to the university's three most iconic and prestigious faculties.

The atmosphere here is bohemian, artistic, and deeply connected to the legacy of its founder, Professor Silpa Bhirasri.

1) Faculty of Painting, Sculpture and Graphic Arts. This is the university's founding faculty and the direct successor to Professor Bhirasri's School of Fine Arts. It is arguably the most famous fine arts faculty in Thailand and has produced a remarkable number of National Artists. It remains the symbolic core of Silpakorn's identity, focusing on pure and applied arts through departments like Painting, Sculpture, Graphic Arts, and Thai Art.

2) Faculty of Architecture. Renowned for producing architects who are as much artists as they are engineers, this faculty emphasizes design, aesthetics, and a deep understanding of cultural context. Its graduates are highly sought after and have designed many of Thailand's modern landmarks. The faculty covers a range of disciplines, including Architecture, Interior Architecture, and Urban Design.

3) Faculty of Archaeology. A unique and highly respected faculty, it stands as a leader in the fields of archaeology, art history, anthropology, and cultural heritage management in Thailand. It plays a crucial role in the research and preservation of the nation's historical treasures. Its programs are distinct from typical history or social science faculties, offering specialized knowledge in areas like Southeast Asian archaeology and museum studies.

4) Faculty of Decorative Arts. The faculty is renowned for its diverse and comprehensive programs that form the backbone of Thailand's creative industries. One of the most famous and competitive interior design programs in the country. It trains students to design residential, commercial, and public interior spaces, focusing on functionality, ergonomics, and aesthetic experience.

2.8.2 Sanam Chandra Palace Campus (Nakhon Pathom)

That on the beautiful and expansive grounds of a former royal palace, this is the university's main administrative center and its largest campus by population. It houses a diverse range of faculties that represent Silpakorn's expansion into a comprehensive university, covering humanities, social sciences, natural sciences, and health sciences.

1) Faculty of Arts. The university's premier humanities faculty, equivalent to a Faculty of Liberal Arts at other institutions. It is highly regarded for its strong

programs in languages (Thai, English, French, German), literature, history, and philosophy. It plays a vital role in providing a strong foundation in the humanities for the entire university.

2) Faculty of Education. Responsible for training the next generation of teachers and educational professionals. It offers programs across various disciplines, preparing students for careers in primary and secondary education, educational administration, and lifelong learning.

3) Faculty of Sciences. This faculty represents Silpakorn's commitment to the natural and physical sciences. It has strong departments in Chemistry, Biology, Physics, and Mathematics, and contributes significantly to the university's research output.

4) Faculty of Pharmacy. A highly competitive and respected professional faculty dedicated to pharmaceutical sciences. Its addition cemented Silpakorn's status as a comprehensive university, providing critical training for healthcare professionals.

5) Faculty of Engineering and Industrial Technology. Focusing on applied sciences and engineering, this faculty bridges the gap between scientific theory and practical industrial application. It offers programs in fields like materials science, food technology, and various engineering disciplines.

2.8.3 Phetchaburi IT Campus

This is the university's newest campus, designed to be a modern hub for technology, management, and innovation. It has a distinct focus on disciplines relevant to the contemporary economy and the specific needs of the region.

1) Faculty of Animal Sciences and Agricultural Technology. A specialized faculty that addresses the needs of Thailand's large agricultural sector. It focuses on modern farming techniques, animal science, and sustainable agriculture, combining scientific research with practical application.

2) Faculty of Management Science. This is the university's core business faculty, offering a wide range of programs in business administration, marketing, finance, and accounting. It is particularly known for its strong programs in tourism and hospitality management, leveraging its proximity to popular tourist destinations like Hua Hin and Cha-am.

3) Faculty of Information and Communication Technology (ICT). The center for all things digital at Silpakorn. This faculty is a leader in fields such as computer science, software engineering, multimedia design, and digital marketing. It is known for producing graduates who blend technical skills with a creative mindset—a hallmark of the Silpakorn identity.

2.8.4 Taling Chan Educational Area

Faculty of Music. Building on the university's artistic roots, this faculty is dedicated to the performing arts. It offers programs in both Western classical and Thai traditional music, as well as popular music and jazz, producing talented musicians, composers, and music educators.

2.8.5 Other Key Academic Units

1) Silpakorn University International College (SUIC). Offers undergraduate and postgraduate degree programs taught in English, often in collaboration with international partner universities. It focuses on business-related fields such as Hotel Management, Luxury Brand Management, and International Business. The school is located at Bang Rak Educational Area.

2) Silpakorn University City Campus

Unlike the sprawling, traditional university grounds of its other campuses, the Silpakorn University City Campus is a modern, professional, and strategically located hub designed to bridge the gap between academia and the urban business world. This expansion reflects the university's commitment to providing a holistic education while maintaining its unparalleled strength in the arts and design (Office of the President, Silpakorn University, 2019).

Silpakorn University's influence on Thai society is immeasurable. Its alumni form the backbone of Thailand's creative industries, including fine arts, architecture, graphic design, advertising, film, and heritage conservation. The university is not merely an educational institution; it is a cultural guardian. The Silpakorn University Art Gallery is a leading venue for contemporary art exhibitions, and the university frequently engages in national projects related to arts, culture, and historic preservation.

In conclusion, Silpakorn University holds a unique and cherished place in the Thai academic landscape. It is an institution born from a profound love for art, dedicated to nurturing creativity, and committed to serving the nation by preserving its past and designing its future.

2.8.6 The University's Motto and Culture

The university's motto is the Latin phrase "Ars Longa, Vita Brevis," which translates to "Art is long, life is short." This phrase, attributed to the ancient Greek physician Hippocrates, encapsulates the university's ethos: that the pursuit of knowledge and the creation of art are endeavors that transcend a single human lifetime. This philosophy fosters a culture of dedication, passion, and a deep respect for both tradition and innovation among its students and faculty.

Silpakorn University's emblem



The University's tree



The University's color



Philosophy “Arts and Sciences create the sustainable nation”

Resolution “To create arts, knowledge and wisdom for the society”

Vision “A leading university in fostering creativity and integrating science and arts for the sustainable development of society”

Core Value

C = Customer- focused

R = Resilience

E = Excellence

A = Amicability

T = Trust

I = Innovation

V = Valued People

E = Equality

Core Competency

S = Scientific Thinking

I = Integrity

L = Love of Wisdom

P = Public Mind

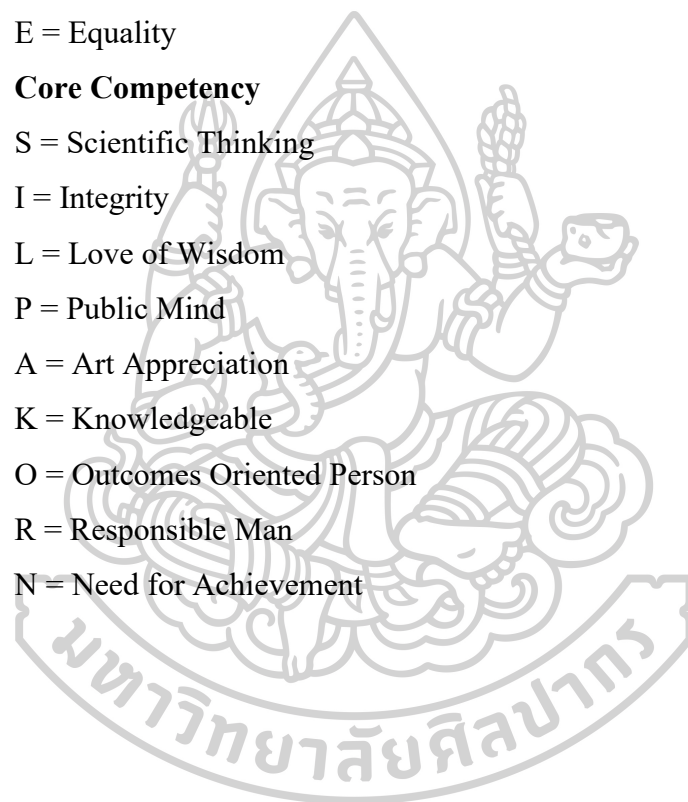
A = Art Appreciation

K = Knowledgeable

O = Outcomes Oriented Person

R = Responsible Man

N = Need for Achievement



2.9 Research Framework

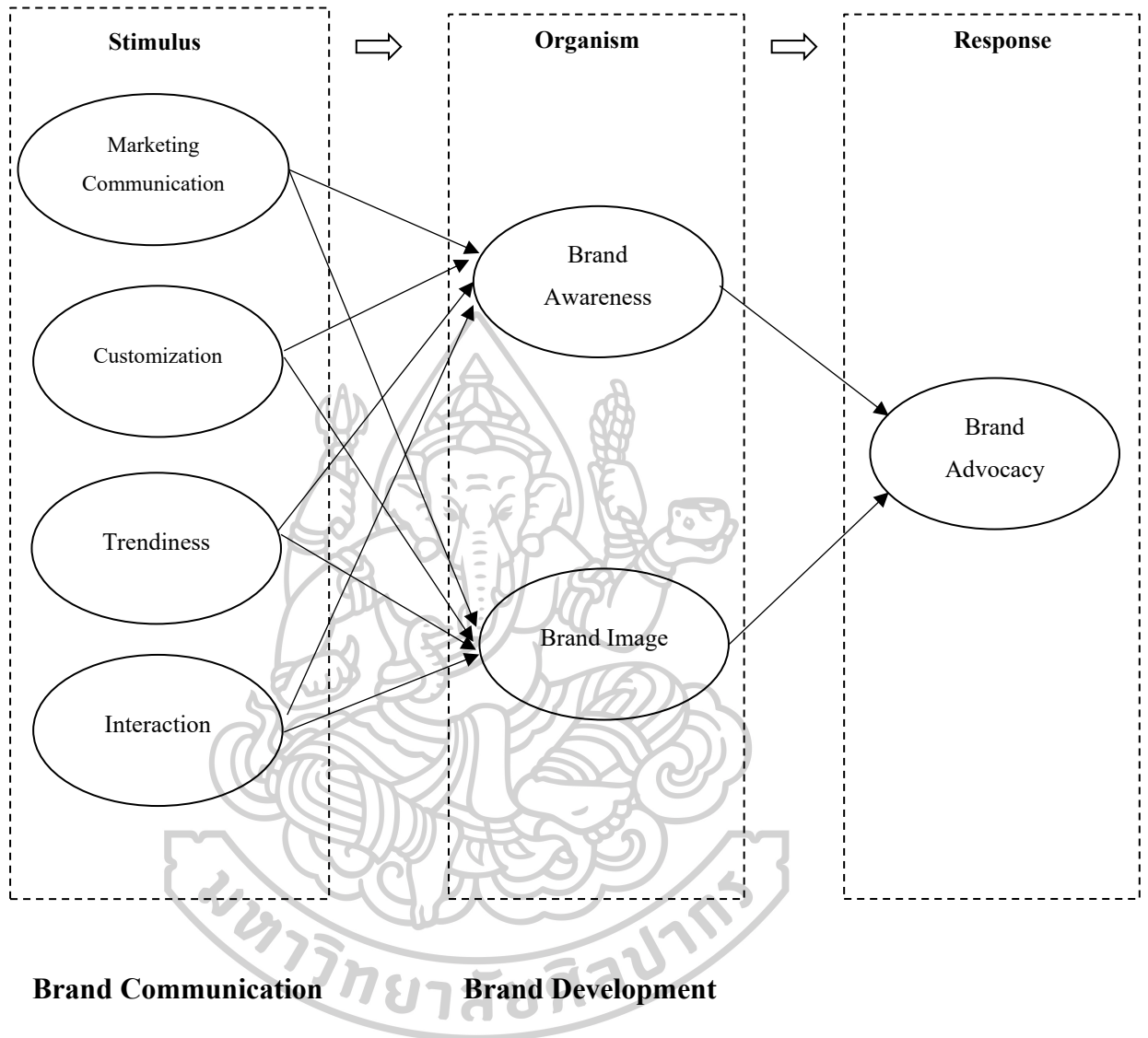


Figure 2.2 Proposed conceptual model

2.10 Hypothesis Development

This study develops its hypotheses based on the Stimulus-Organism-Response (S-O-R) model, as outlined in the literature review. The conceptual framework (Figure 1) posits that external stimuli related to the university's branding efforts influence the internal cognitive and affective states (organism) of students, which in turn drive their behavioral responses, specifically brand advocacy.

The stimuli (S) in this model are Marketing Communication, Customization, Trendiness, and Interaction. The organismic (O) states are Brand Awareness and Brand Image. The final behavioral response (R) is Brand Advocacy. The following hypotheses are formulated to test these proposed relationships.

2.10.1 The Influence of Stimuli on the Organism

The first set of hypotheses examines the direct effect of the university's branding activities (Stimuli) on students' internal perceptions (Organism).

Marketing Communication: Effective marketing communication is designed to inform the target audience and build a distinct image. The literature states that key objectives of marketing communication are to "Create Awareness and Inform" and to "Build a Brand Image" (Kotler and Keller, 2016). Therefore, a university's strategic communication efforts are expected to directly increase how well-known the university is and shape how it is perceived.

H1: Marketing Communication has a significant positive effect on Brand Awareness.

H2: Marketing Communication has a significant positive effect on Brand Image.

Customization: Offering students the ability to tailor their educational journey creates a unique value proposition. The literature suggests that customization leads to "Stronger Brand Differentiation" (Hemsley-Brown & Oplatka, 2006), making the university stand out. This unique offering enhances the university's image as student-centric and innovative, while also raising awareness among students seeking flexible educational options.

H3: Customization has a significant positive effect on Brand Awareness.

H4: Customization has a significant positive effect on Brand Image.

Trendiness: A university that is perceived as modern, relevant, and aligned with contemporary values connects more effectively with its target audience (Pine & Gilmore, 1998). A trendy brand image, focused on relevant academic programs and societal values, makes the university more desirable. This perception of being "current" or "forward-thinking" is a core component of a positive brand image and generates buzz that increases awareness.

H5: Trendiness has a significant positive effect on Brand Awareness.

H6: Trendiness has a significant positive effect on Brand Image.

Interaction: Every touchpoint a student has with the university—from digital interfaces to personal contact with staff—shapes their perception. The literature emphasizes that brand meaning is "co-created" through these exchanges. Positive, consistent, and supportive interactions reinforce a brand image of being student-centric and efficient, while negative interactions damage it. These experiences are shared, influencing the awareness of others.

H7: Interaction has a significant positive effect on Brand Awareness.

H8: Interaction has a significant positive effect on Brand Image.

2.10.2 The Influence of the Organism on the Response

This set of hypotheses tests the relationship between students' internal states (Organism) and their likelihood of becoming brand advocates (Response).

Brand Awareness: Awareness is the foundational step in building a brand relationship. As Aaker (1991) and Keller (2009) argue, a stakeholder must first recognize or recall a brand before they can form a deeper connection or preference for it. While awareness alone may not be sufficient, it is a necessary precondition for brand advocacy.

H9: Brand Awareness has a significant positive effect on Brand Advocacy.

Brand Image: A positive brand image, composed of favorable cognitive and affective associations, is a critical driver of loyalty and emotional connection (Keller, 1993). When students perceive their university's image as prestigious, supportive, and aligned with their values, they are more likely to develop the affective commitment and brand trust that are precursors to advocacy (Chaudhuri & Holbrook, 2001).

H10: Brand Image has a significant positive effect on Brand Advocacy.

2.10.3 The Mediating Role of the Organism

The S-O-R framework fundamentally proposes that the organism's internal state mediates the relationship between the stimulus and the response. In this context, it is hypothesized that the university's branding efforts (S) do not directly create advocates (R); rather, they work by first shaping students' brand awareness and brand image (O), which then leads to advocacy behavior.

H11: Brand Awareness mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.

H12: Brand Image mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.

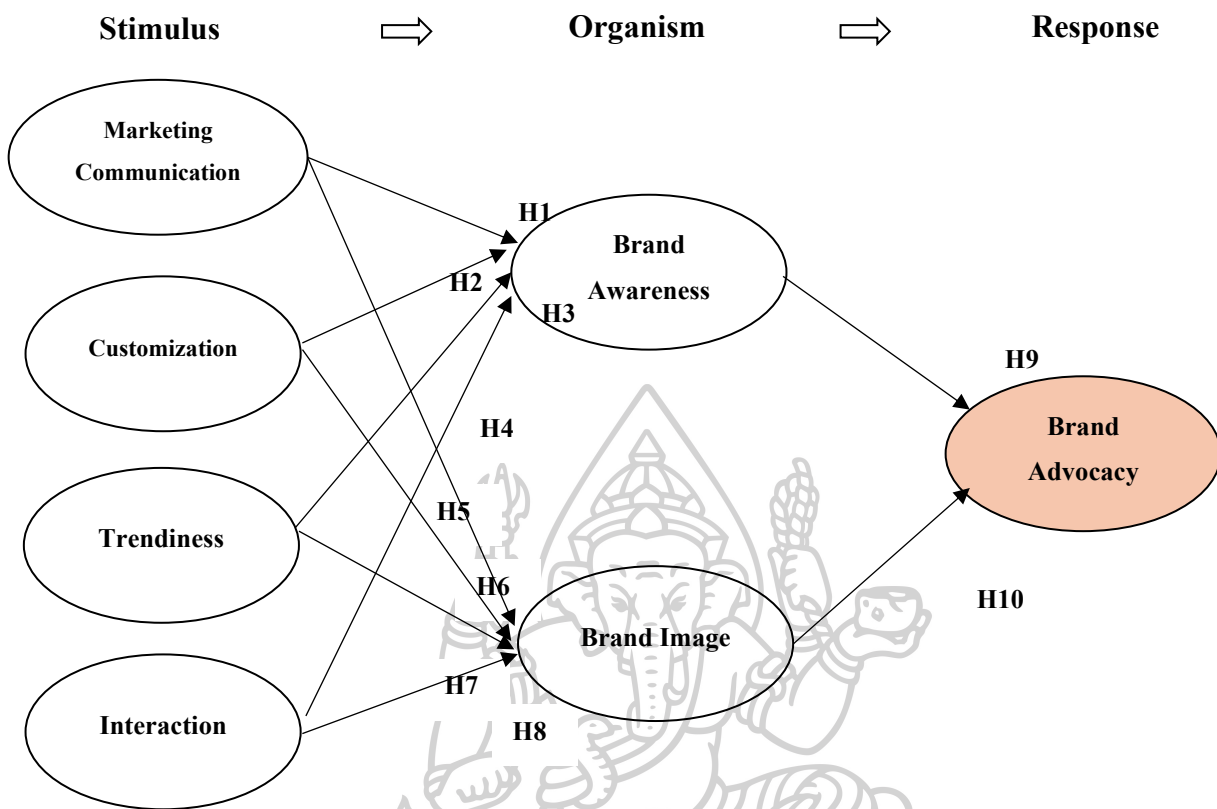


Figure 2.3 Hypothesis Framework

CHAPTER 3

Methodology

3.1 Introduction

This chapter describes the comprehensive research methodology employed to develop and validate a university brand development model and brand communication strategy for creating a competitive advantage at Silpakorn University.

To address the complex, multi-faceted nature of university branding, this study adopted a mixed-methods approach, which is highly appropriate for developing and testing conceptual frameworks and theories (Creswell, 2014). In this design, both qualitative and quantitative data were collected concurrently but independently. The results from both streams were then merged, compared, and analyzed together during the interpretation phase. This integration allows for a more complete and robust understanding of the research issue by leveraging the deep, contextual insights from qualitative data to enrich and explain the statistical findings from the quantitative data.

The qualitative stream aimed to explore the perspectives of university staff involved in branding to refine an initial conceptual framework. Simultaneously, the quantitative stream aimed to statistically test and validate this proposed model using data collected from the student population.

3.2 Research Procedure

The research was structured as a sequential process designed to systematically build, refine, and confirm the brand development model. The overall procedure followed these key stages:

3.2.1 Literature Review and Framework Derivation: The process began with an extensive review of existing literature to derive a proposed conceptual framework for university brand development and communication.

3.2.2 Concurrent Data Collection:

3.2.2.1 Qualitative Phase: Semi-structured interviews and document analysis were conducted with university staff who hold responsibilities related to corporate communication to evaluate the initial framework, identify practical gaps and key issues, and gather insights for refinement.

3.2.2.2 Quantitative Phase: A structured questionnaire was developed and distributed to the student to gather data on the variables within the model.

3.2.3 Data Analysis: The qualitative and quantitative data were analyzed separately using distinct methods appropriate for each data type.

3.2.4 Data Integration and Interpretation: The findings from both the qualitative and quantitative analyses were compared and related to form a holistic and validated interpretation of the university's brand dynamics. The diagram below illustrates this convergent design.

3.2.5 Model Confirmation and Recommendations: The final, empirically confirmed model was used to generate actionable recommendations and policies to enhance Silpakorn University's competitive advantage.

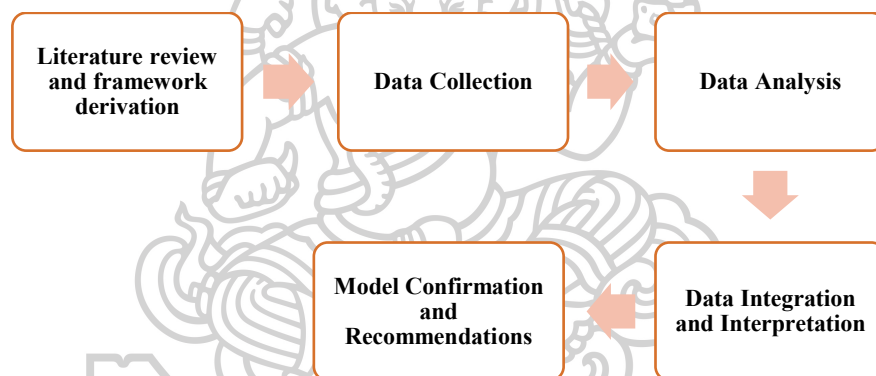


Figure 3.1 Research Procedure

3.3 Qualitative Research

The qualitative stream of this research was designed to explore the nuances of brand management from an internal, administrative perspective, providing rich context to the study.

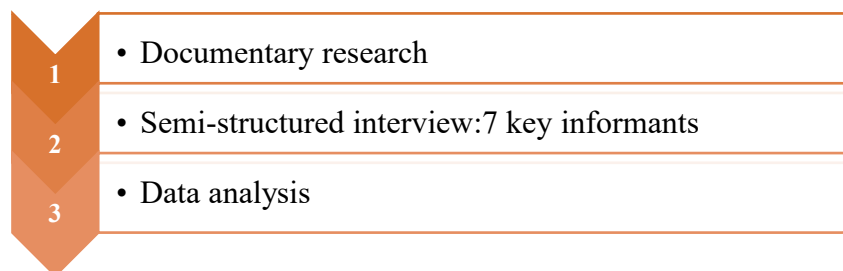


Figure 3.2 The process of qualitative research

3.3.1 key informants

The participants (key informants) for the qualitative phase included university executives and staff members at Silpakorn University who hold responsibilities related to corporate communication, branding, and marketing with 7 key informants. This method ensures that the individuals chosen possess the specific knowledge, experience, and insights relevant to the research questions. As supported by Kvale and Brinkmann (2009), the power of interview research lies in the quality of the data gathered, not the sheer number of interviews conducted. The seven selected executives and staff members are uniquely positioned at the nexus of strategy and implementation for Silpakorn University's brand. Their insights into the university's history, internal challenges, decision-making processes, and future vision are not easily replaceable or aggregable. One interview with a key decision-maker can yield more relevant data for this study's research questions than dozens of interviews with individuals who are not directly involved in the branding process. The primary objective in determining sample size in qualitative research is to achieve data saturation. Saturation is the point at which new interviews cease to generate new themes, insights, or information, and the researcher begins to hear the same concepts repeated (Guest, Bunce, & Johnson, 2006). With a homogenous and highly expert group, such as university executives responsible for branding, saturation is often reached with a small number of participants.

3.3.2 Data Collection Methods

Two methods were used to collect qualitative data:

3.3.2.1 Documentary Research: Relevant institutional documents were examined, including general university information, strategic and operational plans, and photographs from university activities. This analysis provided historical context and illustrated past and present performance in brand and communication management.

3.3.2.2 Semi-Structured Interviews: The semi-structured interview is a powerful qualitative research method that balances structure with flexibility. Utilizing an interview guide rather than a rigid script with a core set of open-ended questions while retaining the freedom to probe responses, alter question order, and explore emergent themes (Bryman, 2016; Kvale & Brinkmann, 2009). This dynamic approach is highly effective for gathering rich, detailed data, as it encourages participants to share their perspectives in their own words, providing deep insights into complex topics

(Creswell & Poth, 2018). While the guide ensures thematic consistency across interviews for systematic analysis (Patton, 2015), the method's success is highly dependent on the interviewer's skill in building rapport and avoiding bias, and it is a time- and resource-intensive process (Rubin & Rubin, 2012). Ultimately, while not intended for statistical generalization, its capacity to produce nuanced, context-dependent understanding makes it an invaluable tool for researchers seeking to explore the 'how' and 'why' behind human experiences. Semi-structured interview was conducted with seven key informants who are responsible for university communication. This method provided a flexible framework for gathering rich, detailed, and comparable data on past performance, current operations, and future trends in branding and communication strategies.

3.3.3 Data Analysis

The qualitative data from documents and interview transcripts were analyzed using thematic analysis. This method is particularly well-suited for this study as it allows the researcher to systematically examine the transcripts from semi-structured interviews to understand the perceptions, experiences, and opinions of participants regarding the university's brand and communication strategies. It is a flexible yet systematic approach that involves organizing and describing data in rich detail to interpret various aspects of a research topic. At its core, thematic analysis moves beyond simply summarizing data to identifying implicit and explicit ideas that emerge as important.

3.4 Quantitative Research

The quantitative stream was designed to statistically test the relationships within the proposed brand development model and confirm its validity.

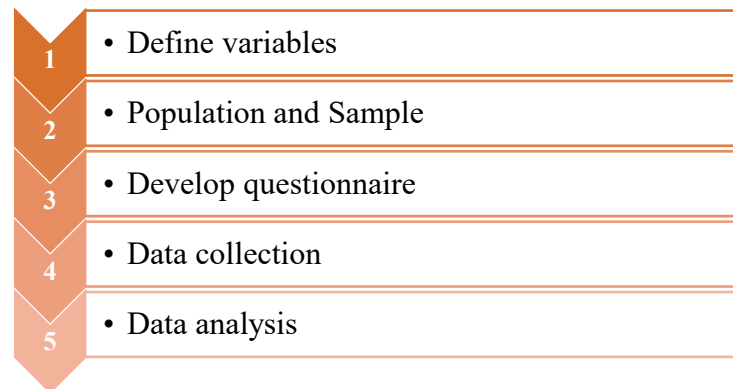


Figure 3.3 The process of quantitative research

3.4.1 Research Variables

The study's variables were based on the Stimulus-Organism-Response (S-O-R) model:

Stimulus (S): Brand Communication - Exogenous latent Variables:

Marketing Communication (MC)

Customization (CT)

Trendiness (TD)

Interaction (IA)

Endogenous latent Variables

Organism (O): Brand Development – Mediating Variables:

Brand Awareness (BAw)

Brand Image (BI)

Response (R) - Dependent Variable:

Brand Advocacy (BAd)

3.4.2 Population and Sample

3.4.2.1 Population (N): The population for the quantitative phase consisted of all 26,415 undergraduate students enrolled at Silpakorn University (as of July 31, 2024).

3.4.2.2 Sample Size Calculation (n): The minimum required sample size was determined using the Taro Yamane (1967) formula with a 95% confidence level and a 5% margin of error.

Sample Size Calculation (n): The required sample size was determined using the Taro Yamane (1967) formula with a 95% confidence level and a margin of error (e) of 0.05.

$$\text{Formula: } n = N / (1 + N * e^2)$$

$$\text{Calculation: } n = 26,415 / (1 + 26,415 * (0.05)^2)$$

$$n = 26,415 / (1 + 26,415 * 0.0025)$$

$$n = 26,415 / (1 + 66.0375)$$

$$n = 26,415 / 67.0375$$

$$n \approx 394.03$$

After rounding up to the nearest whole number, the minimum required sample size is 395. To account for potential incomplete or invalid responses, a target sample of at least 400 students were sought. A total of 684 students were collected in this study.

While the calculated minimum required sample size for this study was 400, the successful collection of 684 valid responses represents a significant methodological strength. Exceeding the minimum threshold by such a large margin is not merely a quantitative surplus; it substantially enhances the credibility, robustness, and overall quality of the research findings in several critical ways. The collection of 684 student responses provides a crucial buffer against invalid data and, more importantly, elevates the research from merely meeting the minimum criteria to achieving a high standard of methodological rigor. This robust sample size strengthens the validity of the conclusions and ensures that the brand development model is built on a solid and reliable empirical foundation.

Sampling Technique: Students were selected by using Convenience Sampling. This method involves collecting data from participants who are readily available and willing to participate, which is practical for distributing an online questionnaire to the students.

3.4.2.3 Sampling Technique: A convenience sampling method was employed. This non-probability technique involves collecting data from participants who are readily available and willing to participate, which is practical and efficient for distributing an online questionnaire to a large student number.

3.4.2.4 Research Instrument

The primary instrument was a structured online questionnaire comprising three sections:

Part A: Demographic Information: Collected data on gender, faculty, year of study, etc.

Part B: Measurement of Constructs: Contained items to measure the S-O-R variables using a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree).

Part C: Open-ended Suggestions: Provided a space for additional comments.

Table 3.1 Items extracted from the previous literatures

Items	Sources
Marketing Communication	
MC1- The university communicates information through online channels such as Facebook Fanpage, Tiktok, and Youtube, etc.	Pinar et al. (2011), Balaji et al. (2016), Constantinides & Fountain (2008) Briggs & Hollis (1997), Schivinski & Dabrowski (2016), Huang (2021)
MC2- The university communicates information through public relations booths at various educational institutions.	
MC3- The university communicates information through field visits and public relations booths at various educational fairs.	
MC4- The university communicates information through special event channels.	
MC5- The university communicates information through printed media.	

Table 3.1 Items extracted from the previous literatures (Cont)

Items	Sources
Customization	
CT1- The university offers a variety of courses that are suitable to the needs of the students.	Pinar et al. (2014), Sung & Yang (2008), Huang (2021), Forouidi et al. (2020)
CT2- The university offers a wide range of study locations.	
CT3- The university offers a variety of flexible teaching formats that suit the context of the subjects being studied.	
CT4- The University has collaborations with both domestic and international professional institutions/organizations to enhance real-world experiences for students.	
Trendiness	
TD1- The university offers modern courses.	Pinar et al. (2014), Rutter et al. (2016)
TD2- The lecturers are experts and are constantly improving their skills and knowledge.	
TD3- The university encourages faculty to apply innovation in teaching and learning.	
TD4- The university is striving to obtain accreditation that is internationally recognized and reliable.	
TD5- The university has a modern teaching style.	
TD6- The university has an integrated teaching model with various agencies.	
TD7- The university has a teaching model that supports a variety of future careers.	

Table 3.1 Items extracted from the previous literatures (Cont)

Items	Sources
Interaction	
IA1- The university has implemented measures to promote interaction between faculty and students.	Padrón-Robaina et al. (2022), Rutter et al. (2016), Foroudi et al. (2016)
IA2- The university has implemented measures to promote interaction between academic support personnel and students.	
IA3- The University has implemented activities to promote interaction between the University and its alumni.	
IA4- The university has implemented activities that promote student-to-student interaction.	
IA5- The University has implemented activities that promote interaction between the University and the community/society.	
Brand Awareness	
BAw1- When you think of universities in Thailand, Silpakorn University is one of the many that comes to your mind.	Hemsley-Brown & Oplatka (2006), Tran et al. (2022)
BAw2- When you think of a famous Thai art university, Silpakorn University always comes to your mind.	
BAw3- Whenever you see the Ganesha emblem, you always think of Silpakorn University.	
BAw4- Whenever you see Veridian Green, you always think of Silpakorn University.	
BAw5- Whenever you see a picture of Professor Silpa Bhirasri, you always think of Silpakorn University.	

Table 3.1 Items extracted from the previous literatures (Cont)

Items	Sources
Brand Awareness	
BAw6- Whenever you see Wang Tha Phra, you always think of Silpakorn University.	
BAw7- Whenever you see Sanam Chandra Palace, you always think of Silpakorn University.	
BAw8- Whenever you hear the song Santa Lucia, you always think of Silpakorn University.	
Brand Image	
BI1- Silpakorn University is one of the oldest university in Thailand.	Tran et al. (2022), Ali et al. (2016)
BI2- Silpakorn University is a famous university	
BI3- Silpakorn University is a leading university in the field of art.	
BI4- Silpakorn University is a leading university in design.	
BI5- Silpakorn University is a university with quality teaching and learning.	
BI6- Silpakorn University has a unique culture.	
BI7- Silpakorn University has students who are outstanding in creativity.	
BI8- Silpakorn University has alumni who are famous in the field of art.	
BI9- Silpakorn University has alumni who are famous in the field of design.	
BI10- Silpakorn University has alumni who are famous in the field of science.	
BI11- Silpakorn University has alumni who are famous in the fields of social sciences and humanities.	

Table 3.1 Items extracted from the previous literatures (Cont)

Items	Sources
Brand Advocacy	
BAAd1- The university has taken action to encourage students to share their learning experiences.	Sung & Yang (2008), Tran et al. (2022), Zeithaml et al. (1996)
BAAd2- The university has taken action to encourage word of mouth about alumni's success.	
BAAd3- The university has taken action to promote the reputation of its professors.	
BAAd4- The university has guidelines for promoting the reputation of the university.	
BAAd5- The University has taken action to promote word of mouth about its strengths and alumni networks.	
BAAd6- You would recommend this university to your friends or family members to apply to study or work at Silpakorn University.	
BAAd7- If you graduate, you will continue to maintain a relationship with Silpakorn University.	

3.4.4 Assessment of Validity and Reliability

The quality of the questionnaire was rigorously assessed before the main study.

3.4.4.1 Content Validity: The Index of Item-Objective Congruence (IOC) was used to evaluate content validity. A panel of three purposively selected experts in marketing, brand management, and higher education rated the relevance of each questionnaire item to its construct. Items with an IOC score of 0.50 or higher were retained, ensuring the instrument measured what it was intended to measure.

To ensure the credibility and accuracy of this research, it is imperative that the data collection instrument—in this case, the questionnaire—possesses strong validity. Validity refers to the extent to which an instrument measures what it is intended to measure. One of the most critical types of validity for a new or

adapted questionnaire is content validity, which assesses whether the items in the instrument adequately represent all facets of the construct being measured.

To systematically and quantitatively evaluate the content validity of the questionnaire, this study will employ the Index of Item-Objective Congruence (IOC). The IOC is a procedure used to determine the degree of agreement among experts regarding how well each item in an instrument measure a specific content domain or objective (Rovinelli & Hambleton, 1977).

The IOC Assessment Process with Three Experts. The process involves a panel of experts who independently review the questionnaire. For this study, the panel will consist of three experts with specialized knowledge and experience in the fields of marketing, brand management, and higher education administration. The use of an odd number of experts, such as three, is common practice to prevent ties in judgment and provide a robust assessment.

The IOC process conducted as follows:

1) Selection of Experts: Three experts were purposively selected based on their academic credentials, research background, and professional experience relevant to the study's constructs (e.g., Marketing Communication, Brand Image, Brand Advocacy).

2) Provision of Materials to Experts: Each expert will be provided with a complete assessment package containing:

- A clear statement of the research objectives.
- Precise definitions of each latent construct being measured.
- The full draft of the questionnaire, with each item clearly listed.
- A standardized evaluation form with clear instructions for the

IOC rating.

3) The Expert Rating Scale: The experts were asked to independently rate the congruence or relevance of each questionnaire item to its corresponding construct definition using the following three-point scale:

+1: The item is clearly relevant and measures the defined construct.

0: The item is questionable or its relevance to the defined construct is unclear.

-1: The item is clearly not relevant and does not measure the defined construct.

4) Calculation of the IOC Score: After receiving the completed evaluations from all three experts, the IOC score for each individual item will be calculated using the following formula:

$$\text{IOC} = \Sigma R / N$$

Where:

ΣR is the sum of the ratings from all experts for a single item.

N is the total number of experts (in this case, $N = 3$).

5) Interpretation and Decision Criteria: The calculated IOC score for each item will be used to make a decision about its inclusion, revision, or exclusion from the final questionnaire. The following criteria will be applied:

$\text{IOC} \geq 0.50$: The item is considered to have acceptable content validity and will be retained.

$\text{IOC} < 0.50$: The item is considered to have poor content validity and must be either revised based on expert feedback or discarded from the instrument.

As a critical step in ensuring the validity of the research instrument, the draft questionnaire was submitted to a panel of 3 experts for a content validity assessment using the Index of Item-Objective Congruence (IOC). The purpose of this procedure is to systematically evaluate the clarity, relevance, and appropriateness of each item before its administration to the study's target sample. The resulting IOC scores for the initial set of questionnaire items ranged from 0.33 to 1.00. This range is not an indication of a flaw in the design process; rather, it is the expected outcome of a rigorous and effective expert review. It demonstrates that the validation process successfully identified both well-constructed items and those requiring improvement. Every item that received an IOC score below 0.50 was flagged for mandatory revision or elimination. The researcher then systematically addressed the specific feedback provided by the experts for each of these items. This involved rephrasing questions for clarity, splitting complex items into simpler ones, or completely removing items that were fundamentally flawed.

3.4.4.2 Reliability: Before examining the variables, it's crucial to ensure consistent results. The reliability of measurements, or how much they are devoid of random errors, can be defined by their freedom from such discrepancies (Malhotra, 2009). Put differently, the Cronbach's Alpha coefficient should gauge the internal uniformity of an item group to determine the research instrument's quality (Churchill, 1979). Typically, a value above 0.7 for Cronbach's Alpha signifies satisfactory internal consistency (Malhotra, 2009). Table 3.2 displays the reliability of each variable and their corresponding measurements for university brand. A pretest was administered to a sample of 35 students from the target population who were not included in the main study. A sample size of 30-50 is generally considered sufficient for a pilot test to yield a stable estimate of reliability (Hertzog, 2008).

A pretest was administered to a sample of 35 students (who were not included in the main study) to assess the internal consistency of the measurement scales. Cronbach's Alpha (α) was calculated for each construct. As shown in Table 3.2, all constructs demonstrated excellent reliability, with alpha values well above the acceptable threshold of 0.70.

Table 3.2 Reliability Values from the Pretest

Variables	Factors	Cronbach's Alpha	Number of items
Stimulus	Marketing Communication	0.901	5
	Customization	0.878	4
	Trendiness	0.930	7
	Interaction	0.932	5
Organism	Brand Awareness	0.927	8
	Brand Image	0.952	11
Response	Brand Advocacy	0.943	7

3.4.5 Data Analysis

Quantitative data were analyzed using the LISREL program. The analysis involved two main confirmatory techniques:

3.4.5.1 Confirmatory Factor Analysis (CFA): CFA was used to examine the structural validity of the measurement model. This step confirms whether the observed variables (questionnaire items) are appropriate indicators of their specified latent constructs (Byrne, 2016).

3.4.5.2 Structural Equation Modeling (SEM): SEM was employed to test the overall theoretical model. This powerful, model-based approach, built on multiple regression, was chosen for its ability to identify latent variables and confirm the direct and indirect relationships between all constructs in the proposed framework (Byrne, 2016).

The model's fit with the empirical data was evaluated using a range of statistical fit indices, including the Comparative Fit Index ($CFI > .95$), Root Mean Square Error of Approximation ($RMSEA < .07$), Goodness of Fit Index ($GFI > .95$), and Relative Chi-Square (X^2/df).

The researcher has conducted a Path Analysis, which is a path analysis that shows the influence of the relationship of factors or variables, including direct influence, indirect influence, total influence and variance of each factor of brand development and brand communication strategy of Silpakorn University, Thailand.

3.4.5.3 Path Analysis (PA): Path Analysis (PA) is a statistical method used to examine the causal relationships between two or more observed variables. It is a specific application of Structural Equation Modeling (SEM) that deals exclusively with measured (observed) variables, not latent constructs. The primary goal is to test a theoretical model by evaluating the direct and indirect effects of variables on one another. The primary goal of path analysis is to determine whether a proposed theoretical model is consistent with the empirical data collected. It does this by evaluating the direct and indirect effects that variables exert on one another (Bollen, 1989).

A key advantage of path analysis over standard regression is its ability to decompose the relationships between variables into different types of effects:

Direct Effect: The influence of one variable directly on another, represented by a single path (e.g., $A \rightarrow C$). The magnitude of this is the path coefficient.

Indirect Effect: The influence of one variable on another that is mediated through at least one intervening variable (e.g., $A \rightarrow B \rightarrow C$). This effect is calculated by multiplying the path coefficients along the mediating pathway.

Total Effect: The sum of the direct effect and all indirect effects linking two variables.



CHAPTER 4

Research Findings

4.1 Introduction

This chapter presents the empirical findings derived from the mixed-method research design employed to investigate the brand development and communication strategy of Silpakorn University. The primary objective of this study was to critically analyze the university's branding efforts and to develop and empirically validate a conceptual model that explains the relationships between branding stimuli, students' internal perceptions, and their subsequent brand advocacy.

Adhering to the convergent parallel design outlined in the methodology, this chapter systematically presents the data gathered from both the qualitative and quantitative research streams.

1) **Qualitative research:** This section presents the key themes that emerged from the thematic analysis of interviews and focus groups with university staff. These findings illuminate the internal perspectives on brand identity, communication practices, and the challenges of balancing tradition with modernity, involving semi-structured interviews and focus groups with university staff, provides in-depth contextual understanding and thematic insights into the management of the university's brand.

2) **Quantitative research:** This section details the results of the statistical analysis. **Measurement Model Analysis:** The results of the Confirmatory Factor Analysis (CFA) are presented to establish the validity and reliability of the measurement scales used for each construct in the model. Based on a survey of 684 students, provides statistical validation for the proposed research framework through Structural Equation Modeling (SEM). **Path Analysis (PA)** rests on using statistical methods to test a pre-specified theory about a network of causal relationships. It provides a nuanced understanding of how variables influence each other both directly and indirectly.

4.2 Qualitative research

The synthesizes findings from a semi-structured interview including the executives and staff who take the responsible on university communication regarding Silpakorn University's brand and communication strategies. The interview explored the vision, management, and challenges associated with the university's branding efforts.

Silpakorn University is a renowned and long-standing higher education institution, particularly distinguished in the fields of art, design, and archaeology, which have built its strong and unique brand image. Corporate communication plays a crucial role in maintaining and enhancing this image to align with the university's current vision: "A Leading University of Arts and Innovation."

The corporate communication of Silpakorn University operates on a hybrid model, which means there is a central unit that oversees the overall brand, complemented by a decentralized operational structure at the faculty level to cater to different target audiences.

The communication at the university level aims to build and control the core brand image of "Silpakorn University," ensuring consistency in direction while communicating news, policies, and key activities of the university as a whole.

The primary unit responsible for corporate communication at Silpakorn University is the Corporate Communication Division, General Administration Division, Office of the President. This central unit is directly responsible for public relations and communicating the university's image. The university also have the university corporate communication committee which serves as the primary strategic oversight body for the university's brand, reputation, and overall communication strategy. Its purpose is not to manage day-to-day communication tasks but to provide governance, ensure alignment with the university's mission, and protect its most valuable intangible asset: its reputation. Its key roles and responsibilities are as follows:

- 1) Public Relations and News Dissemination. This includes producing press releases concerning executive policies, achievements of faculty and students, and significant university events for distribution to the media and the public. It also serves as a central point for answering inquiries and providing information to the media.

2) Official Channel Management. This involves overseeing and creating content for the university's main online communication channels to ensure that information is accurate, official, and consistent in its direction.

3) Corporate Identity Creation and Control. This function involves regulating the use of the university's logo, official colors, and other brand-related elements to maintain a consistent standard across all forms of communication.

4) Special Events and Crisis Communication. The unit is primarily responsible for communicating major events such as the Royal Commencement Ceremony and Silpa Bhirasri Day. It also manages communication during crises to mitigate any negative impact on the university's image. Moreover, some informants: Mr.A pointed that *“we had to prepare and implement crisis communications, such as use tools to actively monitor and we will provide an update as soon as more information is available”*.

The corporate communication structure of Silpakorn University represents a well-balanced integration of centralized brand control and the autonomy granted to faculties to communicate effectively with their specific target audiences. The communication and public relations efforts of the university and its faculties have clear objectives: to build Awareness, create a modern Image, and effectively attract key target audiences.

4.2.1 Vision and Importance of the University Brand

The university's brand vision is deeply rooted in its identity of creativity, reflecting an integration of both arts and sciences. The brand aims to create a positive public image, highlight the quality of its graduates, and demonstrate its uniqueness to students, parents, and alumni. The interview emphasized that a strong university brand is crucial in today's competitive environment. It is seen as a key factor in attracting talented students and high-potential personnel, building trust among stakeholders, and achieving long-term, sustainable development. As the executive mentioned *“The Corporate Communication Division would develop a comprehensive brand style guide, manage key university-wide messaging, and ensure that faculty-level initiatives support the overarching university brand vision. Mr.B added “A strong external brand must be built on a strong internal culture.”*

Silpakorn University's brand vision is rooted in creativity, integrating arts and sciences into its academic identity. This approach aims to create a positive image among students, parents, alumni, and the public. The brand also seeks to demonstrate the university's uniqueness and produce quality, efficient graduates.

4.2.2 Strategy & Channels

The corporate communication efforts of the university and its faculties employ an Integrated Marketing Communications (IMC) strategy, utilizing a variety of channels in a coordinated manner to effectively reach each target audience. Most of the informant gave the opinion that *“Diverse Communication Channels: Utilizing a variety of platforms such as the university's website, social media, print media, and podcasts to disseminate information.”* To conclude their opinions as follows;

1) Official Website: The websites of the university and its faculties serve as the primary source of official and credible information. They act as an Official Information Hub, containing key data such as history, organizational structure, administrative information, official announcements, curriculum details, faculty information, and academic calendars. While highly reliable, communication is typically one-way.

2) Facebook Page: The Facebook pages of the corporate communication department and individual faculties are used to communicate news, activities, important announcements, student admissions, live-stream events, and to engage with the Silpakorn community (students, alumni, staff) and the general public. It serves as the Primary Engagement Hub and is the most active channel for disseminating information quickly and diversely. Examples include:

- Admissions: Promoting T-CAS admission rounds with easy-to-understand infographics.
- Events: Publicizing and reporting on events like Open House, orientation, and various competitions.
- Achievements: Showcasing the work and success of students and faculty.
- Community Building: Sharing photos of the learning environment and university life. The language used is informal and accessible.

3) Instagram Instagram: focuses on visual communication to create a modern and beautiful image. It showcases the university's atmosphere and creative works. As a Visual Storytelling channel, it emphasizes the use of photos and short videos (Reels) to present a modern and appealing image of the faculty. This includes beautiful campus scenery, vibrant student activities, and student works from relevant fields, aiming to inspire and attract high school students.

4) YouTube: This platform functions as a Video Archive, used for distributing long-form videos such as introductions to the university, faculties, and curricula; recordings of special lectures or seminars; and video interviews with successful alumni.

5) Line Official Account: This channel is used for Direct Notification, sending important and urgent news directly to followers via push notifications. This includes reminders for key dates, admission information, or urgent announcements, making it suitable for communication that requires speed and direct reach.

The primary objectives and target audiences focus on four key areas, each corresponding to a different target group:

Table 4.1 The primary objectives and target audiences

Key Objectives	Target Audience
1. Student Recruitment	Prospective high school students, parents, and guidance teachers
2. Internal Engagement	Current students and staff of the university/faculty
3. Reputation & Brand Building	Alumni, business/industry sector, and the general public
4. Network & Relationship	Alumni, and government and private sector partners

The strength of the university communication strategy is the decentralized approach allows for diverse and creative communication that is tailored to the context of each field, enabling effective engagement with target audiences. Some staff (Mr.A, Mr.B and Mr.C) concerned on “Universities need to build a strong brand that stands

out and differentiates themselves, building trust among target customers and stakeholder groups, and recognizing the strengths and opportunities that come from choosing our brand.” The challenges are maintaining brand consistency, both in terms of visual identity and messaging, is a significant challenge that requires excellent coordination between the central unit and the various faculties. The important strategies also focus on these aspects: First, specialized content: content focuses on curriculum highlights, admissions, student life, student achievements in national and international competitions, faculty and student works, workshops, Thesis Exhibitions, and collaborations with industry. Second, clear target audience: communication is designed to directly attract new students interested in specific fields and to build networks with alumni and professionals. And the last is high agility: faculties can communicate and organize events more quickly and flexibly than the central university unit.

The brand communication strategy is divided into both external and internal plans.

1) External Communication: The focus is on using creative content (infographics, videos, podcasts) and targeted media outreach to build a positive image, raise awareness, and engage external audiences.

2) Internal Communication: The goal is to reduce negative news and foster a positive brand attitude among staff and faculty through internal channels like Line Official accounts and dedicated mobile visits from the dean.

3) The current strategy is noted for its continuous improvement, leveraging technology and digital channels, and using data to analyze target audience behavior. It also uses "Silpakorn influencers" and adapts to new trends to maintain a competitive edge.

A significant success identified in the interview is the recent shift from a disjointed communication approach to a unified strategy. Previously, individual departments communicated based on their own needs, which led to a lack of credibility and a fragmented overall picture. This problem was solved by establishing a corporate communications network with various departments. This network facilitates collaborative planning and design of communication strategies, ensuring a cohesive and powerful message. This effort has successfully raised brand awareness and encouraged

departments to prioritize branding, marking the most visible success of the strategy's implementation.

4.2.3 Importance and Success

University brand operations are considered crucial in the current competitive environment. A strong brand helps universities stand out, attract talented students and staff, and achieve long-term goals. Similarly, a clear brand communication strategy is essential for building a strong image, differentiating from competitors, and fostering customer confidence.

The most notable success has been the shift from each department communicating independently to a unified, corporate communications network. This change has established a more credible and formal approach, encouraging faculties and departments to prioritize branding and communication, and resulting in measurable engagement.

4.2.4 Problems and Obstacles in University Branding

The interview highlighted several key challenges in brand management:

- 1) Consistency: Maintaining a unified and consistent brand image across numerous departments and communication channels.
- 2) Distinction: Creating a distinctive brand identity that stands out from other competing institutions in a highly saturated market.
- 3) Perception: Presenting the brand image effectively without coming across as overly commercial or engaging in "over-salesmanship."
- 4) Adaptation: Keeping the brand relevant by adapting to the rapidly changing social context, values, and perspectives of younger generations.

4.3 Quantitative research

Table 4.2 The number and percentage of respondents classified by gender.

Gender	Number (person)	Percentage
Male	179	26.17
Female	504	73.68
Others	1	0.15
Total	684	100.00

From Table 4.2, more than half of the sample respondents in this study were female (504, 73.68%). Next were male (179, 26.17%), and other (1, 0.15%), respectively.

Table 4.3 The number and percentage of respondents classified by year of study.

Year of Study	Number (person)	Percentage
First year	473	69.15
Second year	136	19.88
Third year	28	4.09
Fourth year	44	6.43
Fifth Year or Above	3	0.44
Total	684	100.00

From Table 4.3, more than half of the sample respondents in this research study (473, or 51.61%) were in their first year, followed by 136, or 19.88%, and 44, or 6.43%, in their fourth year, respectively.

Table 4.4 The number and percentage of respondents classified by campus/ Educational area of studying.

Campus/ Educational Area	Number (person)	Percentage
Tha Phra Palace Campus	1	0.15
Sanam Chandra Palace Campus	15	2.19
Phetchaburi Information Technology Campus	595	86.99
Taling Chan Educational Area	3	0.44
City Campus	3	0.44
Bang Rak Educational Area	67	9.80
Total	684	100.00

From Table 4.4, it was found that the sample group that responded to the questionnaire in this research study was more than half of the campus/educational area they were studying at Phetchaburi Information Technology Campus had 595 students, representing 86.99 percent, followed by Bang Rak Educational Area with 67 students, representing 9.80 percent, and Sanam Chandra Palace Campus with 15 students, representing 2.19 percent, respectively.

Table 4.5 The number and percentage of respondents classified by faculty.

Faculty	Number (person)	Percentage
Faculty of Painting, Sculpture and Graphic Arts	1	0.15
Faculty of Arts	4	0.58
Faculty of Education	4	0.58
Faculty of Science	4	0.58
Faculty of Engineering and Industrial Technology	3	0.44
Faculty of Music	3	0.44
Faculty of Animal Sciences and Agricultural Technology	31	4.53
Faculty of Management Science	619	90.50
Faculty of Information and Communication Technology	2	0.29
Silpakorn University International College (SUIC)	13	1.90
Total	684	100.00

From Table 4.5, it was found that the sample group that responded to the questionnaire in this research study was almost entirely from the Faculty of Management Science, with 619 students, representing 90.50 percent, followed by the Faculty of Animal Science and Agricultural Technology, with 31 students, representing 4.53 percent, and the Silpakorn University International College (SUIC), with 13 students, representing 1.90 percent, respectively.

Table 4.6 Mean and standard deviation of opinions on Marketing Communication.

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
I. Marketing Communication (MC)										
1) The university communicates information through online channels such as Facebook Fanpage, Tiktok, and Youtube, etc.	3 (0.44)	3 (0.44)	21 (3.07)	45 (6.58)	161 (23.54)	135 (19.74)	316 (46.20)	5.96	1.19	Agree
2) The university communicates information through public relations booths at various educational institutions.	2 (0.29)	5 (0.73)	35 (5.12)	69 (10.09)	202 (29.53)	125 (18.27)	246 (35.96)	5.67	1.26	Agree
3) The university communicates information through field visits and public relations booths at various educational fairs.	1 (0.15)	6 (0.88)	30 (4.39)	82 (11.99)	180 (26.32)	145 (21.20)	240 (35.09)	5.67	1.25	Agree
4) The university communicates information through special event channels.	1 (0.15)	6 (0.88)	30 (4.39)	74 (10.82)	169 (24.71)	156 (22.81)	248 (36.26)	5.73	1.24	Agree
5) The university communicates information through printed media.	11 (1.61)	23 (3.36)	47 (6.87)	104 (15.20)	158 (23.10)	134 (19.59)	207 (30.26)	5.35	1.51	Agree
Total average								5.67	1.29	Agree

From Table 4.6, it was found that opinions about Marketing Communication were overall at the level of agreement, with the average values ranked from most to least in the top 3 as follows: the university communicated information through online channels such as Facebook Fanpage, Tiktok or Youtube, etc. ($\bar{X} = 5.96$), the university communicated information through special event channels ($\bar{X} = 5.73$), and the university communicated information through field trips and public relations booths at various educational institutions. The university communicated information through

field trips and public relations booths at various educational fairs in equal numbers ($\bar{X} = 5.67$), respectively.

Table 4.7 Mean and standard deviation of opinions on Customization

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
2. Customization (CT)										
6) The university offers a variety of courses that are suitable to the needs of the students.	1 (0.15)	7 (1.02)	20 (2.92)	71 (10.38)	160 (23.39)	174 (25.44)	251 (36.70)	5.79	1.20	Agree
7) The university offers a wide range of study locations.	4 (0.58)	11 (1.61)	37 (5.41)	71 (10.38)	154 (22.51)	137 (20.03)	270 (39.47)	5.71	1.36	Agree
8) The university offers a variety of flexible teaching formats that suit the context of the subjects being studied.	2 (0.29)	8 (1.17)	23 (3.36)	70 (10.23)	162 (23.68)	177 (25.88)	242 (35.38)	5.75	1.23	Agree
9) The University has collaborations with both domestic and international professional institutions/organizations to enhance real-world experiences for students.	3 (0.44)	6 (0.88)	28 (4.09)	66 (9.65)	164 (23.98)	160 (23.39)	257 (37.57)	5.76	1.25	Agree
Total average								5.75	1.26	Agree

From Table 4.7, it was found that opinions regarding Customization were at the overall level of agreement, with the first three averages arranged from most to least as follows: The university provides teaching in a variety of courses that are appropriate to the needs of the learners ($\bar{X} = 5.79$), the university collaborates with both domestic and international professional institutions/organizations to enhance real experiences for

the learners ($\bar{X} = 5.76$), and the university provides teaching formats that are diverse and flexible according to the context of the subjects being studied ($\bar{X} = 5.75$), respectively.

Table 4.8 Mean and standard deviation of opinions on Trendiness.

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
3. Trendiness										
10) The university offers modern courses.	1 (0.15)	6 (0.88)	21 (3.07)	59 (8.63)	160 (23.39)	193 (28.22)	244 (35.67)	5.82	1.16	Agree
11) The lecturers are experts and are constantly improving their skills and knowledge.	3 (0.44)	4 (0.58)	20 (2.92)	55 (8.04)	148 (21.64)	194 (28.36)	260 (38.01)	5.87	1.17	Agree
12) The university encourages faculty to apply innovation in teaching and learning.	2 (0.29)	2 (0.29)	21 (3.07)	55 (8.04)	172 (25.15)	186 (27.19)	246 (35.96)	5.83	1.14	Agree
13) The university is striving to obtain accreditation that is internationally recognized and reliable.	2 (0.29)	6 (0.88)	20 (2.92)	62 (9.06)	161 (23.54)	179 (26.17)	254 (37.13)	5.82	1.19	Agree
14) The university has a modern teaching style.	3 (0.44)	6 (0.88)	20 (2.92)	64 (9.36)	170 (24.85)	180 (26.32)	241 (35.23)	5.77	1.20	Agree
15) The university has an integrated teaching model with various agencies.	4 (0.58)	9 (1.32)	17 (2.49)	67 (9.80)	182 (26.61)	166 (24.27)	239 (34.94)	5.73	1.23	Agree
16) The university has a teaching model that supports a variety of future careers.	4 (0.58)	3 (0.44)	24 (3.51)	66 (9.65)	159 (23.25)	170 (24.85)	258 (37.72)	5.80	1.22	Agree
Total average								5.80	1.19	Agree

From Table 4.8, it was found that opinions regarding Trendiness were overall at the level of agreement, with the first three averages arranged from most to least as follows: Faculty members are experts, constantly improving their skills and knowledge ($\bar{X} = 5.87$), the university encourages faculty members to apply innovation to teaching and learning ($\bar{X} = 5.83$), and the university has a modern curriculum. The university is striving to receive internationally reliable accreditation, in equal numbers ($\bar{X} = 5.82$), respectively.

Table 4.9 Mean and standard deviation of opinions on Interaction.

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
4. Interaction										
17) The university has implemented measures to promote interaction between faculty and students.	3 (0.44)	3 (0.44)	26 (3.80)	69 (10.09)	171 (25.00)	171 (25.00)	241 (35.23)	5.75	1.21	Agree
18) The university has implemented measures to promote interaction between academic support personnel and students.	3 (0.44)	7 (1.02)	26 (3.80)	78 (11.40)	171 (25.00)	178 (26.02)	221 (32.31)	5.67	1.24	Agree
19) The University has implemented activities to promote interaction between the University and its alumni.	6 (0.88)	12 (1.75)	33 (4.82)	109 (15.94)	173 (25.29)	145 (21.20)	206 (30.12)	5.47	1.36	Agree
20) The university has implemented activities that promote student-to-student interaction.	2 (0.29)	11 (1.61)	19 (2.78)	67 (9.80)	158 (23.10)	164 (23.98)	263 (38.45)	5.80	1.24	Agree
21) The University has implemented activities that promote interaction between the University and the community/society.	2 (0.29)	10 (1.46)	29 (4.24)	77 (11.26)	192 (28.07)	143 (20.91)	231 (33.77)	5.63	1.27	Agree
Total average								5.66	1.27	Agree

From Table 4.9, it was found that opinions regarding Interaction were at the overall level of agreement, with the first three rankings of average values from highest to lowest as follows: University operations that promote interaction between students ($\bar{X} = 5.80$), University operations that promote interaction between teachers and students ($\bar{X} = 5.75$), and University operations that promote interaction between academic support personnel and students ($\bar{X} = 5.67$), respectively.

Table 4.10 Mean and standard deviation of opinions on Brand Awareness.

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
5. Brand Awareness										
22) When thinking of Thai universities, Silpakorn University is one of the many that comes to your mind.	2 (0.29)	7 (1.02)	21 (3.07)	66 (9.65)	167 (24.42)	157 (22.95)	264 (38.60)	5.80	1.22	Agree
23) When thinking of a famous Thai art university, Silpakorn University always comes to your mind.	4 (0.58)	2 (0.29)	11 (1.61)	53 (7.75)	114 (16.67)	140 (20.47)	360 (52.63)	6.12	1.15	Agree
24) Whenever you see the Ganesha emblem, you always think of Silpakorn University.	3 (0.44)	1 (0.15)	12 (1.75)	47 (6.87)	122 (17.84)	139 (20.32)	360 (52.63)	6.13	1.12	Agree
25) Whenever you see Veridian Green, you always think of Silpakorn University.	3 (0.44)	5 (0.73)	15 (2.19)	70 (10.23)	113 (16.52)	155 (22.66)	323 (47.22)	5.99	1.21	Agree
26) Whenever you see a picture of Professor Silpa Bhirasri, you always think of Silpakorn University.	2 (0.29)	7 (1.02)	16 (2.34)	47 (6.87)	116 (16.96)	118 (17.25)	378 (55.26)	6.12	1.20	Agree

Table 4.10 Mean and standard deviation of opinions on Brand Awareness. (Cont.)

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
27) Whenever you see Wang Tha Phra, you always think of Silpakorn University.	6 (0.88)	4 (0.58)	20 (2.92)	62 (9.06)	132 (19.30)	137 (20.03)	323 (47.22)	5.94	1.27	Agree
28) Whenever you see Sanam Chandra Palace, you always think of Silpakorn University.	4 (0.58)	6 (0.88)	18 (2.63)	52 (7.60)	134 (19.59)	125 (18.27)	345 (50.44)	6.01	1.24	Agree
29) Whenever you hear the song Santa Lucia, you always think of Silpakorn University.	5 (0.73)	11 (1.61)	19 (2.78)	59 (8.63)	118 (17.25)	122 (17.84)	350 (51.17)	5.98	1.31	Agree
Total average								6.01	1.22	Agree

From Table 4.10, it was found that opinions regarding Brand Awareness were at the overall level of agreement, with the first three average values arranged from highest to lowest as follows: When seeing the Ganesha emblem, you always thought of Silpakorn University ($\bar{X} = 6.13$); when thinking of a university famous for Thai art, you always thought of Silpakorn University; when seeing the picture of Professor Silpa Bhirasri, you always thought of Silpakorn University, with the same number ($\bar{X} = 6.12$); and when seeing Sanam Chandra Palace, you always thought of Silpakorn University ($\bar{X} = 6.01$), respectively.

Table 4.11 Mean and standard deviation of opinions on Brand Image. (Cont.)

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
6. Brand Image										
30) Silpakorn University is one of the oldest university in Thailand.	-	5	21	83	150	192	233	5.75	1.20	Agree
	-	(0.73)	(3.07)	(12.13)	(21.93)	(28.07)	(34.06)			
31) Silpakorn University is a famous university	3	1	9	62	160	202	247	5.88	1.09	Agree
	(0.44)	(0.15)	(1.32)	(9.06)	(23.39)	(29.53)	(36.11)			
32) Silpakorn University is a leading university in the field of art.	2	4	12	40	114	145	367	6.16	1.11	Strongly Agree
	(0.29)	(0.58)	(1.75)	(5.85)	(16.67)	(21.20)	(53.65)			
33) Silpakorn University is a leading university in design.	2	3	8	57	141	180	293	5.99	1.10	Agree
	(0.29)	(0.44)	(1.17)	(8.33)	(20.61)	(26.32)	(42.84)			
34) Silpakorn University is a university with quality teaching and learning.	3	3	18	67	180	192	221	5.75	1.15	Agree
	(0.44)	(0.44)	(2.63)	(9.80)	(26.32)	(28.07)	(32.31)			
35) Silpakorn University has a unique culture.	1	2	13	64	140	177	287	5.95	1.12	Agree
	(0.15)	(0.29)	(1.90)	(9.36)	(20.47)	(25.88)	(41.96)			
36) Silpakorn University has students who are outstanding in creativity.	3	5	14	42	129	163	328	6.06	1.15	Agree
	(0.44)	(0.73)	(2.05)	(6.14)	(18.86)	(23.83)	(47.95)			
37) Silpakorn University has alumni who are famous in the field of art.	3	4	12	55	112	163	335	6.07	1.15	Agree
	(0.44)	(0.58)	(1.75)	(8.04)	(16.37)	(23.83)	(48.98)			
38) Silpakorn University has alumni who are famous in the field of design.	2	2	11	59	135	190	285	5.97	1.11	Agree
	(0.29)	(0.29)	(1.61)	(8.63)	(19.74)	(27.78)	(41.67)			
39) Silpakorn University has alumni who are famous in the field of science.	6	5	40	103	173	151	206	5.50	1.33	Agree
	(0.88)	(0.73)	(5.85)	(15.06)	(25.29)	(22.08)	(30.12)			
40) Silpakorn University has alumni who are famous in the fields of social sciences and humanities.	5	2	22	99	158	172	226	5.67	1.24	Agree
	(0.73)	(0.29)	(3.22)	(14.47)	(23.10)	(25.15)	(33.04)			
Total average								5.89	1.16	Agree

From Table 4.11, it was found that opinions regarding Brand Image were overall at the level of agreement, with the first three averages arranged from most to least as follows: Silpakorn University is a leading university in the field of art ($\bar{X} = 6.16$), Silpakorn University has alumni who are famous in the field of art ($\bar{X} = 6.07$), and Silpakorn University has students who are outstanding in creativity ($\bar{X} = 6.06$), respectively.

Table 4.12 Mean and Standard Deviation of Opinions on Brand Advocacy.

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
7. Brand Advocacy										
41) The university has taken action to encourage students to share their learning experiences.	2 (0.29)	4 (0.58)	17 (2.49)	74 (10.82)	158 (23.10)	178 (26.02)	251 (36.70)	5.81	1.18	Agree
42) The university has taken action to encourage word of mouth about alumni's success.	3 (0.44)	5 (0.73)	19 (2.78)	76 (11.11)	177 (25.88)	174 (25.44)	230 (33.63)	5.72	1.20	Agree
43) The university has taken action to promote the reputation of its professors.	4 (0.58)	6 (0.88)	24 (3.51)	82 (11.99)	178 (26.02)	164 (23.98)	226 (33.04)	5.66	1.25	Agree
44) The university has guidelines for promoting the reputation of the university.	1 (0.15)	7 (1.02)	14 (2.05)	81 (11.84)	164 (23.98)	164 (23.98)	253 (36.99)	5.78	1.19	Agree
45) The University has taken action to promote word of mouth about its strengths and alumni networks.	4 (0.58)	12 (1.75)	23 (3.36)	98 (14.33)	160 (23.39)	170 (24.85)	217 (31.73)	5.60	1.30	Agree

Table 4.12 Mean and Standard Deviation of Opinions on Brand Advocacy. (Cont.)

Detail	Level of opinion on Brand operations of Silpakorn University							Mean	SD	Meaning
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)			
46) You will tell your friends, relatives, and acquaintances to apply to study or work at Silpakorn University.	2 (0.29)	9 (1.32)	22 (3.22)	77 (11.26)	153 (22.37)	180 (26.32)	241 (35.23)	5.74	1.24	Agree
47) If you graduate, you will continue to maintain a relationship with Silpakorn University.	2 (0.29)	4 (0.58)	11 (1.61)	58 (8.48)	149 (21.78)	164 (23.98)	296 (43.27)	5.96	1.14	Agree
Total average								5.75	1.21	Agree

From Table 4.12, it was found that opinions regarding Brand Advocacy were overall at the level of agreement, with the top three averages ranked from highest to lowest as follows: If you graduate, you will continue to maintain a relationship with Silpakorn University ($\bar{X} = 5.96$), the university has taken action to encourage students to tell others about their learning experiences ($\bar{X} = 5.81$), and the university has taken action to encourage others to tell others about the university's reputation ($\bar{X} = 5.78$), respectively.

4.4 The results of Confirmatory Factor Analysis of the Brand Development Model and University Brand Communication Strategies for Creating a Competitive Advantage of Silpakorn University, Thailand

4.4.1 Results of First-Order Confirmatory Factor Analysis

In the first-order confirmatory factor analysis, the researcher conducted a confirmatory factor analysis (CFA) to analyze the consistency of the model variables regarding the brand development model and university brand communication strategies

for creating a competitive advantage of Silpakorn University, Thailand, using a ready-made statistical software package from the sample group.

4.4.1.1) First-order confirmatory factor analysis: The initial model of the brand development model and university brand communication strategies for creating a competitive advantage of Silpakorn University, Thailand, before adjusting the model for appropriateness, consisted of seven components: 1) Marketing Communication, 2) Customization, 3) Trendiness, 4) Interaction, 5) Brand Awareness, 6) Brand Image, and 7) Brand Advocacy, as follows:



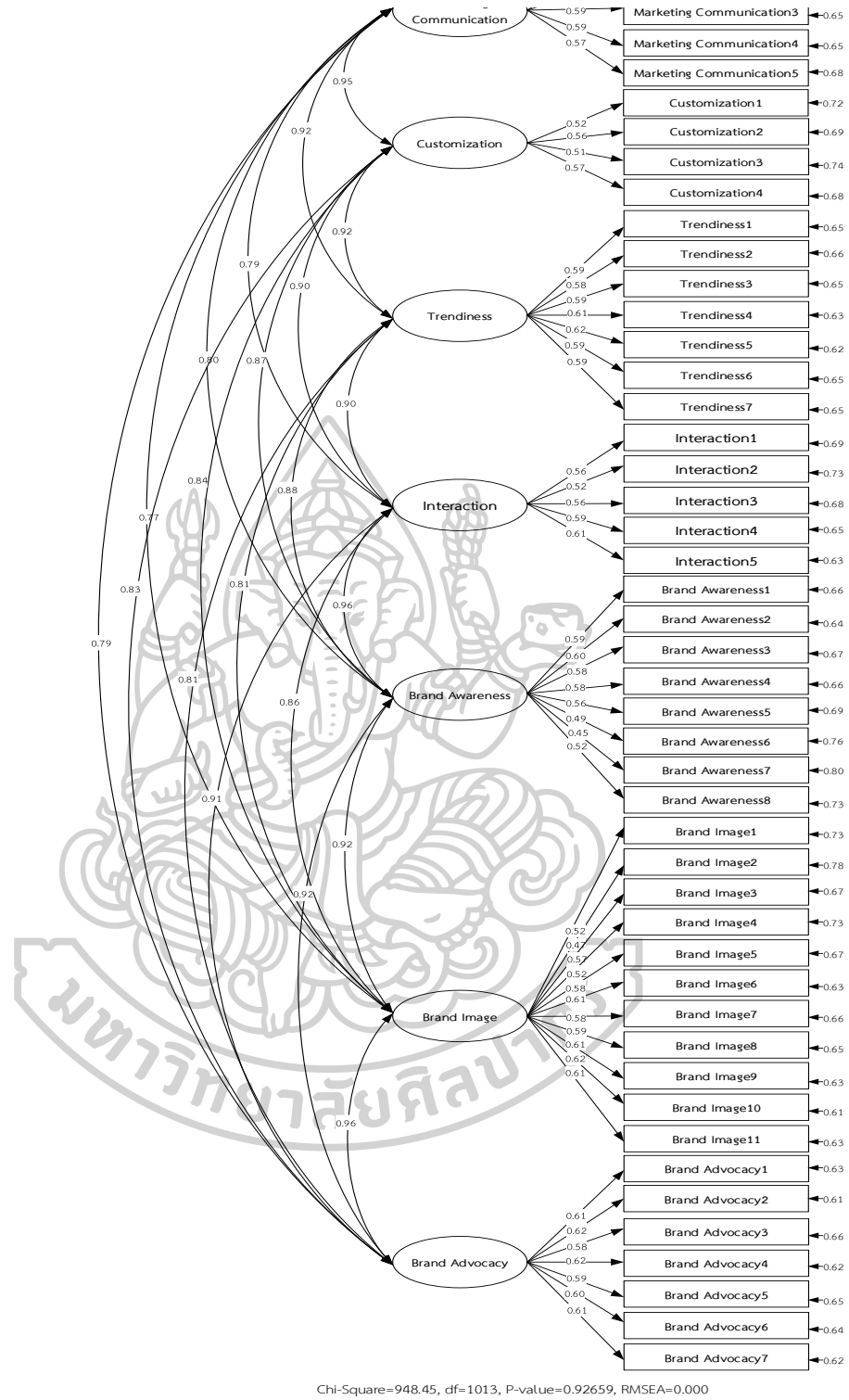


Figure 4.1 First-order confirmatory factor analysis results of the initial model before model optimization.

Table 4.13 The first-order congruence index of the initial model before model optimization.

Items	criteria	Calculated value	Results of consideration
X ²	Not statistically significant at the level .05	948.45	-
df	-	1013	-
p-value	P>0.05	0.92	-
X ² /df	X ² /df<2	0.94	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.95	0.94	Did not pass the criteria
AGFI	Value greater than 0.95	0.94	Did not pass the criteria
RMSEA	The value is close to 0.0.	0.010	Passed the criteria

From Table 4.13 and Figure 4.1, the confirmatory factor analysis model of brand development and brand communication strategies for building competitive advantage at Silpakorn University, Thailand, ranked first, has the following statistical values: Chi-square (X²) of 948.45, statistically significant at the p-value level of 0.92; Relative Chi-square (X²/df) of 0.94; Relative Goodness-of-Fitness Index (CFI) of 1.00; Goodness-of-Fitness Index (GFI) of 0.94; Adjusted Goodness-of-Fitness Index (AGFI) of 0.94; and Root Mean Square Error of Approximation (RMSEA) of 0.010. These values pass almost all criteria and are not consistent with empirical data. Therefore, the analysis results do not meet the criteria for consideration and require adjustments for appropriateness.

Considering the component weights for each component, Marketing Communication comprises five questions with component weights ranging from .530 to .590; Customization comprises four questions with component weights ranging from .510 to .570; Trendiness comprises seven questions with component weights ranging from .580 to .620; Interaction comprises five questions with component weights ranging from .520 to .610; Brand Awareness comprises eight

questions with component weights ranging from .490 to .600; Brand Image comprises 11 questions with component weights ranging from .470 to .620; and Brand Advocacy comprises seven questions with component weights ranging from .590 to .670.

4.4.1.2) First-order confirmatory component analysis: The brand development model and brand communication strategies for Silpakorn University, Thailand, have been adapted for appropriateness and a clear component structure. The model consists of seven components: 1) Marketing Communication, 2) Customization, 3) Trendiness 4) Interaction, 5) Brand Awareness ,6) Brand Image and 7) Brand Advocacy as follows:



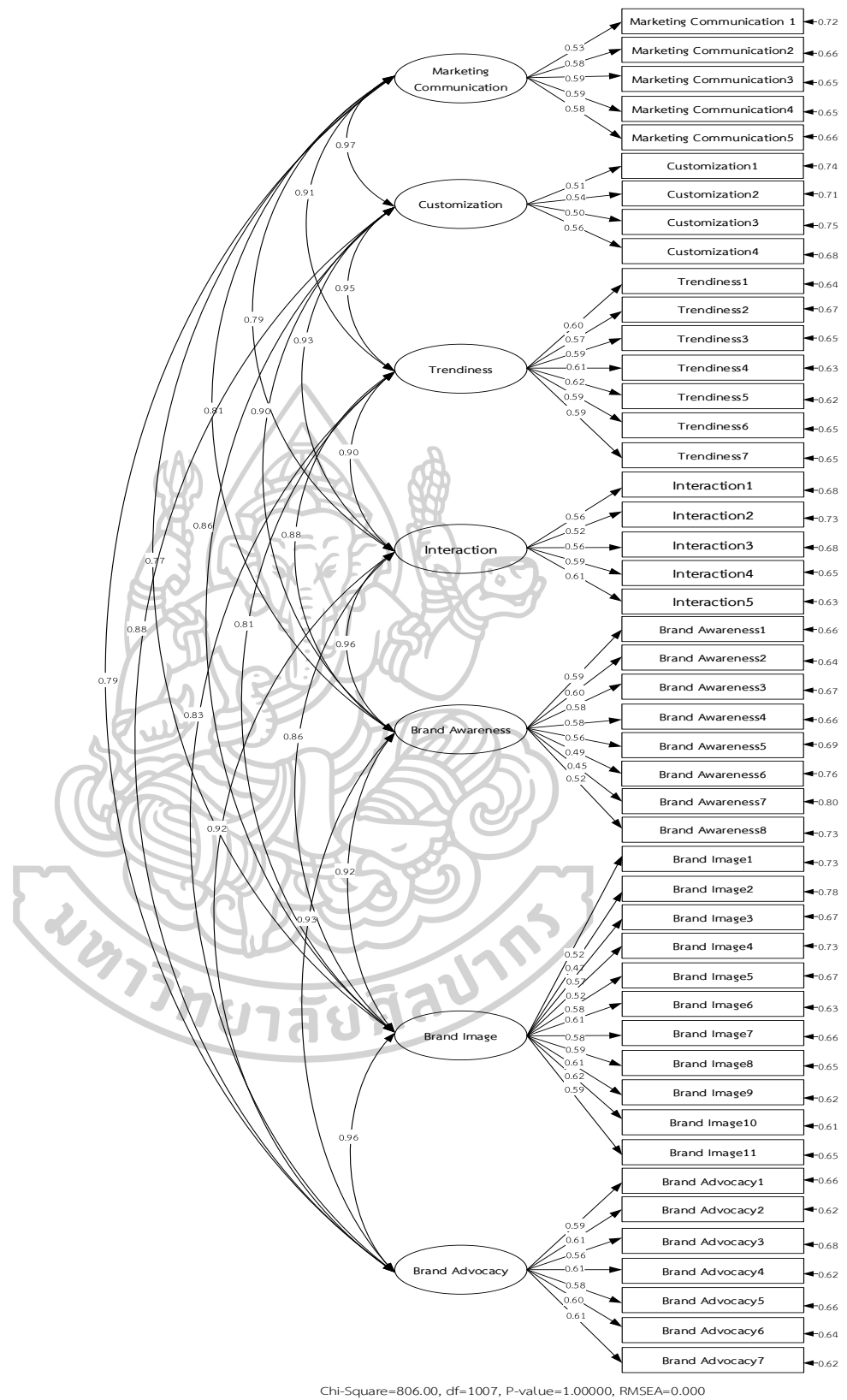


Figure 4.2 Results of the first-order confirmatory factor analysis with model fit adjustment.

Table 4.14 The first-order confirmatory component congruence index after adjustment for appropriateness.

Items	criteria	Calculated value	Results of consideration
X^2	Not statistically significant at the level .05	806.00	-
df	-	1007	-
p-value	$P > 0.05$	1.00	-
X^2/df	$X^2/df < 2$	0.80	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.90	0.95	Passed the criteria
AGFI	Value greater than 0.90	0.95	Passed the criteria
RMSEA	The value is close to 0.08	0.000	Passed the criteria

Table 4.14, shows that the confirmatory factor analysis model of brand development and brand communication strategies for building competitive advantage at Silpakorn University, Thailand, ranked first. The statistical values used for verification are as follows: Chi-square (X^2) value of 806.00, statistically significant at the p-value level of 1.00; relative Chi-square (X^2/df) value of 0.80; relative fit index (CFI) value of 1.00; GFI value of 0.95; adjusted fit index (AGFI) value of 0.95; and root mean square error of approximation (RMSEA) value of 0.000, all of which pass all criteria. The model is consistent with empirical data.

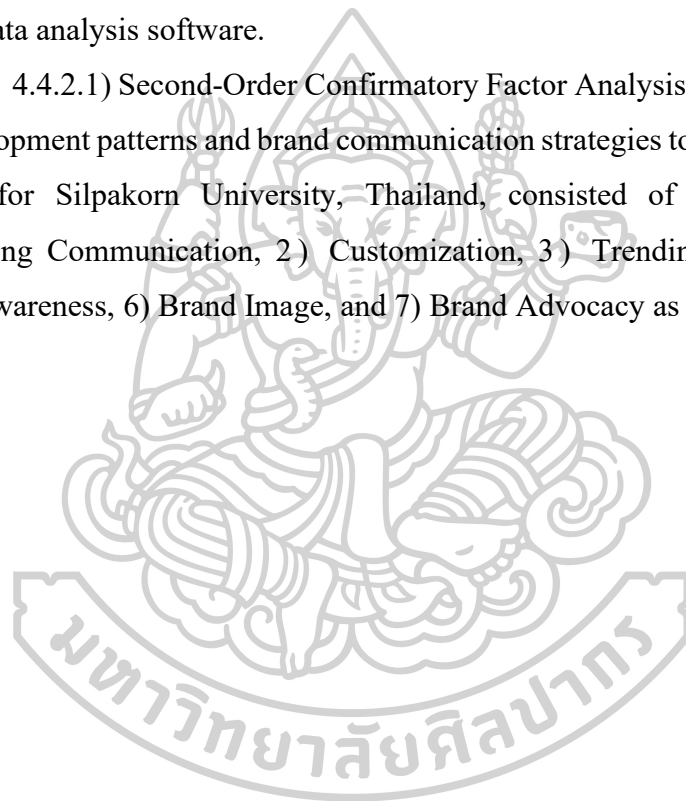
When considering the weight of each component, it was found that Marketing Communication had 5 questions with component weights between .530 and .590, Customization had 4 questions with component weights between .500 and .560, Trendiness had 7 questions with component weights between .570 and .620, Interaction had 5 questions with component weights between .520 and .610, Brand

Awareness had 8 questions with component weights between .450 and .600, Brand Image had 11 questions with component weights between .470 and .620, and Brand Advocacy had 7 questions with component weights between .560 and .610.

4.4.2 Second Order Confirmatory Factor Analysis

Second-Order Confirmatory Factor Analysis (CFA) The researcher conducted a Confirmatory Factor Analysis (CFA) to analyze the consistency of the model variables regarding brand development patterns and brand communication strategies to create a competitive advantage for Silpakorn University, Thailand, using statistical data analysis software.

4.4.2.1) Second-Order Confirmatory Factor Analysis: The initial model of brand development patterns and brand communication strategies to create a competitive advantage for Silpakorn University, Thailand, consisted of seven components: 1) Marketing Communication, 2) Customization, 3) Trendiness, 4) Interaction, 5) Brand Awareness, 6) Brand Image, and 7) Brand Advocacy as follows:



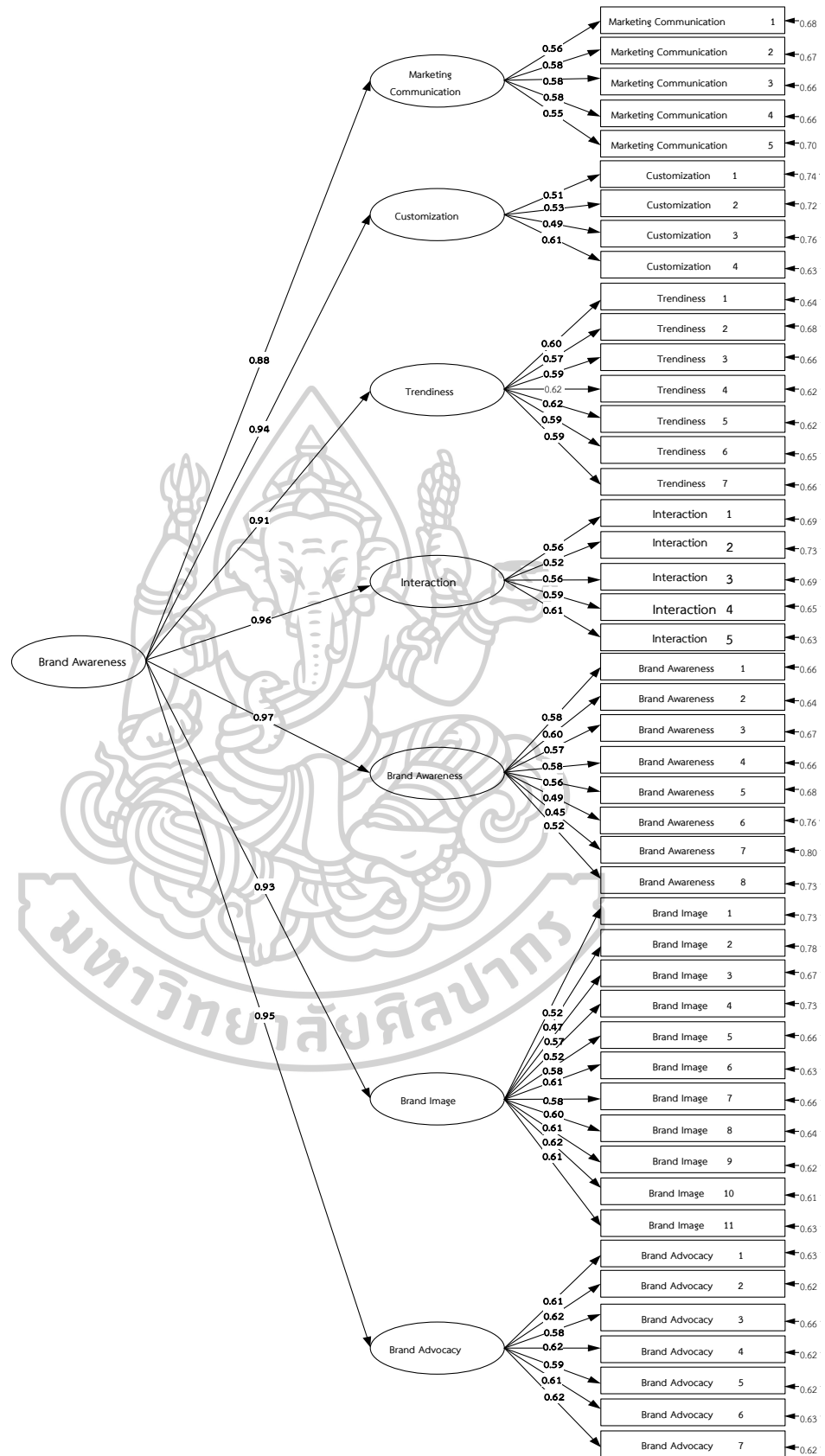


Figure 4.3 Results of the second-order confirmatory factor analysis of the initial model before model optimization.

Table 4.15 Indices of the consistency of the second-order confirmatory components of the initial model before model fitting.

Items	criteria	Calculated value	Results of consideration
X^2	Not statistically significant at the level .05	1261.39	-
df	-	1027	-
p-value	$P > 0.05$	0.00	-
X^2/df	$X^2/df < 2$	1.23	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.95	0.94	Did not pass the criteria
AGFI	Value greater than 0.95	0.94	Did not pass the criteria
RMSEA	The value is close to 0.0.	0.018	Passed the criteria

From Table 4.15 and Figure 4.3, the confirmatory factor analysis model of brand development and brand communication strategies for building competitive advantage at Silpakorn University, Thailand, was found to have the following statistical values: Chi-square (X^2) value of 1261.39, statistically significant at the p-value level of 0.00. The relative Chi-square value (X^2/df) was 1.23, the relative fit index (CFI) was 1.00, the GFI was 0.94, the adjusted GFI was 0.94, and the root mean square error of approximation (RMSEA) was 0.000. These values passed almost all criteria, but were not consistent with the empirical data. Therefore, the analysis results did not meet the criteria for consideration and required appropriate adjustments.

Considering the component weights for each component, Marketing Communication comprises five questions with component weights ranging from .550 to .580. Customization comprises four questions with component weights ranging from .490 to .610. Trendiness comprises seven questions with component weights ranging from .590 to .620. Interaction comprises five questions with component weights ranging from .520 to .610. Brand Awareness comprises eight

questions with component weights ranging from .450 to .600. Brand Image comprises 11 questions with component weights ranging from .470 to .620. Brand Advocacy comprises seven questions with component weights ranging from .580 to .620.

4.4.2.2) The second confirmatory component analysis: The brand development model and brand communication strategies for Silpakorn University, Thailand, have been adapted for appropriateness and a clear component structure. The seven components are: 1) Marketing Communication, 2) Customization, and 3) Trendiness, 4) Interaction, 5) Brand Awareness, 6) Brand Image and 7) Brand Advocacy as follows:



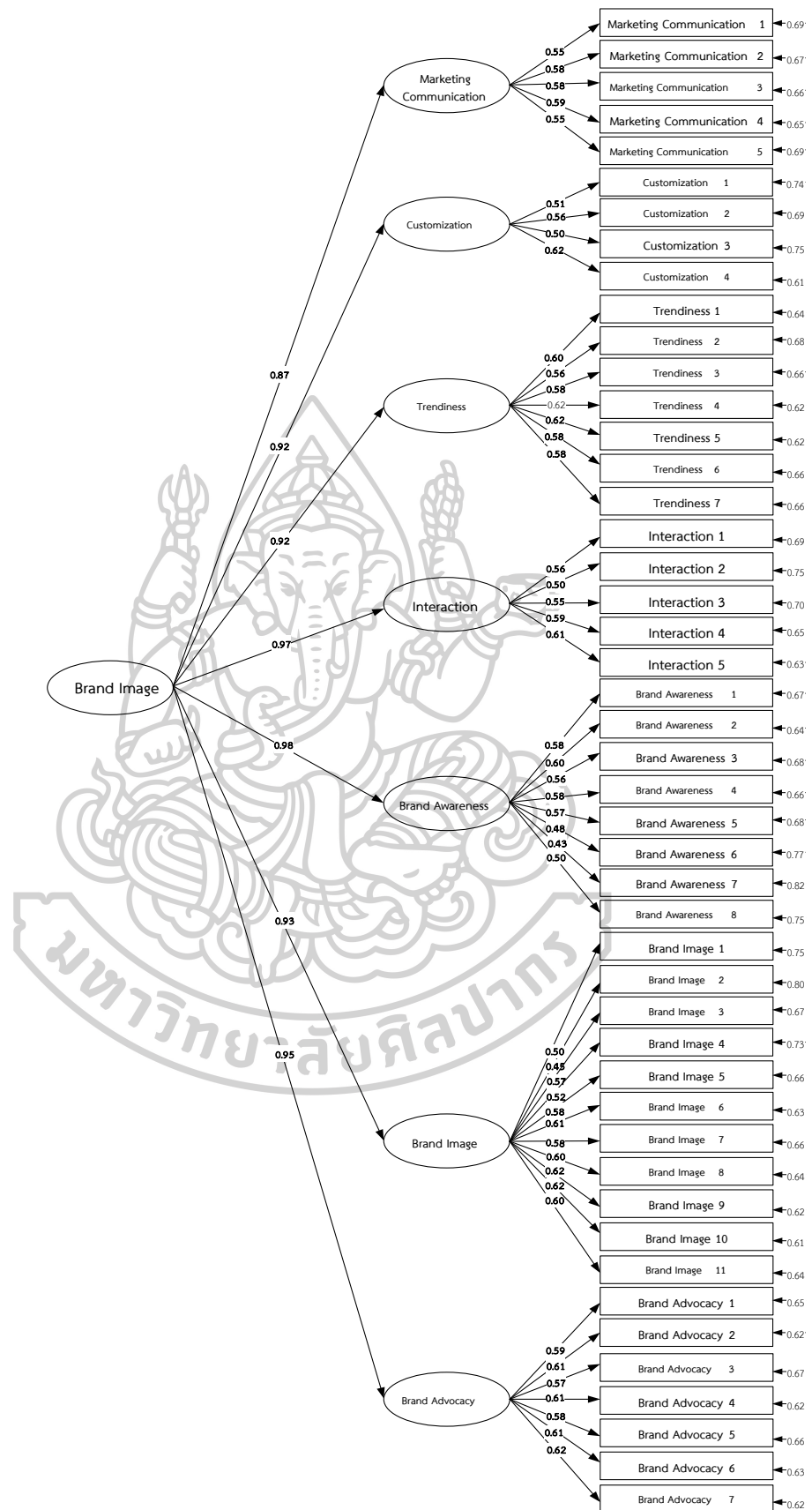


Figure 4.4 Results of the second-order confirmatory factor analysis with model fit adjustment.

Table 4.16 The congruence index of the second-order confirmatory components after adjustment for appropriateness.

Items	criteria	Calculated value	Results of consideration
X ²	Not statistically significant at the level .05	821.21	-
df	-	1010	-
p-value	P>0.05	1.00	-
X ² /df	X ² /df<2	0.81	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.95	0.95	Passed the criteria
AGFI	Value greater than 0.95	0.95	Passed the criteria
RMSEA	The value is close to 0.0.	0.000	Passed the criteria

From Table 4.16 and Figure 4.4 the confirmatory factor analysis model of brand development and brand communication strategies for building competitive advantage at Silpakorn University, Thailand, has the following statistical values: Chi-square (X²) value of 821.21, statistically significant at the p-value level of 1.00; relative Chi-square (X²/df) value of 0.81; relative fit index (CFI) value of 1.00; GFI value of 0.95; adjusted fit index (AGFI) value of 0.95; and root mean square error of approximation (RMSEA) value of 0.000, all of which pass all criteria. This indicates that the model is consistent with the empirical data.

When considering the weight of each component, it was found that Marketing Communication had 5 questions with component weights between .550 and .590, Customization had 4 questions with component weights between .500 and .620, Trendiness had 7 questions with component weights between .580 and .620, Interaction had 5 questions with component weights between .500 and .610, Brand Awareness had

8 questions with component weights between .430 and .600, Brand Image had 11 questions with component weights between .480 and .620, and Brand Advocacy had 7 questions with component weights between .580 and .620.

4.4.3 Full-form analysis model

The researcher has developed a full structural equation model analysis model for brand development and brand communication strategies to create a competitive advantage for Silpakorn University, Thailand, as follows:

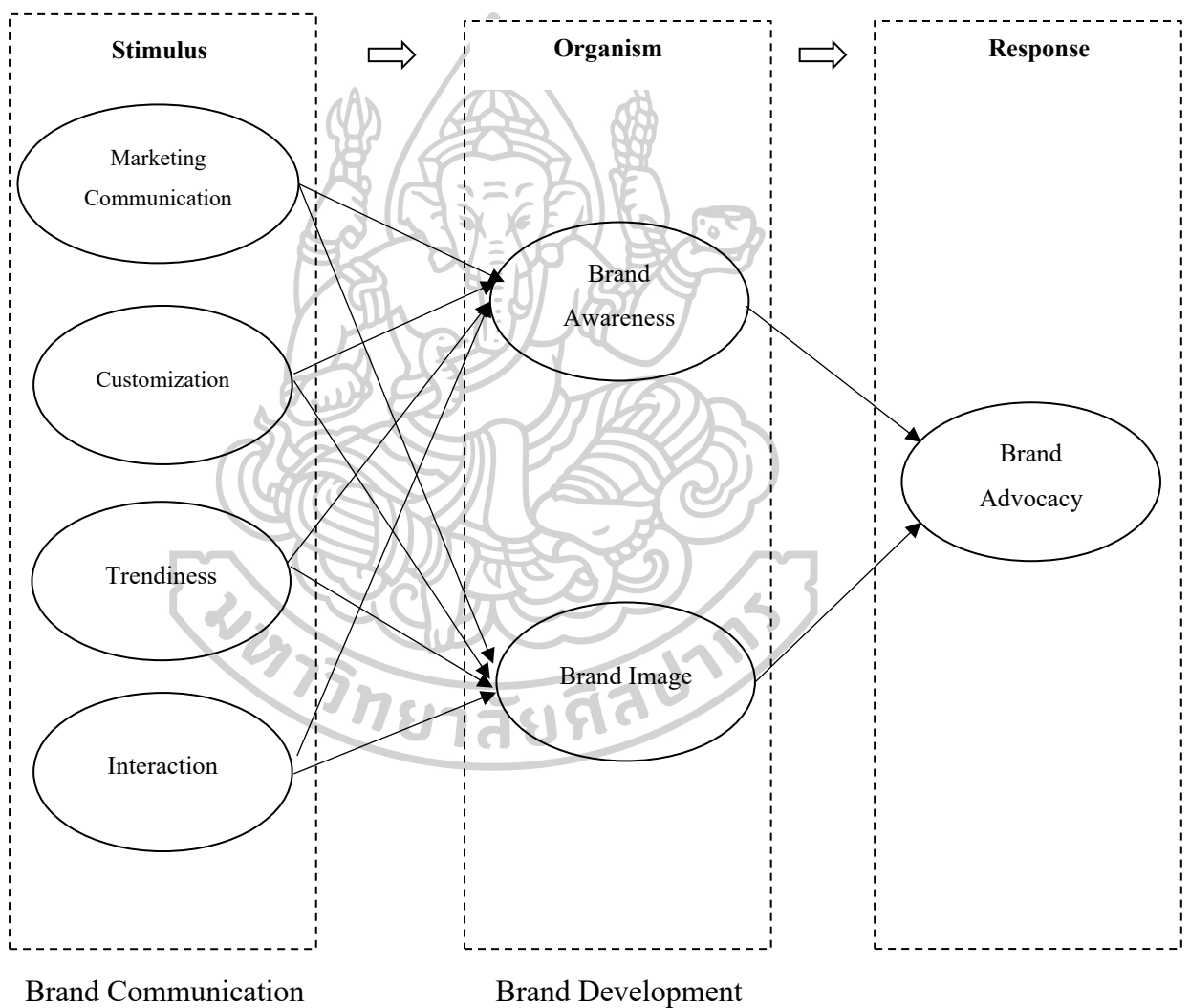


Figure 4.5 Model of the path analysis of the studied variables.

The results of parameter estimation of brand development model and university brand communication strategy to create competitive advantage of Silpakorn University, Thailand.

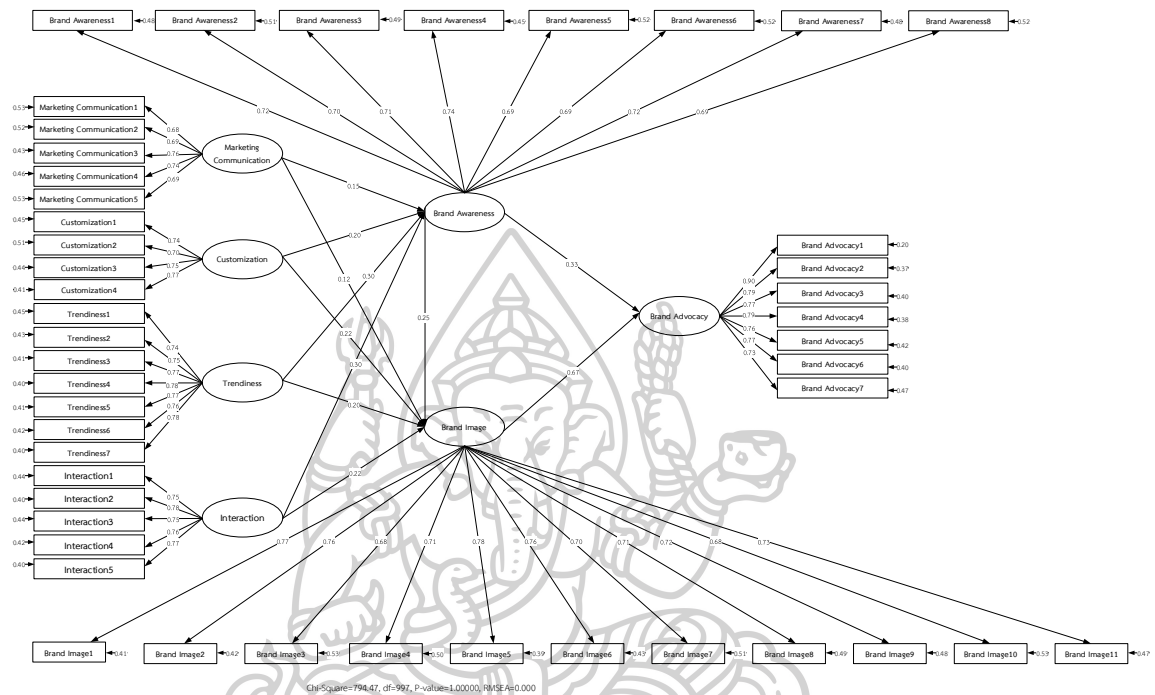


Figure 4.6 Results of parameter estimation of the initial model before model fitting

4.4.4 Consistency test results Model

The results of the structural equation model analysis of the brand development model and university brand communication strategies to create a competitive advantage of Silpakorn University, Thailand, before the initial model was adjusted for appropriateness, it was found that the structural equation model of the brand development model and university brand communication strategies to create a competitive advantage of Silpakorn University, Thailand had the following statistical values for testing: Chi-square (X^2) value of 1097.02, which was statistically significant at the p-value level = 0.06; Relative Chi-square value (X^2/df) = 1.07; Comparative Goodness-of-Fitness Index (CFI) = 1.00; Goodness-of-Fitness Index (GFI) = 0.93; Adjusted Goodness-of-Fitness Index (AGFI) = 0.93; and Root Mean Square Error of Approximation (RMSEA) = 0.000, which did not pass almost all criteria, as shown in Table 3.3. This indicates that the model is not consistent with the empirical data.

Therefore, the analysis results did not pass the criteria for consideration and therefore needed to be adjusted for appropriateness.

Table 4.17 Index of the consistency of the theoretical model with the empirical data before model adjustment.

Items	criteria	Calculated value	Results of consideration
X ²	Not statistically significant at the level .05	1097.02	-
df	-	1026	-
p-value	P>0.05	0.06	-
X ² /df	X ² /df<2	1.07	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.90	0.93	Did not pass the criteria
AGFI	Value greater than 0.90	0.93	Did not pass the criteria
RMSEA	The value is close to 0.08	0.010	Passed the criteria

Model adjustment

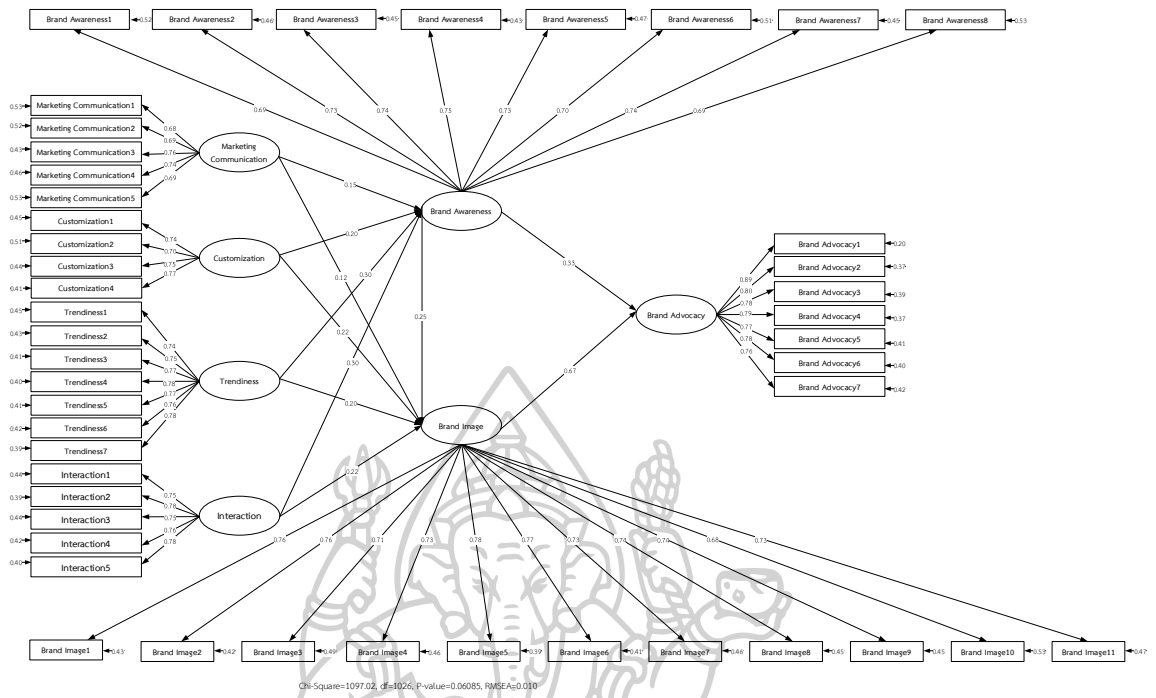
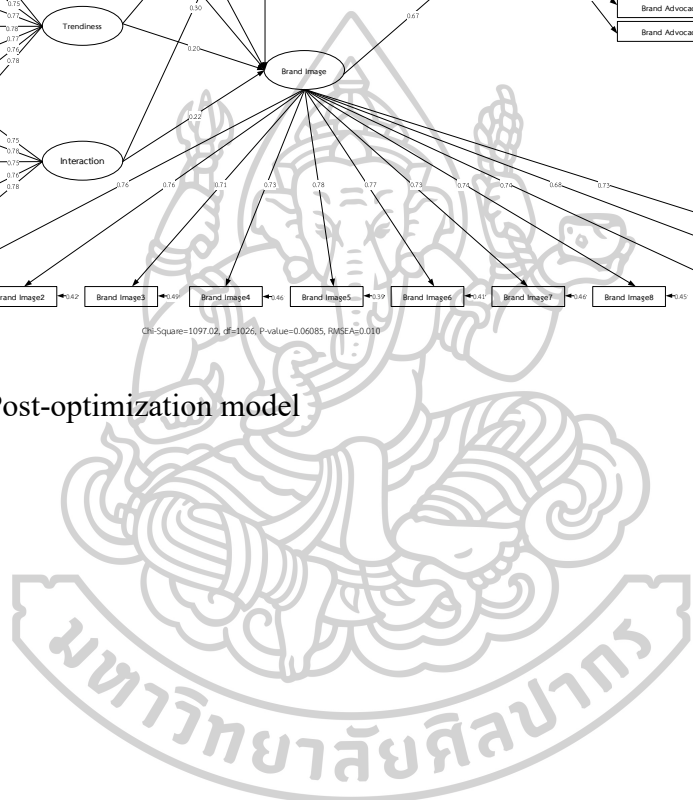


Figure 4.7 Post-optimization model



4.4.5 Model consistency test results

The results of the structural equation model analysis of the brand development model and university brand communication strategies to create a competitive advantage of Silpakorn University, Thailand, after the model adjustment, it was found that the theoretical model is consistent with the empirical data, which passed the model evaluation criteria in each aspect. The statistical values used for the examination are as follows: Chi-square (X^2) value is 794.47, statistically significant at the p-value level = 1.00, relative Chi-square (X^2/df) = 0.80, relative goodness of fit index (CFI) = 1.00, goodness of fit index (GFI) = 0.95, adjusted goodness of fit index (AGFI) = 0.95, and root mean square error of approximation (RMSEA) = 0.000, as shown in Table 4.17.

Table 4.18 Index of the consistency of the theoretical model with the empirical data after model adjustment.

Items	criteria	Calculated value	Results of consideration
X^2	Not statistically significant at the level .05	794.47	-
df	-	997	-
p-value	$P > 0.05$	1.00	-
X^2/df	$X^2/df < 2$	0.80	Passed the criteria
CFI	Value from 0.90 and above	1.00	Passed the criteria
GFI	GFI value greater than 0.90	0.95	Passed the criteria
AGFI	Value greater than 0.90	0.95	Passed the criteria
RMSEA	The value is close to 0.08	0.000	Passed the criteria

4.4.6 Calculation results of direct influence, indirect influence and total influence

From the model of the relationship of the variables after the appropriate adjustment, the researcher has used the model to find the direct influence, indirect influence and total influence as shown in Table 4.18.

Table 4.19 Results of calculation of direct influence, indirect influence and total influence

Dependent variable	Effects	Independent variable					
		Marketing Communication	Customization	Trendiness	Interaction	Brand Awareness	Brand Image
Brand Awareness	Direct Effect	0.15	0.20	0.30	0.30	-	-
	Indirect Effect	-	-	-	-	-	-
	Total Effect	0.15	0.20	0.30	0.30	-	-
Brand Image	Direct Effect	0.12	0.22	0.20	0.22	0.25	-
	Indirect Effect	0.04	0.05	0.07	0.07	-	-
	Total Effect	0.16	0.27	0.27	0.29	0.25	-
Brand Advocacy	Direct Effect	-	-	-	-	0.33	0.67
	Indirect Effect	0.16	0.25	0.28	0.30	-	-
	Total Effect	0.16	0.25	0.28	0.30	0.33	0.67

Table 4.19, when considering the total influence results, it was found that the independent variables that influence Brand Advocacy consist of Brand Image, Brand Awareness, Interaction, Trendiness, Customization, and Marketing Communication, with the total influence values being 0.67, 0.33, 0.30, 0.28, 0.25, and 0.16, respectively. Furthermore, the results of the study show that the variable with the greatest influence on Brand Advocacy is Brand Image.

4.5 Results of data analysis to answer research hypotheses

The stimuli (S) in this model are Marketing Communication (MC), Customization (CT), Trendiness (TD), and Interaction (IA). The organismic (O) states are Brand Awareness (BAw) and Brand Image (BI). The final behavioral response (R) is Brand Advocacy (BA_d). The following hypotheses are formulated to test these proposed relationships.

H1: Marketing Communication has a significant positive effect on Brand Awareness.

H2: Marketing Communication has a significant positive effect on Brand Image.

H3: Customization has a significant positive effect on Brand Awareness.

H4: Customization has a significant positive effect on Brand Image.

H5: Trendiness has a significant positive effect on Brand Awareness.

H6: Trendiness has a significant positive effect on Brand Image.

H7: Interaction has a significant positive effect on Brand Awareness.

H8: Interaction has a significant positive effect on Brand Image.

H9: Brand Awareness has a significant positive effect on Brand Advocacy.

H10: Brand Image has a significant positive effect on Brand Advocacy.

H11: Brand Awareness mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.

H12: Brand Image mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.

The researcher conducted a path analysis, which is a path analysis that shows the influence of the relationship of factors or variables including direct influence, indirect influence, total influence and variance of all factors (R^2) of the development of the university brand communication model.

Table 4.20 Show the results of the research hypothesis testing.

Hypotheses	Test results
H1: Marketing Communication has a significant positive effect on Brand Awareness.	Did not support
H2: Marketing Communication has a significant positive effect on Brand Image.	Supported
H3: Customization has a significant positive effect on Brand Awareness.	Supported
H4: Customization has a significant positive effect on Brand Image.	Did not support
H5: Trendiness has a significant positive effect on Brand Awareness.	Supported
H6: Trendiness has a significant positive effect on Brand Image.	Supported
H7: Interaction has a significant positive effect on Brand Awareness.	Supported
H8: Interaction has a significant positive effect on Brand Image.	Supported
H9: Brand Awareness has a significant positive effect on Brand Advocacy.	Did not support
H10: Brand Image has a significant positive effect on Brand Advocacy.	Supported
H11: Brand Awareness mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.	Did not support
H12: Brand Image mediates the relationship between (a) Marketing Communication, (b) Customization, (c) Trendiness, (d) Interaction and Brand Advocacy.	Supported

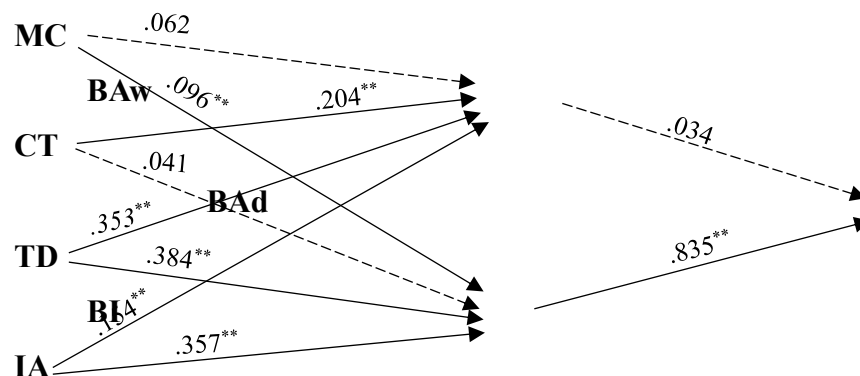


Figure 4.8 S-O-R of Brand Development Model

From table 4.20 and figure 4.8 the results of hypothesis testing revealed that if Brand Advocacy is used as the dependent variable, the independent variables Trendiness, Interaction, and Brand Image can predict and influence Brand Advocacy. Together, they explain 81.0% of the variance in brand advocacy, with a statistically significant effect (R²) of .810. Meanwhile, Marketing Communication, Customization, and Brand Awareness have no influence or relationship with Brand Advocacy.

The results of this mixed-method study are presented in two parts, reflecting the quantitative and qualitative streams of analysis. The primary findings emerge from the Structural Equation Modeling (SEM) conducted on the survey data, which was designed to test the proposed brand development model. The quantitative analysis of survey data from 684 undergraduate students successfully validated the proposed Stimulus-Organism-Response (S-O-R) brand model. The model demonstrated an excellent statistical fit with the empirical data, confirming its structural validity. The key findings from the path analysis are as follows:

1) Brand Image as the Primary Driver of Advocacy: The central finding of the study is the powerful predictive relationship between student perceptions (Organism) and their willingness to advocate for the university (Response). Brand Image emerged as the single most dominant predictor of Brand Advocacy, exerting a total influence of 0.67. This effect was twice as powerful as that of Brand Awareness, which had a total influence of 0.33.

2) The Indirect Influence of Branding Stimuli: The model revealed that branding stimuli (Marketing Communication, Customization, Trendiness, and Interaction) did not have a significant direct effect on Brand Advocacy. Instead, they exerted their influence indirectly by shaping the key mediating variables of Brand Image and Brand Awareness.

3) The Most Influential Stimuli: Among the various branding activities tested, Interaction and Trendiness were identified as the most significant stimuli in the formation of a positive Brand Image. This indicates that students' direct experiences with the university and their perception of its relevance and modernity are the most critical factors in shaping their overall impression.



CHAPTER 5

Conclusion and Discussion

5.1 Introduction

This final chapter synthesizes the findings of the study, drawing conclusions about the brand development and communication strategy of Silpakorn University. The research was initiated to address the central problem of a disconnect between Silpakorn's historical identity as an "art school" and its modern reality as a comprehensive university. The primary objective was to develop and empirically validate a brand development model that could guide the university in creating a cohesive, competitive, and authentic brand identity.

Employing a mixed-method, this study integrated qualitative insights from university staff who take the responsibility on university communication and quantitative data from 684 students. This chapter will first summarize the key findings from both research streams. Following this, a detailed discussion will interpret these findings in the context of the theoretical framework and the research questions. It discusses the theoretical and practical implications of these findings by relating them back to the Stimulus-Organism-Response (S-O-R) framework and the body of literature reviewed. Finally, the chapter will outline the theoretical and practical implications of the study, acknowledge its limitations, and provide recommendations for both Silpakorn University's management and future academic research in this field.

5.2 Summary of Key Findings

The study yielded a rich set of data that provides a holistic view of Silpakorn University's brand dynamics.

5.2.1 Summary of Qualitative Findings

The seven selected executives and staff members are uniquely positioned at the nexus of strategy and implementation for Silpakorn University's brand. Their insights into the university's history, internal challenges, decision-making processes, and future vision are not easily replaceable or aggregable. One interview with a key decision-maker can yield more relevant data for this study's research questions than dozens of interviews with individuals who are not directly involved in the branding

process. The primary objective in determining sample size in qualitative research is to achieve data saturation. Saturation is the point at which new interviews cease to generate new themes, insights, or information, and the researcher begins to hear the same concepts repeated (Guest, Bunce, & Johnson, 2006).

The semi-structured interviews with seven key informants from the university's communication and management staff revealed several core themes:

Hybrid Communication Model: Silpakorn operates on a hybrid model, with a central Corporate Communication Division setting the overarching brand strategy and individual faculties executing tailored communication for their specific audiences.

Strategic Shift to Unity: A significant success has been the recent move from a fragmented, departmental approach to a unified, corporate communications network. This has enhanced the credibility and consistency of the university's messaging.

Integrated Marketing Communications (IMC): The university employs an IMC strategy across multiple channels, including its official website (for credibility), Facebook (for engagement), and Instagram (for visual storytelling), to reach diverse target audiences.

Core Branding Challenges: Informants identified four primary obstacles: maintaining Consistency across faculties, creating Distinction in a crowded market, managing Perception without appearing overly commercial, and ensuring Adaptation to the values of younger generations.

A notable success highlighted was the recent strategic shift from a fragmented, departmental communication approach to a unified, corporate communications network. This move was seen as a critical step in building a more credible, cohesive, and powerful brand message.

5.2.2 Summary of Quantitative Findings

The quantitative analysis, based on a survey of 684 students and tested via Structural Equation Modeling (SEM), confirmed the validity of the proposed S-O-R model and provided crucial insights into the relationships between branding stimuli, student perceptions, and brand advocacy. The research design deliberately focuses the sample primarily within one faculty and confines the data collection to a specific,

condensed period (July to September 2024). These choices, while appearing as limitations, are methodologically grounded in the need for depth, consistency, and feasibility. While drawing samples from multiple faculties might seem to offer broader representation, concentrating the research on a single faculty provides several distinct analytical advantages. Perceptions of a brand are not static; they are influenced by ongoing events, internal communications, and external market shifts. Collecting data over a prolonged period (e.g., across different semesters or academic years) would introduce the risk of significant confounding variables. For example, a new marketing campaign launched mid-way through data collection, a change in university leadership, or a major public relations event could fundamentally alter participant responses, making the data inconsistent and difficult to compare. By collecting all data within a short window, the study ensures that all participants are reacting to a relatively similar internal and external environment. This synchronous approach strengthens the internal validity of the study, as it ensures that the themes emerging from the data are a reflection of the participants' genuine perspectives at a specific point in time, rather than artifacts of changing circumstances.

The quantitative analysis, based on a survey of 684 students, successfully validated the proposed brand development model after optimization.

Model Validation: The final Structural Equation Model (SEM) demonstrated an excellent fit with the empirical data ($\chi^2/df = 0.80$, CFI = 1.00, GFI = 0.95, AGFI = 0.95, RMSEA = 0.000), confirming the relationships proposed in the Stimulus-Organism-Response (S-O-R) framework.

The Power of Brand Image: The analysis of influence revealed that Brand Image was the single most powerful predictor of Brand Advocacy, with a total influence value of 0.67 and also show the accepted hypothesis H10, path coefficient = .835). This was the single most powerful predictor of whether a student would become an advocate.

The Role of Brand Awareness: Brand Awareness was the second most significant predictor of Brand Advocacy, with a total influence of 0.33.

Indirect Influence of Stimuli: The study confirmed that the university's branding activities (Stimuli: Marketing Communication, Customization, Trendiness, and Interaction) primarily exert an indirect influence on Brand Advocacy by shaping Brand Awareness and Brand Image. The ranking of total influence of these stimuli on Brand

Advocacy was: Interaction (0.30), Trendiness (0.28), Customization (0.25), and Marketing Communication (0.16).

The Surprising Weakness of Brand Awareness: In contrast, Brand Awareness had a negligible and statistically insignificant effect on Brand Advocacy (H9 denied).

Effective Stimuli: Trendiness and Interaction were the most effective stimuli, positively influencing both Brand Awareness (H5, H7 accepted) and Brand Image (H6, H8 accepted). Marketing Communication significantly influenced Brand Image (H2 accepted) but not Brand Awareness (H1 denied). Customization significantly influenced Brand Awareness (H3 accepted) but not Brand Image (H4 denied). Mediation Confirmed: As hypothesized by the S-O-R model, student perceptions acted as mediators. Brand Image was confirmed as a powerful mediator between the stimuli and Brand Advocacy (H12 accepted). Conversely, Brand Awareness was not a significant mediator (H11 denied).

5.3 Discussion of Findings

This section interprets the key findings by connecting them to the theoretical concepts and previous research presented in Chapter 2.

The most striking finding of this study is the clear dominance of Brand Image over Brand Awareness in driving Brand Advocacy. Traditional marketing models often posit a linear progression where awareness is the essential first step. However, this study suggests that for a venerable institution like Silpakorn University, mere awareness is not the primary challenge; the true battle is for the hearts and minds of its stakeholders.

This finding strongly aligns with the sophisticated view of branding proposed by Keller (1993, 2013) and Aaker (1996). Keller's concept of Customer-Based Brand Equity (CBBE) argues that a brand's power resides "in the minds of its stakeholders." The data here empirically demonstrates this principle: it is not simply knowing about Silpakorn (Brand Awareness) that creates an advocate, but rather the rich tapestry of positive perceptions, feelings, and associations—the Brand Image—that truly matters. The insignificant path from Awareness to Advocacy suggests that for an established brand, awareness is a given, but a favorable image must be actively constructed and is the true precursor to loyalty and advocacy, as argued by Chaudhuri & Holbrook (2001).

The study's most profound finding is the empirical validation that Brand Image is a far more powerful driver of Brand Advocacy than Brand Awareness. The statistical insignificance of the path from Brand Awareness to Brand Advocacy, juxtaposed with the exceptionally strong positive path from Brand Image to Advocacy ($\beta = .835$), is not merely a statistical anomaly. It represents a critical insight into the modern branding landscape for established institutions and strongly aligns with the sophisticated, stakeholder-centric views of branding proposed by seminal theorists like Keller (1993, 2013) and Aaker (1996). Ensuring customers are aware of the brand and can identify it. This is a direct parallel to the Brand Awareness construct in our study. It forms the very base of the pyramid. Establishing what the brand means to customers by linking tangible and intangible associations with it. This level is precisely what our study encapsulates within the Brand Image construct it is the sum of perceptions about the university's quality, culture, values, and student experience. Tapping into customers' positive reactions to the brand. This is the affective and cognitive outcome of a strong Brand Image. Fostering an intense, active, and loyal relationship between the customer and the brand. This pinnacle of the pyramid is synonymous with Brand Advocacy. The research findings provide a compelling empirical demonstration of Keller's hierarchy. The insignificant link between Awareness and Advocacy suggests that an institution cannot "jump" from the bottom of the pyramid to the top. For a university like Silpakorn, which has over 80 years of history, basic awareness is largely a given—it is the "price of entry" into the consideration set. The real strategic work, as confirmed by our data, lies in meticulously building the second and third levels of the pyramid: crafting a rich, positive, and relevant Brand Image that elicits favorable judgments and feelings. It is this carefully constructed meaning that serves as the necessary and powerful bridge to creating true brand advocates who feel a deep psychological bond with the institution. The data shows that without a strong image, awareness is strategically inert. Reinforcing Aaker's Dimensions of Brand Equity. Similarly, David Aaker's (1996) model identifies several key assets that constitute brand equity, including Brand Awareness, Perceived Quality, Brand Associations, and Brand Loyalty. The study helps to clarify the dynamic interplay between these assets in a university context. Brand Awareness is Aaker's foundational asset. Perceived Quality and Brand Associations are the core components that form our Brand Image construct.

They represent the cognitive and emotional "file" a student has for Silpakorn—a rich tapestry of thoughts and feelings about its academic rigor, creative atmosphere, heritage, and future direction. The findings suggest that while all these assets are part of brand equity, they are not of equal importance in driving behavior. For an established brand, the assets of Perceived Quality and Brand Associations (i.e., Brand Image) are the primary engine of value. They are what transform passive awareness into active loyalty. The study thus argues that a university's brand strategy should focus less on broadcasting its name and more on enriching its narrative and delivering experiences that bolster positive associations and perceptions of quality. Finally, the insignificant role of awareness and the dominant role of image align perfectly with the arguments of Chaudhuri & Holbrook (2001), who explored the chain leading to brand loyalty. They distinguished between purchase loyalty (repeat buying) and attitudinal loyalty (a psychological commitment to the brand). They argued that brand trust (a cognitive judgment) and brand affect (a positive emotional feeling) are the direct antecedents of attitudinal loyalty. In the model, Brand Image serves as a proxy for both brand trust and brand affect. It encapsulates students' trust in the university's academic quality and their positive feelings about being part of the Silpakorn community. Brand Advocacy is the ultimate expression of attitudinal loyalty. Therefore, our finding that a strong Brand Image is the critical precursor to Brand Advocacy empirically supports their thesis. For a student to become an advocate, they must first trust the university's promise and feel an emotional connection to it—feelings that are products of a well-managed brand image, not mere awareness.

In conclusion, the data from this study moves beyond a simplistic "awareness-first" marketing funnel. It empirically demonstrates that for a mature institution like Silpakorn University, the power of the brand resides deep within the minds of its stakeholders. It is not enough for them to know the brand; they must believe in it. This belief is forged from the rich tapestry of positive perceptions, feelings, and associations that constitute the brand image, making it the single most critical asset in cultivating a community of dedicated brand advocates.

The study provides clear evidence on which branding activities (Stimuli) are most effective at shaping student perceptions (Organism). The Importance of Trendiness and Interaction: The finding that Trendiness and Interaction were the only

stimuli to positively impact both Awareness and Image is profoundly significant. This validates the literature suggesting that modern students, particularly Generation Z, are not just buying an education but an experience (Pine & Gilmore, 1998). "Trendiness" reflects a brand's relevance and alignment with contemporary values, which this study shows is critical. Furthermore, the power of "Interaction" supports the theory of value co-creation (Vargo & Lusch, 2004), where the brand is built through every touchpoint. Positive, supportive interactions—whether with faculty, staff, or digital systems—reinforce a positive brand image far more effectively than passive advertising. The Nuanced Role of Marketing Communication and Customization: The results for Marketing Communication (MC) and Customization were more nuanced. The fact that MC influenced Image but not Awareness is logical in this context. Silpakorn does not need to use MC to tell students it exists; it needs to use MC to shape what students think about its evolution into a comprehensive university. The finding that Customization influenced Awareness but not Image suggests a potential strategic gap. Students may be aware of flexible course offerings, but this feature may not be successfully integrated into the university's overarching brand story to enhance its overall image as "student-centric." This indicates that simply offering a feature is not enough; it must be communicated as part of a coherent brand narrative.

Validating the S-O-R Model: This study provides robust empirical support for the application of the Stimulus-Organism-Response (S-O-R) model in the context of university branding. The findings confirmed that the university's branding efforts (Stimuli) do not directly create advocates (Response). Instead, they operate indirectly by first influencing the internal cognitive and affective states of the students (Organism). The confirmation of Brand Image as a powerful mediator (H12) validates the core tenet of the S-O-R framework, which posits that an individual's internal state is the crucial link between an external stimulus and a behavioral outcome (Mehrabian & Russell, 1974). This study successfully "opened the black box" of the student's mind, demonstrating that to foster advocacy, a university must first cultivate a strong, positive brand image.

The study validates a brand development model for Silpakorn University by integrating the strategic perspectives of its communicators (qualitative) with the perceptual reality of its students (quantitative). The findings reveal a clear, data-driven

path to creating brand advocates, centered on the overwhelming power of Brand Image over mere Brand Awareness.

1) The Strategic Framework in Action. Qualitative interviews with university staff revealed a deliberate and evolving communication strategy. They have successfully shifted from a fragmented, departmental approach to a unified, corporate communications network operating on a hybrid model. A central division sets the strategy, while faculties tailor execution. They employ an Integrated Marketing Communications (IMC) strategy across their website, Facebook, and Instagram to manage the university's image.

The quantitative analysis tested the effectiveness of this strategy on students, confirming that these branding efforts (Stimuli) do not create advocates directly. Instead, they work indirectly by shaping student perceptions (Organism), which in turn drives advocacy (Response).

2) The Central Finding: Brand Image is the Engine of Advocacy. The most striking finding is the clear dominance of Brand Image in creating student advocates. Quantitative Proof: The path from Brand Image to Brand Advocacy is exceptionally strong and statistically significant (path coefficient = .835). This confirms that a student's rich tapestry of positive feelings, perceptions, and associations with the university is the single most powerful driver of their willingness to become a brand ambassador. The "Surprising Weakness" of Brand Awareness: In stark contrast, the path from Brand Awareness to Brand Advocacy was found to be negligible and statistically insignificant. For an 80-year-old institution like Silpakorn, being known is not the challenge; it is the "price of entry." The real strategic battle, as validated by the data, is for the "hearts and minds" of its students. The university's qualitative goal of managing "Perception" is empirically confirmed as the most critical activity for fostering loyalty. An institution cannot simply "jump" from being known to being loved; it must meticulously build a favorable image as the essential bridge.

3) Which Branding Activities (Stimuli) Actually Work? The study provides a clear diagnostic on which specific university actions are most effective at building a powerful Brand Image. The "Power Duo" - Interaction and Trendiness: These were the most effective stimuli, as they were the only ones that positively influenced both Brand Awareness and Brand Image.

Interaction: A positive student experience—from admissions to digital platforms and faculty engagement—is a powerful image-builder. This supports the modern branding theory of value co-creation, where the brand is built through every touchpoint.

Trendiness: The university's relevance, cutting-edge programs, and alignment with modern values (like sustainability and wellness) are critical for shaping a positive and current image.

Marketing Communication: This effectively influenced Brand Image but not Awareness. This is logical and strategically sound: Silpakorn doesn't need ads to tell students it exists; it needs them to shape the narrative about its evolution into a comprehensive university.

Customization (A Strategic Gap): This influenced Awareness but failed to significantly impact Brand Image. This is a key merged insight. The university offers flexible curricula (a strategic action), and students know about it. However, this feature is not being successfully integrated into the brand story to make students feel that the university is student-centric. There is a disconnect between the feature's existence and its emotional impact.

The path forward is to invest heavily in the student experience (Interaction) and amplify the university's modern relevance (Trendiness). Furthermore, features like Customization must be woven into the core brand story, transforming them from mere options into proof of a student-centric brand promise. This holistic approach is the key to transforming passive students into the lifelong advocates the university seeks.

5.4 Implications of the Study

5.4.1 Theoretical Implications

Contextual Validation of the S-O-R Model: This study contributes to the literature by empirically validating the S-O-R model in a non-Western, higher education setting, demonstrating its robustness as a framework for understanding university branding.

Refinement of Branding Theory: The research refines branding theory by highlighting that in the context of an established institution, Brand Image is a significantly more critical mediator and driver of advocacy than Brand Awareness. This

challenges a simplistic view of the marketing funnel and emphasizes the importance of perceptual depth over mere recognition.

Contribution to Higher Education Branding Literature: The study provides a detailed case study and a validated model that can serve as a benchmark for other universities, particularly those balancing a strong historical legacy with the need for modernization.

5.4.2 Managerial Implications for Silpakorn University

The findings translate into clear, actionable recommendations for Silpakorn University's management:

Prioritize Image-Building over Awareness Campaigns: Shift strategic focus and resources from simply increasing visibility to actively shaping the university's image. The goal should not be for people to know Silpakorn, but for them to perceive it as a dynamic, innovative, and comprehensive institution that is still rooted in its creative soul.

Invest Heavily in the Student Experience (Interaction): Every touchpoint matters. Audit and improve interactions across the student journey—from the admissions process and financial aid office to academic advising and digital platforms. A positive student experience is the most powerful image-builder and a direct path to creating brand advocates.

Amplify "Trendiness" and Relevance: Continue to develop and prominently feature cutting-edge academic programs. Embrace authentic, student-centric social media strategies (e.g., student takeovers, behind-the-scenes content) that align with contemporary values like sustainability, diversity, and wellness.

Integrate Customization into the Brand Story: It is not enough to offer flexible curricula. These offerings must be woven into the core brand narrative. Market Silpakorn as "the university that adapts to you," positioning customization as proof of a student-centric brand promise.

5.5 Limitations and Recommendations for Future Research

This study, while comprehensive, has several limitations that open avenues for future research:

1) Sampling: The use of convenience sampling for the student survey limits the generalizability of the quantitative findings to the entire student population.

2) Stakeholder Scope: The research focused primarily on staff and current students. The perspectives of other critical stakeholders—such as alumni, prospective students, parents, and employers—were not included.

3) Cross-Sectional Data: The data was collected at a single point in time, providing a snapshot view. It does not capture changes in perception over time.

4) Single-Institution Focus: As a case study of Silpakorn University, the direct applicability of the findings to universities with different histories and brand challenges (e.g., new private universities or technology-focused institutes) may be limited.

5) Based on these limitations, future research could conduct a longitudinal study to track how brand perceptions and advocacy evolve throughout the student lifecycle and after graduation. Expand the research to include other key stakeholder groups, particularly alumni and employers, to create a 360-degree view of the university brand. Replicate the study at other Thai universities with different brand identities to test the model's validity across different contexts.

6) Employ qualitative methods to delve deeper into why certain stimuli (like Customization) failed to significantly impact Brand Image, providing richer context for the quantitative results.

5.6 Conclusion

This study successfully achieved its objective of developing and validating a brand development model for Silpakorn University. The research confirms that in the complex ecosystem of higher education, building a community of brand advocates is not the result of any single marketing tactic, but the outcome of meticulously cultivating a strong and positive Brand Image. The path to strengthening Silpakorn University's competitive position lies in a holistic, student-centric approach that honors its unique artistic legacy while boldly communicating its identity as a modern, comprehensive, and forward-thinking institution. By focusing on the quality of student interactions and

the relevance of its offerings, Silpakorn can shape a powerful brand image that will not only attract the next generation of students but also transform them into lifelong advocates.



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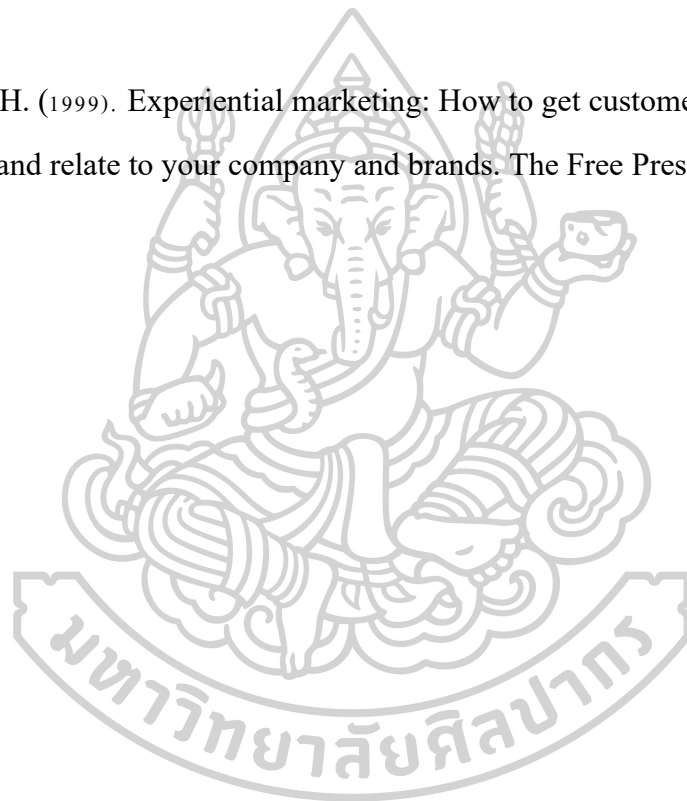
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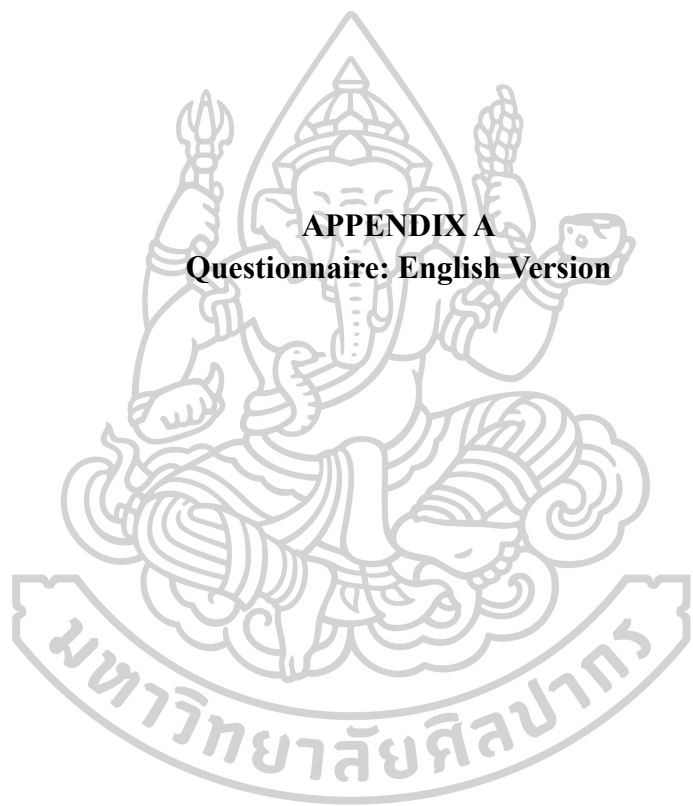
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APPENDIX A
Questionnaire: English Version



Questionnaire on brand development model and university brand communication strategy to create competitive advantage of Silpakorn University, Thailand

Instruction

1. This questionnaire is a data collection tool for the research on brand development models and brand communication strategies to create a competitive advantage for Silpakorn University, Thailand.

2. This questionnaire is divided into three sections:

Part 1: General Information of Respondents

Part 2: Opinions on Silpakorn University's brand operations

Part 3: Other Recommendations

3. The information obtained from the questionnaire will be of academic benefit and can be used to develop policy recommendations for brand operations and communication strategies that support the university's competitiveness.

The researcher therefore requests your cooperation in completing the questionnaire truthfully to ensure completeness in the next steps. The researcher will treat your information as confidential and will present only the overall findings.

Please mark ✓ and complete the message

Part 1 General information of the respondents

1. Gender

- Male
 Female
 Others

2. Year of Study

- First year Second year
 Third year Fourth year
 Fifth Year or Above

3. Campus/ Educational Area

- Tha Phra Palace Campus
 Sanam Chandra Palace Campus
 Phetchaburi Information Technology Campus
 Taling Chan Educational Area
 City Campus
 Bang Rak Educational Area

4. Faculty

- Painting, Sculpture and Graphic Arts Architecture
 Archaeology Decorative Arts
 Liberal Arts Education
 Sciences Pharmacy
 Engineering and Industrial Technology Music
 Animal Sciences and Agricultural Technology Management
 Information and Communication Technology (ICT)
 Silpakorn University International College (SUIC)

Part 2: Level of opinion on the Brand operations of Silpakorn University

Detail	Level of opinion on the Brand operations of Silpakorn University							
	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree	
	1	2	3	4	5	6	7	
1. Marketing Communication (MC)								
1) The university communicates information through online channels such as Facebook Fanpage, Tiktok, and Youtube, etc.								
2) The university communicates information through public relations booths at various educational institutions.								
3) The university communicates information through field visits and public relations booths at various educational fairs.								
4) The university communicates information through special event channels.								
5) The university communicates information through printed media.								
2. Customization (CT)								
6) The university offers a variety of courses that are suitable to the needs of the students.								
7) The university offers a wide range of study locations.								
8) The university offers a variety of flexible teaching formats that suit the context of the subjects being studied.								
9) The University has collaborations with both domestic and international professional institutions/organizations to enhance real-world experiences for students.								
3. Trendiness (TD)								
10) The university offers modern courses.								
11) The lecturers are experts and are constantly improving their skills and knowledge.								
12) The university encourages faculty to apply innovation in teaching and learning.								
13) The university is striving to obtain accreditation that is internationally recognized and reliable.								
14) The university has a modern teaching style.								
15) The university has an integrated teaching model with various agencies.								
16) The university has a teaching model that supports a variety of future careers.								

Detail	Level of opinion on the Brand operations of Silpakorn University						
	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
	1	2	3	4	5	6	7
4. Interaction (IA)							
17) The university has implemented measures to promote interaction between faculty and students.							
18) The university has implemented measures to promote interaction between academic support personnel and students.							
19) The University has implemented activities to promote interaction between the University and its alumni.							
20) The university has implemented activities that promote student-to-student interaction.							
21) The University has implemented activities that promote interaction between the University and the community/society.							
5. Brand Awareness (BAw)							
22) When thinking of Thai universities, Silpakorn University is one of the many that comes to mind.							
23) When thinking of a famous Thai art university, Silpakorn University always comes to your mind.							
24) Whenever you see the Ganesha emblem, you always think of Silpakorn University.							
25) Whenever you see Veridian Green, you always think of Silpakorn University.							
26) Whenever you see a picture of Professor Silpa Bhirasri, you always think of Silpakorn University.							
27) Whenever you see Wang Tha Phra, you always think of Silpakorn University.							
28) Whenever you see Sanam Chandra Palace, you always think of Silpakorn University.							
29) Whenever you hear the song Santa Lucia, you always think of Silpakorn University.							
6. Brand Image (BI)							
30) Silpakorn University is one of the oldest university in Thailand.							
31) Silpakorn University is a famous university							
32) Silpakorn University is a leading university in the field of art.							
33) Silpakorn University is a leading university in design.							
34) Silpakorn University is a university with quality teaching and learning.							
35) Silpakorn University has a unique culture.							

Detail	Level of opinion on the Brand operations of Silpakorn University						
	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
	1	2	3	4	5	6	7
36) Silpakorn University has students who are outstanding in creativity.							
37) Silpakorn University has alumni who are famous in the field of art.							
38) Silpakorn University has alumni who are famous in the field of design.							
39) Silpakorn University has alumni who are famous in the field of science.							
40) Silpakorn University has alumni who are famous in the fields of social sciences and humanities.							
7. Brand Advocacy (BA)							
41) The university has taken action to encourage students to share their learning experiences.							
42) The university has taken action to encourage word of mouth about alumni's success.							
43) The university has taken action to promote the reputation of its professors							
44) The university has guidelines for promoting the reputation of the university.							
45) The University has taken action to promote word of mouth about its strengths and alumni networks.							
46) You will tell your friends, relatives, and acquaintances to apply to study or work at Silpakorn University.							
47) If you graduate, you will continue to maintain a relationship with Silpakorn University.							

Part 3 Other Recommendations

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The researchers would like to thank all respondents for their generous time and cooperation in completing this questionnaire.



APPENDIX B
Questionnaire: Thai Version



แบบสอบถามรูปแบบการพัฒนาตราสินค้าและกลยุทธ์การสื่อสารตราสินค้ามหาวิทยาลัยเพื่อสร้าง

ความได้เปรียบทางการแข่งขันของมหาวิทยาลัยศิลปากร ประเทศไทย

คำชี้แจง

1. แบบสอบถามชุดนี้เป็นเครื่องมือที่ใช้ในการเก็บข้อมูลเพื่อประกอบการวิจัยเรื่อง รูปแบบการพัฒนาตราสินค้าและกลยุทธ์การสื่อสารตราสินค้ามหาวิทยาลัยเพื่อสร้างความได้เปรียบทางการแข่งขันของมหาวิทยาลัยศิลปากร ประเทศไทย

2. แบบสอบถามชุดนี้แบ่งเป็น 3 ตอน ดังนี้

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความคิดเห็นที่มีต่อการดำเนินงานด้านตราสินค้าของมหาวิทยาลัยศิลปากร

ตอนที่ 3 ข้อเสนอแนะอื่นๆ

3. ข้อมูลที่ได้รับจากการตอบแบบสอบถามจะเป็นประโยชน์ในเชิงวิชาการ และสามารถนำไปใช้ในการพัฒนาข้อเสนอแนะเชิงนโยบายการดำเนินงานด้านตราสินค้าและกลยุทธ์การสื่อสารที่รองรับการแข่งขันของมหาวิทยาลัยอย่างเหมาะสมต่อไป

ผู้วิจัยจึงขอความร่วมมือจากท่าน โปรดตอบแบบสอบถามให้ตรงกับความเป็นจริง เพื่อดำเนินการในขั้นต่อไปได้อย่างสมบูรณ์ ทั้งนี้ข้อมูลที่ท่านได้ให้ไว้ ผู้วิจัยจะถือเป็นความลับโดยจะนำเสนอผลการวิจัยในภาพรวมเท่านั้น

โปรดเติมเครื่องหมาย ✓ และกรอกข้อความให้สมบูรณ์

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ

- ชาย
 หญิง
 อื่นๆ

2. ชั้นปีที่ศึกษา

- ชั้นปีที่ 1 ชั้นปีที่ 2
 ชั้นปีที่ 3 ชั้นปีที่ 4
 ชั้นปีที่ 5 หรือมากกว่า

3. วิทยาเขต/ พื้นที่การศึกษาที่กำลังศึกษาศึกษา

- วิทยาเขตวังท่าพระ วิทยาเขตพระราชวังสนามจันทร์
 วิทยาเขตสารสนเทศเพชรบุรี พื้นที่การศึกษาดิ่งชัน
 พื้นที่การศึกษาเมืองทองธานี พื้นที่การศึกษางิ้ว

4. คณะวิชา

- คณะจิตรกรรมประติมากรรมและภาพพิมพ์ คณะสถาปัตยกรรมศาสตร์
 คณะโบราณคดี คณะมัณฑนศิลป์
 คณะอักษรศาสตร์ คณะศึกษาศาสตร์
 คณะวิทยาศาสตร์ คณะเภสัชศาสตร์
 คณะวิศวกรรมศาสตร์และเทคโนโลยีอุตสาหกรรม คณะดุริยางคศาสตร์
 คณะสัตวศาสตร์และเทคโนโลยีการเกษตร คณะวิทยาการจัดการ
 คณะเทคโนโลยีสารสนเทศและการสื่อสาร วิทยาลัยนานาชาติ

ตอนที่ 2 ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร

รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร						
	ไม่เห็นด้วยอย่าง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5	6	7
1. Marketing Communication (MC)							
1) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทางออนไลน์ เช่น Facebook Fanpage, Tiktok หรือYoutube เป็นต้น							
2) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านการลงพื้นที่ ออกบูธประชาสัมพันธ์ตามสถานศึกษาต่างๆ							
3) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านการลงพื้นที่ ออกบูธประชาสัมพันธ์ในงานมหกรรมด้านการศึกษาต่างๆ							
4) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทางการจัดกิจกรรมพิเศษ (Special Event)							
5) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทางสื่อสิ่งพิมพ์							
2. Customization (CT)							
6) มหาวิทยาลัยมีการจัดการเรียนการสอนในหลักสูตรที่หลากหลายหรือเหมาะสมตรงตามความต้องการของผู้เรียน							
7) มหาวิทยาลัยมีสถานที่ให้เลือกเรียนหลายพื้นที่การศึกษา							

รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร						
	ไม่เห็นด้วยอย่าง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5	6	7
8) มหาวิทยาลัยมีรูปแบบการจัดการเรียนการสอนที่หลากหลายและยืดหยุ่นตามบริบทของวิชาที่เรียน							
9) มหาวิทยาลัยมีความร่วมมือกับสถาบัน/องค์กรวิชาชีพทั้งในและต่างประเทศเพื่อเสริมสร้างประสบการณ์จริงให้กับผู้เรียน							
3. Trendiness (TD)							
10) มหาวิทยาลัยมีหลักสูตรที่ทันสมัย							
11) คณาจารย์มีความเชี่ยวชาญ มีการเพิ่มพูนทักษะและความรู้อย่างต่อเนื่อง							
12) มหาวิทยาลัยส่งเสริมให้คณาจารย์ใช้นวัตกรรมมาประยุกต์ใช้ในการเรียนการสอน							
13) มหาวิทยาลัยมีความพยายามที่จะได้รับการรับรองที่มีความน่าเชื่อถือในระดับสากล							
14) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่ทันสมัย							
15) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่มีการบูรณาการร่วมกับหน่วยงานต่างๆ							

รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร						
	ไม่เห็นด้วยอย่าง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5	6	7
16) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่รองรับการประกอบอาชีพที่หลากหลายในอนาคต							
4. Interaction (IA)							
17) มหาวิทยาลัยมีการดำเนินงานที่ส่งเสริมให้เกิดปฏิสัมพันธ์ระหว่างอาจารย์กับนักศึกษา							
18) มหาวิทยาลัยมีการดำเนินงานที่ส่งเสริมให้เกิดปฏิสัมพันธ์ระหว่างบุคลากรสายสนับสนุนวิชาการกับนักศึกษา							
19) มหาวิทยาลัยมีการดำเนินงานที่ส่งเสริมให้เกิดปฏิสัมพันธ์ระหว่างมหาวิทยาลัยกับศิษย์เก่า							
20) มหาวิทยาลัยมีการดำเนินงานที่ส่งเสริมให้เกิดปฏิสัมพันธ์ระหว่างนักศึกษากับนักศึกษา							
21) มหาวิทยาลัยมีการดำเนินงานที่ส่งเสริมให้เกิดปฏิสัมพันธ์ระหว่างมหาวิทยาลัยกับชุมชน/ สังคม							

รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร							
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง	
	1	2	3	4	5	6	7	
5. Brand Awareness (BAw)								
22) เมื่อนึกถึงมหาวิทยาลัยของไทย มหาวิทยาลัยศิลปากรจะเป็นหนึ่งในหลายๆ มหาวิทยาลัยที่นึกถึง								
23) เมื่อนึกถึงมหาวิทยาลัยที่มีชื่อเสียงด้านศิลปะของไทยท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
24) เมื่อเห็นตราพระพิฆเนศ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
25) เมื่อเห็นสีเขียวเวอริเดียน ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
26) เมื่อเห็นรูปอาจารย์ศิลป์ พีระศรี ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
27) เมื่อเห็นวังท่าพระ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
28) เมื่อเห็นพระราชวังสนามจันทร์ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								
29) เมื่อได้ฟังเพลง Santa Lucia ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ								

รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร						
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5	6	7
6. Brand Image (BI)							
30) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยที่เก่าแก่แห่งหนึ่งในประเทศไทย							
31) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยที่มีชื่อเสียง							
32) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยชั้นนำด้านศิลปะ							
33) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยชั้นนำด้านการออกแบบ							
34) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยที่มีคุณภาพด้านการเรียนการสอน							
35) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีวัฒนธรรมที่เป็นเอกลักษณ์							
36) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีนักศึกษาที่มีความโดดเด่นด้านความคิดสร้างสรรค์							
37) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านศิลปะ							
38) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านการออกแบบ							
39) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านวิทยาศาสตร์							
40) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านสังคมศาสตร์และมนุษยศาสตร์							

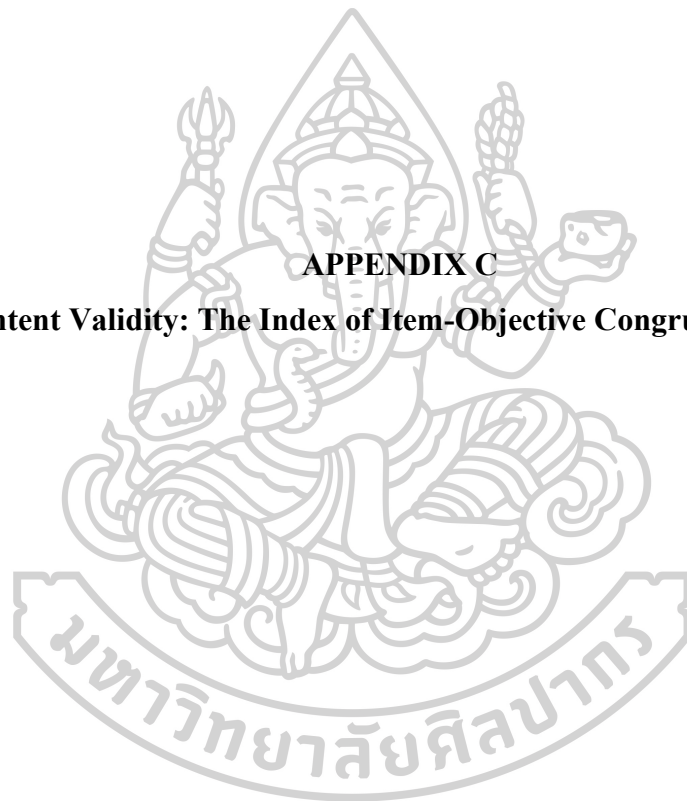
รายละเอียด	ระดับความคิดเห็นที่มีต่อการดำเนินงานด้าน Brand (ตราสินค้า) ของมหาวิทยาลัยศิลปากร						
	ไม่เห็นด้วยอย่าง	ไม่เห็นด้วย	ไม่ค่อยเห็นด้วย	เฉยๆ	ค่อนข้างเห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
	1	2	3	4	5	6	7
7. Brand Advocacy (BA_d)							
41) มหาวิทยาลัยมีการดำเนินการเพื่อส่งเสริมให้มีการบอกต่อประสบการณ์ในการเรียนรู้ของนักศึกษา							
42) มหาวิทยาลัยมีการดำเนินการเพื่อส่งเสริมให้มีการบอกต่อด้านความสำเร็จของศิษย์เก่า							
43) มหาวิทยาลัยมีการดำเนินการเพื่อส่งเสริมให้มีการบอกต่อด้านความมีชื่อเสียงของอาจารย์							
44) มหาวิทยาลัยมีการดำเนินการเพื่อส่งเสริมให้มีการบอกต่อด้านความมีชื่อเสียงของมหาวิทยาลัย							
45) มหาวิทยาลัยมีการดำเนินการเพื่อส่งเสริมให้มีการบอกต่อด้านความเข้มแข็งและเครือข่ายของศิษย์เก่า							
46) ท่านจะบอกต่อเพื่อน ญาติ คนรู้จัก ให้สมัครเรียนหรือทำงานในมหาวิทยาลัยศิลปากร							
47) หากท่านสำเร็จการศึกษา ท่านจะยังคงรักษาสัมพันธ์ภาพกับมหาวิทยาลัยศิลปากร							

ตอนที่ 3 ข้อเสนอแนะอื่นๆ

ผู้วิจัยขอขอบพระคุณผู้ตอบแบบสอบถามทุกท่าน
ที่ได้กรุณาสละเวลาและให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้อย่างครบถ้วน



APPENDIX C
Content Validity: The Index of Item-Objective Congruence (IOC)





ที่ อว 8618/3853

คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
เลขที่ 1 หมู่ 3 ตำบลสามพระยา
อำเภอชะอำ จังหวัดเพชรบุรี 76120

24 ตุลาคม 2567

เรื่อง ขอเชิญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัย

เรียน

ด้วยนางสาวจอมกัก คลังระหัด รหัสประจำตัว ██████████ นักศึกษาระดับปริญญาตรีบัณฑิต
หลักสูตรบริหารธุรกิจบัณฑิต คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร กำลังดำเนินการวิทยานิพนธ์ เรื่อง
"รูปแบบการพัฒนาตราสินค้าและกลยุทธ์การสื่อสารตราสินค้ามหาวิทยาลัยเพื่อสร้างรายได้เปรียบทางการแข่งขัน
ของมหาวิทยาลัยศิลปากร ประเทศไทย"

ในการนี้ คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร มีความประสงค์ขอเรียนเชิญท่านในฐานะ
ผู้เชี่ยวชาญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัยให้กับนักศึกษาดังกล่าว

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

(อาจารย์ ดร.บุษริน วงศ์วิวัฒนา)

รองคณบดีฝ่ายบัณฑิตศึกษา ปฏิบัติการแทน

คณบดีคณะวิทยาการจัดการ

คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร

โทร.0 3259 4031



ที่ อว 8618/3854

คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
เลขที่ 1 หมู่ 3 ตำบลสามพระยา
อำเภอชะอำ จังหวัดเพชรบุรี 76120

24 ตุลาคม 2567

เรื่อง ขอเชิญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัย

เรียน

ด้วยนางสาวจอมกัก คลังระทัด รหัสประจำตัว ██████████ นักศึกษาระดับปริญญาตรีบัณฑิต
หลักสูตรบริหารธุรกิจบัณฑิต คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร กำลังดำเนินการวิทยานิพนธ์ เรื่อง
"รูปแบบการพัฒนาราคาสินค้าและกลยุทธ์การสื่อสารตราสินค้ามหาวิทยาลัยเพื่อสร้างรายได้เปรียบทางการแข่งขัน
ของมหาวิทยาลัยศิลปากร ประเทศไทย"

ในการนี้ คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร มีความประสงค์ขอเรียนเชิญท่านในฐานะ
ผู้เชี่ยวชาญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัยให้กับนักศึกษาดังกล่าว

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

(อาจารย์ ดร.บุชริน วงศ์วิวัฒนา)
รองคณบดีฝ่ายบัณฑิตศึกษา ปฏิบัติการแทน
คณบดีคณะวิทยาการจัดการ

คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร
โทร.0 3259 4031



บันทึกข้อความ

ส่วนงาน คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร โทร.0 3259 4031
ที่ อว 8618/3852 วันที่ 24 ตุลาคม 2567

เรื่อง ขอเชิญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัย

เรียน ██████████

ด้วยนางสาวจอมภักดิ์ คลังระหัด รหัสประจำตัว ██████████ นักศึกษาระดับปริญญาตรีบัณฑิต
หลักสูตรบริหารธุรกิจบัณฑิต คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากร กำลังดำเนินการวิทยานิพนธ์ เรื่อง
"รูปแบบการพัฒนาตราสินค้าและกลยุทธ์การสื่อสารตราสินค้ามหาวิทยาลัยเพื่อสร้างรายได้เปรียบทางการ
แข่งขันของมหาวิทยาลัยศิลปากร ประเทศไทย"

ในกรณีนี้ คณะวิทยาการจัดการ มหาวิทยาลัยศิลปากรมีความประสงค์ขอเรียนเชิญท่านในฐานะ
ผู้เชี่ยวชาญเป็นผู้ตรวจคุณภาพเครื่องมือวิจัยให้กับนักศึกษาดังกล่าว

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ จักขอบพระคุณยิ่ง

(อาจารย์ ดร.บุชริน วงศ์วิวัฒนา)

รองคณบดีฝ่ายบัณฑิตศึกษา ปฏิบัติการแทน
คณบดีคณะวิทยาการจัดการ

Summary of scores and adjustments based on expert suggestions

Question	Evaluator			Total score
	Evaluator 1	Evaluator 2	Evaluator 3	
1. Marketing Communication				
1) The university communicates information and news through its Facebook Fanpage.	+1	+1	0	0.67
2) The university communicates information and news through its TikTok channel.	+1	+1	0	0.67
3) The university communicates information and news through its YouTube channel.	+1	+1	0	0.67
4) The university communicates information and news through special events.	+1	+1	+1	1.00
5) The university communicates information and news through print media.	+1	+1	+1	1.00
2. Customization				
6) The university offers a variety of academic programs.	+1	+1	0	0.67
7) The university has programs suitable for learners.	+1	+1	0	0.67
8) The university has multiple campuses/locations for study.	+1	+1	+1	1.00
9) The university has various teaching and learning models.	+1	0	+1	0.67
10) The university collaborates with professional institutions/organizations both domestically and internationally.	+1	+1	+1	1.00

Question	Evaluator			Total score
	Evaluator 1	Evaluator 2	Evaluator 3	
3. Trendiness				
11) The university has modern/up-to-date programs.	+1	+1	+1	1.00
12) The faculty members are experts and continuously enhance their skills and knowledge.	+1	+1	+1	1.00
13) The university encourages faculty to apply innovation in their teaching.	+1	+1	+1	1.00
14) The university strives to achieve international standard accreditation.	+1	+1	0	0.67
15) The university has modern teaching and learning models.	+1	+1	0	0.67
16) The university has integrated teaching and learning models.	0	+1	0	0.33
17) The university has teaching and learning models that support a variety of future careers.	+1	+1	+1	1.00
4. Interaction				
18) There are forms of interaction between instructors and students.	+1	+1	0	0.67
19) There are forms of interaction between academic support staff and students.	+1	+1	0	0.67
20) There are forms of interaction between the university and alumni.	0	+1	+1	0.67
21) There are forms of interaction between students and other students.	+1	+1	0	0.67

Question	Evaluator			Total score
	Evaluator 1	Evaluator 2	Evaluator 3	
22) There are forms of interaction between the university and the community/society.	+1	+1	0	0.67
5. Brand Awareness				
23) When thinking of Thai universities, Silpakorn University is always one that comes to mind.	+1	+1	+1	1.00
24) When thinking of a university famous for art, you always think of Silpakorn University.	+1	+1	+1	1.00
25) When seeing the Ganesha emblem, you always think of Silpakorn University.	0	+1	+1	0.67
26) When seeing the color Veridian green, you always think of Silpakorn University.	0	+1	+1	0.67
27) When seeing a picture of Professor Silpa Bhirasri, you always think of Silpakorn University.	+1	+1	+1	1.00
28) When seeing Tha Phra Palace, you always think of Silpakorn University.	+1	+1	+1	1.00
29) When seeing Sanam Chandra Palace, you always think of Silpakorn University.	+1	+1	+1	1.00
30) When hearing the song 'Santa Lucia,' you always think of Silpakorn University.	0	+1	+1	0.67
6. Brand Image				

Question	Evaluator			Total score
	Evaluator 1	Evaluator 2	Evaluator 3	
31) You think that Silpakorn University is a reputable university.	+1	+1	+1	1.00
32) You see Silpakorn University as a leading university in art.	+1	+1	+1	1.00
33) You think that Silpakorn University is a leading university in design.	+1	+1	+1	1.00
34) You think that Silpakorn University is a university with high-quality teaching and learning.	+1	+1	+1	1.00
35) You think that Silpakorn University has a unique culture.	+1	+1	+1	1.00
36) You think that Silpakorn University has students who are outstanding in creativity.	+1	+1	+1	1.00
37) You think that Silpakorn University has famous alumni in the field of art.	+1	+1	+1	1.00
38) You think that Silpakorn University has famous alumni in the field of design.	+1	+1	+1	1.00
39) You think that Silpakorn University has famous alumni in the field of science.	0	+1	+1	0.67
40) You think that Silpakorn University has famous alumni in the fields of social sciences and humanities.	+1	+1	+1	1.00
7. Brand Advocacy				

Question	Evaluator			Total score
	Evaluator 1	Evaluator 2	Evaluator 3	
41) There is word-of-mouth about the students' learning experiences.	+1	+1	0	0.67
42) There is word-of-mouth about the success of alumni.	+1	+1	0	0.67
43) There is word-of-mouth about the reputation of the faculty.	+1	+1	0	0.67
44) There is word-of-mouth about the reputation of the university.	+1	+1	0	0.67
45) There is word-of-mouth about the strength and network of the alumni.	+1	+1	0	0.67
46) You would recommend to friends, relatives, and acquaintances to apply to study or work at Silpakorn University.	+1	+1	+1	1.00
47) If you graduate, you will still maintain a relationship with Silpakorn University.	+1	+1	+1	1.00

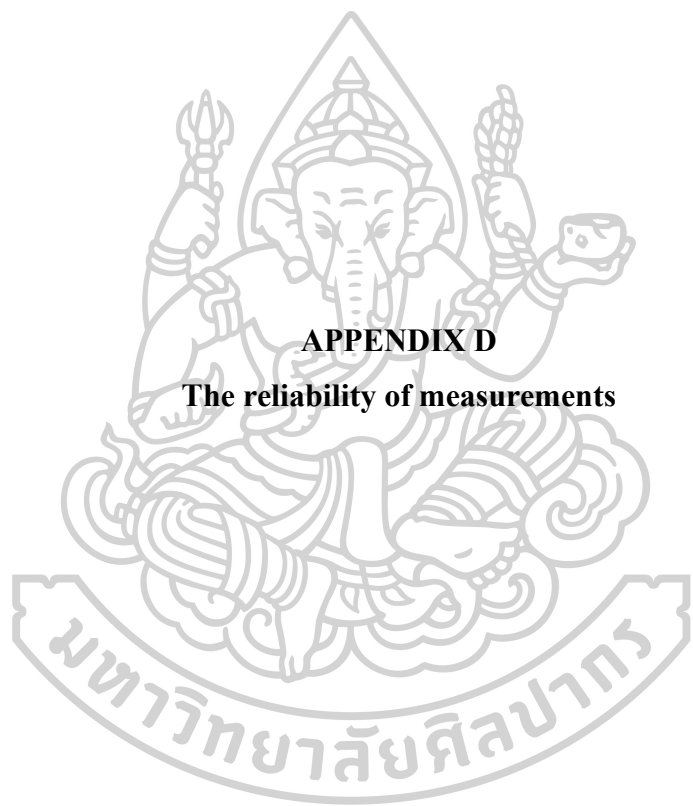
สรุปผลคะแนนและการปรับแก้ตามข้อเสนอแนะของผู้เชี่ยวชาญ

คำถาม	ความคิดเห็นของผู้ประเมิน			รวมคะแนน
	คนที่	คนที่	คนที่	
	1	2	3	
1. Marketing Communication				
1) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทาง Facebook Fanpage	+1	+1	0	0.67
2) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทาง Tiktok	+1	+1	0	0.67
3) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทาง Youtube	+1	+1	0	0.67
4) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทางการจัดกิจกรรมพิเศษ (Special Event)	+1	+1	+1	1.00
5) มหาวิทยาลัยมีการสื่อสารข้อมูลข่าวสารผ่านช่องทางสื่อสิ่งพิมพ์	+1	+1	+1	1.00
2. Customization				
6) มหาวิทยาลัยมีการจัดการเรียนการสอนในหลักสูตรที่หลากหลาย	+1	+1	0	0.67
7) มหาวิทยาลัยมีหลักสูตรที่เหมาะสมกับผู้เรียน	+1	+1	0	0.67
8) มหาวิทยาลัยมีสถานที่ให้เลือกเรียนหลายพื้นที่การศึกษา	+1	+1	+1	1.00
9) มหาวิทยาลัยมีรูปแบบการจัดการเรียนการสอนที่หลากหลาย	+1	0	+1	0.67
10) มหาวิทยาลัยมีความร่วมมือกับสถาบัน/ องค์กรวิชาชีพทั้งในและต่างประเทศ	+1	+1	+1	1.00
3. Trendiness				
11) มหาวิทยาลัยมีหลักสูตรที่ทันสมัย	+1	+1	+1	1.00
12) คณาจารย์มีความเชี่ยวชาญ มีการเพิ่มพูนทักษะและความรู้อยู่ตลอดเวลา	+1	+1	+1	1.00

คำถาม	ความคิดเห็นของผู้ประเมิน			รวมคะแนน
	คนที่ 1	คนที่ 2	คนที่ 3	
	1	2	3	
13) มหาวิทยาลัยส่งเสริมให้คณาจารย์ใช้นวัตกรรมมาประยุกต์ใช้ในการเรียนการสอน	+1	+1	+1	1.00
14) มหาวิทยาลัยมีความพยายามในการเข้าสู่การรับรองมาตรฐานสากล	+1	+1	0	0.67
15) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่ทันสมัย	+1	+1	0	0.67
16) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่มีการบูรณาการ	0	+1	0	0.33
17) มหาวิทยาลัยมีรูปแบบการเรียนการสอนที่รองรับการประกอบอาชีพที่หลากหลายในอนาคต	+1	+1	+1	1.00
4. Interaction				
18) มีรูปแบบการปฏิสัมพันธ์ระหว่างอาจารย์กับนักศึกษา	+1	+1	0	0.67
19) มีรูปแบบการปฏิสัมพันธ์ระหว่างบุคลากรสายสนับสนุนวิชาการกับนักศึกษา	+1	+1	0	0.67
20) มีรูปแบบการปฏิสัมพันธ์ระหว่างมหาวิทยาลัยกับศิษย์เก่า	0	+1	+1	0.67
21) มีรูปแบบการปฏิสัมพันธ์ระหว่างนักศึกษากับนักศึกษา	+1	+1	0	0.67
22) มีรูปแบบการปฏิสัมพันธ์ระหว่างมหาวิทยาลัยกับชุมชน/ สังคม	+1	+1	0	0.67
5. Brand Awareness				
23) เมื่อนึกถึงมหาวิทยาลัยของไทย มหาวิทยาลัยศิลปากรจะเป็นหนึ่งที่ท่านนึกถึงเสมอ	+1	+1	+1	1.00
24) เมื่อนึกถึงมหาวิทยาลัยที่มีชื่อเสียงด้านศิลปะ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	+1	+1	+1	1.00

คำถาม	ความคิดเห็นของผู้ประเมิน			รวมคะแนน
	คนที่ 1	คนที่ 2	คนที่ 3	
	25) เมื่อเห็นตราพระพิฆเนศ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	0	+1	
26) เมื่อเห็นสีเขียวเวริเดียน ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	0	+1	+1	0.67
27) เมื่อเห็นรูปอาจารย์ศิลป์ พีระศรี ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	+1	+1	+1	1.00
28) เมื่อเห็นวังท่าพระ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	+1	+1	+1	1.00
29) เมื่อเห็นพระราชวังสนามจันทร์ ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	+1	+1	+1	1.00
30) เมื่อได้ฟังเพลง Santa Lucia ท่านนึกถึงมหาวิทยาลัยศิลปากรเสมอ	0	+1	+1	0.67
6. Brand Image				
31) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยที่มีชื่อเสียง	+1	+1	+1	1.00
32) ท่านเห็นว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยชั้นนำด้านศิลปะ	+1	+1	+1	1.00
33) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยชั้นนำด้านการออกแบบ	+1	+1	+1	1.00
34) ท่านคิดว่ามหาวิทยาลัยศิลปากรเป็นมหาวิทยาลัยที่มีคุณภาพด้านการเรียนการสอน	+1	+1	+1	1.00
35) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีวัฒนธรรมที่เป็นเอกลักษณ์	+1	+1	+1	1.00
36) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีนักศึกษาที่มีความโดดเด่นด้านความคิดสร้างสรรค์	+1	+1	+1	1.00

คำถาม	ความคิดเห็นของผู้ประเมิน			รวมคะแนน
	คนที่ 1	คนที่ 2	คนที่ 3	
37) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านศิลปะ	+1	+1	+1	1.00
38) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านการออกแบบ	+1	+1	+1	1.00
39) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านวิทยาศาสตร์	0	+1	+1	0.67
40) ท่านคิดว่ามหาวิทยาลัยศิลปากรมีศิษย์เก่าที่มีชื่อเสียงด้านสังคมศาสตร์และมนุษยศาสตร์	+1	+1	+1	1.00
7. Brand Advocacy				
41) มีการบอกต่อประสบการณ์ในการเรียนรู้ของนักศึกษา	+1	+1	0	0.67
42) มีการบอกต่อด้านความสำเร็จของศิษย์เก่า	+1	+1	0	0.67
43) มีการบอกต่อด้านความมีชื่อเสียงของอาจารย์	+1	+1	0	0.67
44) มีการบอกต่อด้านความมีชื่อเสียงของมหาวิทยาลัย	+1	+1	0	0.67
45) มีการบอกต่อด้านความเข้มแข็งและเครือข่ายของศิษย์เก่า	+1	+1	0	0.67
46) ท่านจะบอกต่อเพื่อน ญาติ คนรู้จัก ให้สมัครเรียนหรือทำงานในมหาวิทยาลัยศิลปากร	+1	+1	+1	1.00
47) หากท่านสำเร็จการศึกษา ท่านจะยังคงรักษาสัมพันธภาพกับมหาวิทยาลัยศิลปากร	+1	+1	+1	1.00



APPENDIX D

The reliability of measurements

Reliability measurement: Data analysis results

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.901	5

Item Statistics

	Mean	Std. Deviation	N
MC1	6.09	1.245	35
MC2	5.86	1.167	35
MC3	5.71	1.467	35
MC4	6.14	1.216	35
MC5	5.43	1.357	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MC1	23.14	20.126	.750	.881
MC2	23.37	21.476	.668	.897
MC3	23.51	17.198	.881	.850
MC4	23.09	20.434	.741	.883
MC5	23.80	19.341	.744	.882

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.23	30.064	5.483	5

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.878	4

Item Statistics

	Mean	Std. Deviation	N
CM1	5.91	1.173	35
CM2	5.94	1.235	35
CM3	5.83	1.124	35
CM4	5.86	1.332	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CM1	17.63	11.005	.642	.878
CM2	17.60	10.247	.708	.854
CM3	17.71	10.445	.779	.829
CM4	17.69	8.897	.828	.805

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.54	17.373	4.168	4

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.930	7

Item Statistics

	Mean	Std. Deviation	N
TD1	5.91	1.197	35
TD2	6.03	1.317	35
TD3	6.00	1.029	35
TD4	5.86	1.240	35
TD5	5.86	1.332	35
TD6	5.74	1.540	35
TD7	6.00	1.350	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TD1	35.49	45.963	.643	.931
TD2	35.37	42.534	.790	.918
TD3	35.40	46.600	.724	.925
TD4	35.54	43.020	.816	.916
TD5	35.54	42.432	.786	.918
TD6	35.66	38.467	.889	.908
TD7	35.40	41.894	.808	.816

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.40	57.835	7.605	7

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.932	5

Item Statistics

	Mean	Std. Deviation	N
IA1	6.09	1.222	35
IA2	5.71	1.296	35
IA3	5.63	1.555	35
IA4	6.00	1.213	35
IA5	5.69	1.367	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IA1	23.03	24.793	.725	.933
IA2	23.40	22.541	.884	.905
IA3	23.49	19.963	.916	.898
IA4	23.11	24.692	.742	.931
IA5	23.43	22.252	.852	.910

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.11	35.104	5.925	5

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.927	8

Item Statistics

	Mean	Std. Deviation	N
BAw1	6.17	1.014	35
BAw2	6.17	1.317	35
BAw3	6.09	1.292	35
BAw4	6.83	1.599	35
BAw5	6.00	1.372	35
BAw6	6.06	1.187	35
BAw7	5.86	1.438	35
BAw8	6.03	1.361	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BAw1	42.03	65.617	.511	.932
BAw2	42.03	58.264	.748	.917
BAw3	42.11	56.751	.854	.909
BAw4	42.37	52.240	.876	.907
BAw5	42.20	56.753	.794	.913
BAw6	42.14	61.655	.643	.925
BAw7	42.34	54.703	.859	.908
BAw8	42.17	58.499	.706	.920

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
48.20	75.047	8.663	8

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.952	11

Item Statistics

	Mean	Std. Deviation	N
BI1	5.89	1.132	35
BI2	6.11	.963	35
BI3	6.11	1.207	35
BI4	5.94	1.162	35
BI5	5.89	1.078	35
BI6	6.11	1.157	35
BI7	6.17	1.150	35
BI8	6.09	1.422	35
BI9	6.17	1.071	35
BI10	5.66	1.282	35
BI11	5.63	1.308	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BI1	58.89	99.987	.581	.955
BI2	59.66	98.644	.776	.949
BI3	59.66	94.644	.780	.948
BI4	59.83	93.852	.854	.945
BI5	59.89	97.104	.760	.949
BI6	59.66	93.820	.859	.945
BI7	59.60	94.600	.827	.946
BI8	59.69	91.516	.767	.949
BI9	59.60	95.247	.862	.945
BI10	60.11	92.398	.827	.946
BI11	60.14	93.303	.768	.949

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
65.77	114.417	10.697	11

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded ^a	0	0.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.943	7

Item Statistics

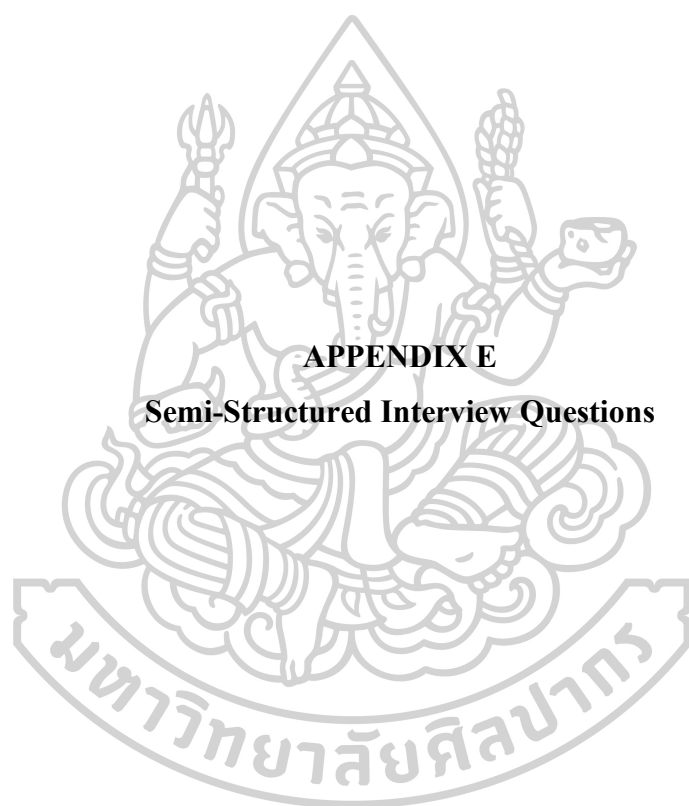
	Mean	Std. Deviation	N
BAd1	5.94	1.083	35
BAd2	5.89	1.207	35
BAd3	5.89	1.183	35
BAd4	5.86	1.192	35
BAd5	5.71	1.384	35
BAd6	5.91	1.147	35
BAd7	5.89	1.367	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BAd1	35.14	42.832	.777	.973
BAd2	35.20	39.753	.097	.926
BAd3	35.20	41.341	.080	.934
BAd4	35.23	40.299	.879	.928
BAd5	35.37	38.064	.881	.928
BAd6	35.17	41.793	.803	.935
BAd7	32.20	41.576	.657	.949

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.09	55.022	7.418	7



APPENDIX E

Semi-Structured Interview Questions

Interview Questions Guideline
Semi-structured Interview Questions

Section 1: University Brand Management

1. University Brand Management Policy:

- From your perspective, what is Silpakorn University's core policy or guiding principle for its "University Brand"?
- What is the university's approach to building and managing its brand?
- What is the intended brand image or what are the core values that the university aims to communicate?

2. Past and Present Operations:

- Historically, what actions has the university taken to build and maintain its brand?
- How do current brand management efforts differ from or evolve from those in the past?

3. Roles and Responsibilities:

- Which departments or units are primarily responsible for university brand management?
- How are the duties and responsibilities for brand management divided and coordinated among these units?

4. Importance and Perspectives:

- In your opinion, how important is university brand building for Silpakorn?
- What are your thoughts on the effectiveness of past brand management approaches?
- What are the main challenges in ensuring brand consistency across the entire university?

5. Problems and Obstacles:

- What are the most significant problems or obstacles you have faced in managing the university's brand?
- How have you addressed or how do you propose to address these challenges?

Section 2: Brand Communication Strategy

1. Vision and Policy:

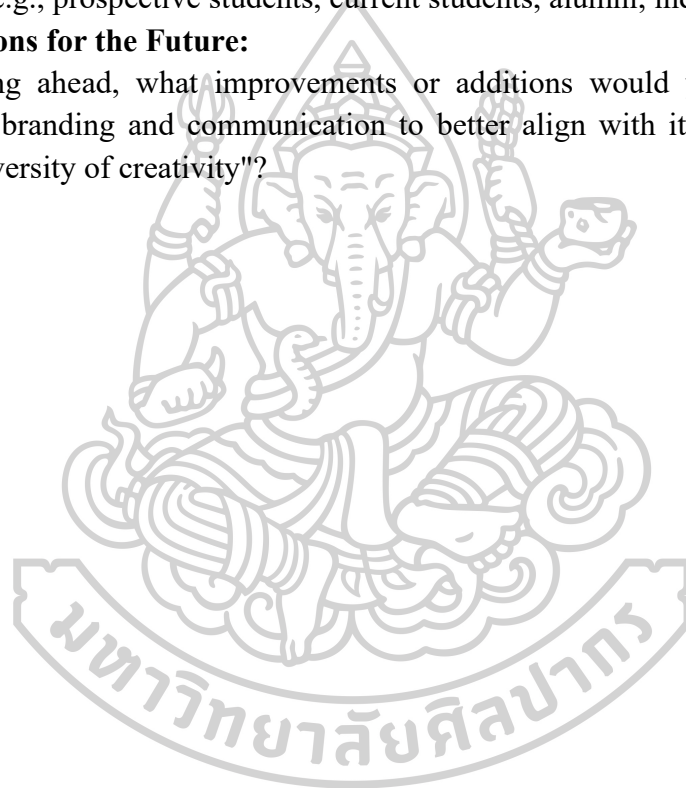
- What is the university's vision or policy regarding its "Brand Communication Strategy"?
- How does the university go about defining and developing its brand communication strategy?
- Which department is primarily responsible for planning and executing the brand communication strategy, and how do they coordinate with other departments?

2. Past and Present Operations:

- Could you describe the university's brand communication efforts in the past?
- Currently, which communication channels or formats are being prioritized?
- What is the rationale for selecting these specific channels, and how do you measure their success or effectiveness?
- How important do you believe it is to have a clear, documented brand communication strategy?
- What are your thoughts on the effectiveness of the communication strategies currently in use?
- How does the university tailor its communication strategies to reach diverse target audiences (e.g., prospective students, current students, alumni, industry partners)?

3. Suggestions for the Future:

- Looking ahead, what improvements or additions would you recommend for Silpakorn's branding and communication to better align with its vision of being "a leading university of creativity"?



แนวคำถามในการสัมภาษณ์

Semi-structured Interview Questions

ด้านการบริหารจัดการแบรนด์มหาวิทยาลัย (University Brand Management)

1. เกี่ยวกับนโยบายด้านการจัดการแบรนด์มหาวิทยาลัย

- ในมุมมองของท่าน นโยบายหลักด้าน "แบรนด์มหาวิทยาลัย" (University Brand) ของศิลปากรคืออะไร

- มีแนวทางในการสร้างและบริหารจัดการแบรนด์อย่างไรบ้าง

- แบรินด์ของมหาวิทยาลัยที่ต้องการสื่อสารออกไปมีภาพลักษณ์หรือคุณค่าหลัก (Core Value) คืออะไร

2. การดำเนินงานในอดีตและปัจจุบัน

- ที่ผ่านมา มหาวิทยาลัยมีการดำเนินงานเพื่อสร้างและรักษาแบรนด์อย่างไรบ้าง

- การดำเนินงานในปัจจุบันมีความแตกต่างหรือพัฒนาไปจากเดิมอย่างไร

3. ด้านภารกิจและความรับผิดชอบ

- บทบาทและภารกิจหลักในการดำเนินงานด้านการจัดการแบรนด์มหาวิทยาลัยของมหาวิทยาลัย มีหน่วยงานหรือส่วนงานใดบ้าง

- มีการแบ่งหน้าที่ความรับผิดชอบกันอย่างไร

4. ด้านความสำคัญและมุมมอง

- ท่านคิดว่าการสร้างแบรนด์มหาวิทยาลัยมีความสำคัญต่อศิลปากรอย่างไร

- ท่านมีความคิดเห็นเกี่ยวกับแนวทางการดำเนินงานที่ผ่านมาอย่างไรครับ

- ความท้าทายในการทำให้แบรนด์มีความสอดคล้องกันทั้งองค์กรมีอะไรบ้าง?

5. ปัญหาและอุปสรรค

- ในการดำเนินงานด้านการจัดการแบรนด์มหาวิทยาลัยท่านพบเจอปัญหาหรืออุปสรรคสำคัญอะไรบ้าง

- ท่านมีแนวทางการแก้ไขอย่างไร

ด้านกลยุทธ์การสื่อสารแบรนด์ (Brand Communication Strategy)

1. วิสัยทัศน์และนโยบาย

- เมื่อพูดถึง "กลยุทธ์การสื่อสารแบรนด์" (Brand Communication Strategy) มหาวิทยาลัย มีวิสัยทัศน์หรือนโยบายในเรื่องนี้อย่างไรบ้าง

- มหาวิทยาลัยมีแนวทางอย่างไรการกำหนดกลยุทธ์การสื่อสารแบรนด์

- ภารกิจหลักในการวางแผนและดำเนินงานตามกลยุทธ์การสื่อสารแบรนด์เป็นของหน่วยงานใด และมีการประสานงานกับหน่วยงานอื่น ๆ อย่างไรบ้าง

2. การดำเนินงานในอดีตและปัจจุบัน

- ตลอดระยะเวลาที่ผ่านมา การดำเนินงานด้านการสื่อสารแบรนด์เป็นอย่างไร

- ในปัจจุบันมีรูปแบบหรือช่องทางใดที่เน้นเป็นพิเศษบ้าง

- เหตุผลในการเลือกใช้ช่องทางเหล่านั้นคืออะไร และวัดผลความสำเร็จอย่างไร?

- การมีกลยุทธ์การสื่อสารแบรนด์ที่ชัดเจนมีความสำคัญเพียงใด

- ท่านมีความคิดเห็นอย่างไรต่อแนวทางกลยุทธ์ที่ใช้ในปัจจุบัน

- ท่านมีกลยุทธ์การสื่อสารแบรนด์อย่างไรให้เข้าถึงกลุ่มเป้าหมายที่หลากหลาย

3. ข้อเสนอแนะ

- ในอนาคต ท่านคิดว่าศิลปากรควรปรับปรุงหรือเพิ่มเติมอะไรในด้านการสร้างแบรนด์และการสื่อสารเพื่อให้สอดคล้องกับวิสัยทัศน์ "มหาวิทยาลัยชั้นนำแห่งการสร้างสรรค์" มากขึ้น



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