IMPACT OF BRAND IDENTITY COMPONENTS ON UNIVERSITY BRAND IMAGE IN HO CHI MINH CITY

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Abstract

We all see that newly established schools, the building of identity and brand image becomes more urgent and needs more attention than schools that have existed for many years. However, the Hutech University established in 1995, there are certain changes that need to be repositioned with the brand image. Therefore, the selection of schools for this case study becomes more meaningful. The research results show that the factors constituting the brand identity that affect the brand image of Hutech University from high to low are: Brand relevance (BRL) β= 0.357; Teaching staff (TS) β=0.287; Brand reputation (BRP) β= 0.200; Brand personality (BPS) β=0.182; Brand relations (BRT) β=0.073; Brand performance (BPF) β= 0.044; and Education Facilities (EF) β= 0.039.

Keywords: Brand identity, brand image, brand positioning, Hutech University Vietnam.

1. INTRODUCTION

Today, universities realize that competition to attract learners and find partners is inevitable to help the school grow. The competition in higher education both nationally and internationally, makes universities look for ways to attract students to study at the school, and find more partners. Therefore, building a brand image is really necessary for universities in the current context in Vietnam.

From a theoretical perspective, brand identity and brand image are new issues in Vietnam. Around the world, there have been studies mentioned, but the studies linking these issues to brands in education are still few, there are "gaps" that need further research. It is necessary to continue to complete the theoretical basis on the impact of the elements constituting the brand identity on the brand image in higher education.

Brand identity is a unique set of brand associations that brand strategists expect to create or maintain in the process of building and developing a brand for an organization/business (Appiah AK et al., 2000). Brand image is the public perception of a brand that is formed by associations with brand characteristics and stored in the consumer's memory (Gale BT (1992). In other words, brand identity is a collection of brand associations that businesses/organizations actively aim to build and, through communication, the process of providing products and services, these brand associations are saved. stored in the customer's memory and become a brand image (Kunkel et al., 1968). that brand strategists want to create or maintain in the process of building and developing a brand for an organization/business.

Brand image is the public perception of a brand that is formed by associations with brand characteristics and stored in the consumer's memory. In other words, brand identity is a collection of brand associations that businesses/organizations actively aim to build and, through communication, the process of providing products and services, these brand associations are saved. stored in the customer's memory and become a brand image (Koo, D.M. (2003).

Through the overview research, there have been studies on the model of the impact of brand identity on brand image. But there are many

questions that need to be answered in the service sector and especially in higher education services in Vietnam: in addition to the elements constituting the brand identity mentioned by previous researchers, there are also many other new; whether there are specific elements in higher education; Are the elements constituting that brand identity true in the context of Vietnamese higher education; whether there is a direct impact of the elements constituting the brand identity on the brand image. Those are the questions raised, it is necessary to continue to conduct research on this topic in Vietnam.

In practice, universities in Vietnam have begun to pay more attention and awareness towards building a brand image for the university. But this process is happening without theory and guiding information. Conducting research on the theoretical basis of the impact of the elements constituting the brand identity on the brand image, through practical testing, to confirm and supplement the theory to suit the conditions of higher education in Vietnam; and provide useful information to help build a brand image for universities.

In fact, in recent years, the number of candidates registered to take the entrance exam to the University of Ho Chi Minh City. In Ho Chi Minh City, including Van Lang, Van Hien, Hong Bang universities, there is a decrease in number, enrollment is difficult. The reason is that the number of newly established universities and colleges has increased rapidly, especially in the field of economic training. Even technical universities have expanded and developed more majors and majors in economics and business administration. Therefore, the enrollment source for each school is reduced and there is competition in attracting candidates between schools in the same training field. This reality requires universities to find more effective ways to engage learners. Through studying the impact of the elements constituting the brand identity on the brand image in order to create a good brand image for the university is one of the directions that need to be given adequate attention. Through step by step affirming the prestige and position of each

school in the system of Vietnamese universities, towards regional and international outreach.

2. Theoretical basis

2.1. Brand concept

During the development process, the brand concept has changed to match the development of the marketing field. Therefore, in reality, there are many views about the brand. Some typical views commonly used are as follows;

According to the American Marketing Association (AMA), "Brand is a name, symbol, sign, design, or a combination of them, intended to identify a product or service." one manufacturer's products or services and distinguish them from those of competitors".

Kotler's view of branding is similar to that of the American Marketing Association: "Brand is a name, term, sign, symbol, graphic, or combination thereof, intended to identify goods or services. of one seller or group of sellers and to differentiate them from the goods and services of competitors" (Kotler, 2008).

Ambler & Styles are typical researchers of the synthetic view: "A brand is a set of attributes that provide a target customer with the values it claims. Brands in this view believe that a product is only a component of a brand that primarily provides a functional benefit to the customer. Thus, the marketing mix components (price, product, distribution, promotion) are only one component of the brand. (Ambler & Styles, 1996).

The view that the product is a component of a brand is increasingly accepted by researchers and practitioners. The reason is that customers have two needs (1) a functional need and (2) a psychological need. The product offers customers only functional benefits and the brand offers customers both (Figure 1). Thus, the traditional view only emphasizes the elements of the brand identity system and the distinguishing function of the brand.
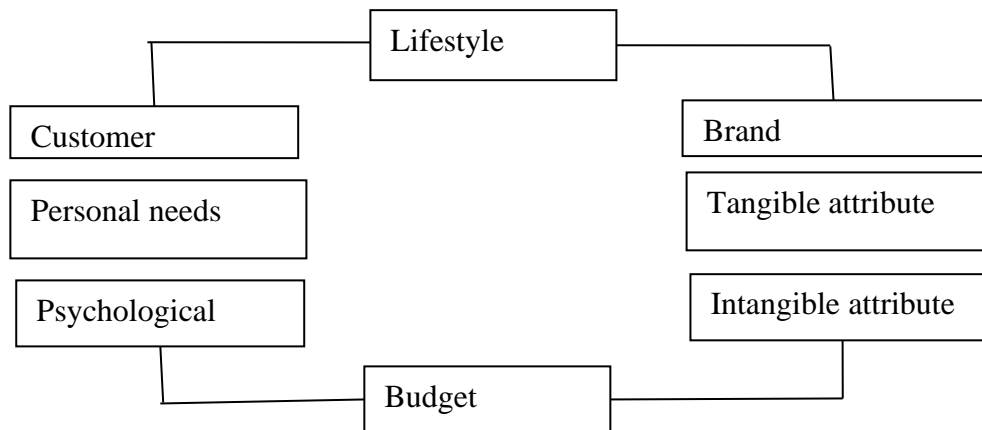
Figure 1: *Brands and customers*

Source: Hankinsos & Cowking, 1996

2.2. Brand identity

Brand identity is a complex concept. Therefore, in the field of brand management, there exist many schools with different approaches.

The school of "Design Brand Identity", typical researchers of this school are Ambler, T. & C. Styles (1996) and Brigitte Borja De Mozota (2006). According to the "image promotion" school, the brand identity can only be recognized by customers through mainly the expression of shapes, colors, sounds, and typical materials; how to optimally express the brand identity through its appearance.

The school of "Branding Commercial Identity" school, the typical researcher is Kevin Drawbaugh (2001). According to this right field, the purpose of asserting brand identity is to develop the business and commercial activities of the enterprise. The basic problem is to be established in the customer's perception. Highlight the difference of items offered by one brand over another.

The school of "Branding Market Identity", the most mentioned researchers of this school are David Carter & Jeffrey Rayport. This school holds that: the market is the meeting place of two systems with different operating directions: one is the production system, the other is the individual and collective consumption system whose core is formed from a balance between considerations and requirements, between abilities and needs, between reason and feeling. Therefore, brand identity is very necessary because it acts as an intermediary to connect

transaction spaces in the market between the two systems.

The school of "Identity Branding", the typical researchers of this school are Douglas Holt & Juliet Schor (2011). This school holds that: if a brand's identity must conform to the wishes of consumers, then in that condition, the brand identity is the customer's identity. To be accepted and honored by the market and society in the long term, the brand identity must create "echoes" in the customer's own identity.

Of all the four schools mentioned above, only the "Identity Branding" school's point of view is able to approach the core problem posed by the concept of brand identity. The limitations of the four schools above are the concerns of the authors so that they continue to research brand identity.

Aaker (1996a) describes "brand identity as the foundation of brand strategy and branding".Therefore, brand identity is important for the long-term and sustainable development of any brand. De Chernatony (1999) said that the management process from brand-to-brand identity, especially need to pay attention to the internal aspect of branding, need to emphasize more on brand identity. He introduced the concept: "Brand identity includes the characteristics, goals, and values that express a sense of business; to differentiate the brand from its competitors" (De Chernatony, 1999, p.165).

2.3. Brand image and aspects that reflect it

Building and maintaining a brand image is a necessary condition in brand management (Park et al., 1986), all products and services can be

represented by functional elements, symbols, or experiments, through which a brand image is established. Until now, scholars have not come to a consensus on the definition of brand image. In the previous literature, researchers defined brand image mainly from four angles: general definition, meaning, message, personification, cognitive or psychological factors (Smith, S., 2003) In an increasingly competitive world market, schools need to gain insight into student behavior and educate students about brands to develop effective marketing strategies.

Keller (2003, p.66) "Brand image is the perception of a brand that is reflected in the brand associations stored in the consumer's memory. Brand associations can be described by the attributes, benefits, and experiential attitudes of the brand". According to Coop (2004, p.1) that: "Brand image can be described as an overall impression in consumers' perception of a brand compared to other competing brands".

In short, once a brand identity is established, it takes time to establish its meaning and have a place in the customer's mind. In the beginning, a brand was just a name or a sign with no meaning and it was introduced with a new product. Year after year with unremitting efforts, dedication, and fulfillment of its commitments, the new meaning of brand identity is highlighted and not easily faded from the public's mind.

2.4. Impact of brand identity on brand image

Kapferer, J.N. (2008) mentioned the impact between brand identity and brand image, when it comes to brand identity, we are looking at the message sender or the business side. What businesses want is to convey the meaning, direction, purpose, and values of the brand to potential customers. Therefore, brand image is the result of potential customers decoding the messages received. In brand management, the brand identity must be determined by businesses in advance and through the media to create a brand image. Other studies from Aaker, DA (1996), Chernatony, L. De (1999), although there are small conceptual differences, researchers all claim that there is a positive impact of brand identity on brand identity. customer perception or in other words brand image.

2.5. The impact of the elements constituting the brand identity on the brand image

In 1996, Aaker DA introduced the "Brand Identity Constituting System" consisting of 4 elements: 1) the brand of the product 2) the brand of the company 3) the brand of the people in the company, and 4) the brand from the company's logo. To have a good brand identity, brands need to have:

- Have a good product: reach a limit, have good features, good quality, satisfy the consumer, and come from a famous country.

- Having a company brand: the company has good attributes, is famous locally and globally

- Have a brand personality, have good customer relations.

- Brands with symbols: have meaningful and inherited symbols

Thus, from the above arguments, it has been shown that: brand identity positively affects brand image (when brand identity increases, the brand image also increases and vice versa). Brand identity is the brand associations that businesses actively build and maintain; Brand identity through the process of providing products, services, and communication will form a brand image in the minds of customers. To establish a brand identity, it is necessary to go through the elements constituting the brand identity.T herefore, the elements constituting the brand identity have a positive impact on the brand image. Teaching staff in the university are assessed through knowledge and reputation in the teaching field; enthusiasm to share knowledge and experience; have solid and in-depth professional knowledge; assigned to teach; practical knowledge and understanding. Therefore, the teaching staff has a positive impact on the university's brand image. Quality facilities in higher education represent the face of a university, create attraction and attract learners, lecturers, and partners to the university. Educational facilities are physical assets and equipment systems that contribute directly or remotely to the teaching and learning process and represent the quality of the higher education facilities system (Okorie et al. Uche, 2004).

3. Research model and hypothesis

3.1. Research models

On the basis of the collection of previous results and analysis of the performed results, the study selects 5 elements constituting brand identity proposed by many leading researchers through their works: (1) Brand Reputation, (2) Brand Relevancy, (3) Brand Personality, (4) Brand performance, and (5) Brand Relation (Coop, 2005; Perry & Wisnom, 2003; Dowling, 2001; Aaker, 1997); and two new elements: Teaching staff and Educational (expert discussion) to form the researchmodel.
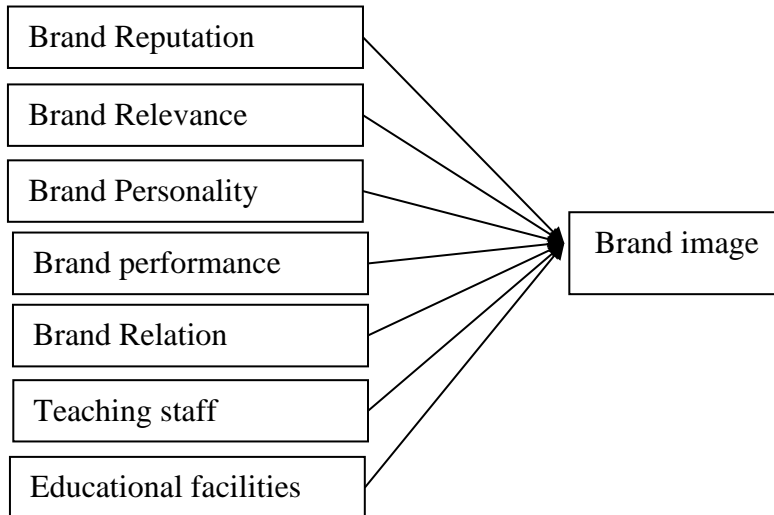

Figure 2: *Proposed research model*

Source: Author's compilation

Table 1: *Elements of brand identity related to brand image*

Variables	Expression of variables (Item)	Authors
Brand reputation	Bring faith	Fombrun & Rindova (1996)
	Communicate reliably	
	Send clear communication messages to stakeholders	
	Communicated honestly	
	Creates a high level of trust	
Brand relevance	Meet my learning needs	Perry & Wisnom (2003)
	Always being renewed	
	Provide learning value tailored to your needs	
	Show modern and up to date	
	Meeting stakeholder needs	
Brand personality	Show sincerity	Aaker (1997)
	Create excitement	
	Show Capable	
	Show flexibility	
	Better than competitors	
Brand perfomance	Show sincerity	Keller (2003)
	Create excitement	
	Show Capable	
	Show flexibility	
	Better than competitors	
Brand Relations	Preferred by related subjects	Harris & De Chernaton y (2001)
	Made me love studying here	
	Support stakeholder needs	
	Communicate what's important to stakeholders	
	Make each member feel part of the organization	

Teaching staff	Having a team of lecturers with extensive knowledge and prestige	(New variable) The author discusses with experts
	Having a team of enthusiastic teachers and sharing knowledge and experience	
	Having a team of strong and professional lecturers	
	Have a team of teachers with in-depth knowledge in the subject taught	
	Have practical knowledge and practical understanding	
Educational facilities	There is a landscape system, a friendly environment	(New variable) The author discusses with experts
	Provide lecture system with all necessary equipment	
	Full library and reading room for study and research needs	
	Provide practice room for full subjects	
	There is a fully equipped and comfortable dormitory to meet the needs of learners	
Brand image	Recognized internationally	Aaker (1997)
	Demonstrating high quality teaching	
	Demonstrating high quality of scientific research	
	Have a strong brand image	

Source: Author's compilation

3.2. Research hypothesis

• Brand Reputation

Fombrun & Rindova (1996): "Brand reputation is defined as the overarching expression of a brand's past actions and results; it describes its ability to provide valuable results of brands to partners". The basic brand reputation is built on the following factors: transparency, clarity, transparency, consistency, authenticity, honesty in the way of dealing with people internally as well as outside the business (Fombrun, 1996). Therefore, hypothesis H1 was developed to test this statement:

H1: Brand reputation has a positive impact on brand image.

• Brand relevance

Aaker (2011): "A suitable brand for customers is a brand that selects a target group of goods on its own and is part of a set of brands that are considered when customers make purchasing decisions". "Brand fit can be viewed as the compatibility between a brand and an individual customer. The benefits that a brand provides needs to match the needs/requirements of the customer, it is not simply differentiating" (Perry & Wisnom, 2003, p, 9). Therefore, hypothesis H2 was developed to test this claim.

H2: Brand fit has a positive effect on brand image

• Brand personality

According to Aaker (1997, p. 347), "Brands often provide a symbolic or self-expressive function, because consumers perceive brands as having characteristics such as a person's personality. Brand personality is seen as the set of human characteristics associated with a brand." Brand personality reflects the emotional characteristics of the brand. These traits are represented by abstract elements of personality that emerge from a variety of sources, including developments from the brand's core values (Harris & De Chernatony, 2001). Therefore, hypothesis H3 was developed to test this claim.

H3: Brand personality has a positive impact on brand image.

• Brand performance

According to Keller (2003), brand performance is directly related to the extent to which consumers perceive that the main and actual characteristics of a brand will be warranted. Brand performance contains part of the perceived quality of a product or service or brand. "Brand performance is achieved through the fact that the brand provides benefits that exceed customer expectations; guarantee promises to customers; deliver tangible benefits and provide monetary values to both the business and the customer" (Keller, 2003). Therefore, hypothesis H4 was developed to test this claim.

H4: Brand implementation has a positive impact on brand image

• Brand relationship

According to Jokanovic (2005), "Brand relationship is conceptualized as the relationship between the customer and the brand, and it is related to the customer's personal identity with the brand"."Brand relationship is the relationship between the brand and its customers, characterized by the values inherent in the brand personality" (Harris & De Chernatony, 2001, p.444). Therefore, hypothesis H5 was developed to test this claim.

H5: Brand relationship has a positive impact on brand image.

• Teaching staff in higher education

In a narrow sense, the teaching staff of public universities is a group of teachers and teachers who are in charge of teaching, scientific research, and educational management in public universities, receiving salaries and other educational activities other regimes from the state budget (Nguyen Van Dam, 1993). In a broad sense, a contingent of public university lecturers is academia, a teaching officer from college, university, or higher level, organized into a force common task, implement the educational goals set out for that group. They work with a plan, stick together through the educational environment, through material and spiritual benefits within the legal framework. (Article 54 Law on Higher Education 2012). Therefore, hypothesis H6 was developed to test this claim.

H6: Teaching staff has a positive impact on brand image.

• Educational facilities

Educational facilities include all buildings and equipment for academic and non-academic activities; sports and games areas, landscapes, gardens including trees, roads, and paths. Others include furniture and restrooms, equipment, lighting, sound, warehouse, parking, security, transportation, information technology, cleaning materials, food service beverages, and special services for sports activities (Subedi, BR 2003). Researchers have confirmed that the inadequacy and inadequacy of such facilities have a great influence on the performance of both students and faculty in the process of teaching, learning, and research at the university. study (Kenneth

and Jeffery, 2006). Therefore, hypothesis H7 was developed to test this claim.

H7: Educational Facilities have a positive impact on brand image.

3.3   Research Methods

Qualitative research was carried out through the focus group interview technique. There are 4 groups established on the basis of a careful selection of group members, each group of 6 people (According to Mary Debus, 2007), today the optimal group should be from 5-7 people) to study the determination of the calculation includes (1) group of students, (2) group of alumni, (3) group of lecturers and administrators, (4) group of employers.

According to Hair et al., (1998) the minimum sample size should be between 100 and 150, according to Hoelter (1983) the critical sample size should be 200 and according to Bollen (1989), the minimum sample size should be five samples for a parameter need estimation. In addition, according to Tabachnick & Fidell (1996) for regression analysis to achieve the best results, the sample size must satisfy the formula $n \geq 8m + 50$. Where: n is the sample size, m is the number of variables model independence.

In this study, there are 35 quantitative questions, if according to Bollen (1989), the minimum sample size is 175 (35x5). However, to ensure a sufficiently large sample size and reliable results in T-test and ANOVA analyses, the sample should be > 300.

The survey was conducted from the beginning of October to December of 2021, conducted through direct paper questionnaires or by emailing them to 4 target groups: high school students, students, alumni, and employers. Each question is measured on a 5-point Likert scale. There were 400 face-to-face questionnaires distributed, a total of 367 questionnaires was collected. There were 25 questionnaires that were discarded due to incomplete information in them. So, in the end, 342 questionnaires were used for further analysis.

Exploratory factor analysis (EFA) to determine the number of appropriate factors, the indexes are often interested in testing such as KMO coefficient (Kaiser-Meyer-Olkin) > 0.5 is a sufficient condition. For the appropriate factor analysis (Hoang Trong et al., 2010), the factor

loading, if the factor loading is less than 0.4 in EFA, it will be rejected (Anderson & Gerbing, 1998) and the Eigenvalue has stopped when extracted factors have eigenvalue coefficient ≥ 1 and total variance extracted (AVE ≥ 50%) (Hoang Trong et al., 2010).

The results of the linear regression analysis show the relationship between the factors constituting the brand identity affecting the brand image, from the results of the regression analysis will determine the significant relationships (significance level of 95% test). At the same time, we also tested the research hypotheses to see if the relationship between the factors was positive or negative and significant at the 95% test value and built a regression equation. The model fit test is done through the following tests: F value, adjusted R2 coefficient, correlation coefficient, residuals (normal distribution and linear relationship) and squared magnification factor. error (VIF) < 2. Finally, we checked the reliability of the scale using Cronbach's Alpha, EFA, CFA, linear regression analysis and SEM.

Table 1: *Cronbach's Alpha test after EFA*

No	Components	Number of variables	Cronbach's Alpha	Corrected Item-Total Correlation
1	Brand Reputation (BRP)	4	0.876	0.652
2	Brand Relevan (BRL)	5	0.924	0.722
33	Brand Personality (BPS)	4	0.909	0.733
4	Brand Performance (BPF)	4	0.853	0.621
5	Brand Relation (BRT)	5	0.916	0.718
6	Teaching staff (TS)	5	0.883	0.636
7	Education Facility (EF)	4	0.819	0.479
8	Brand Image (BIM)	4	0.794	0.532
	Total	**35**		

(Source: Author's calculation)

All scales have reliability > 0.7 and the correlation coefficient of all variables is > 0.4. Therefore, the confidence coefficients of all

scales are achieved after EFA analysis. (Table 1).

Table 2: *Summary of results EFA*

Components	Number of observed variables	Reliability Alpha	Extracted variance (%)	Evaluation
Brand Reputation (BRP)	4	0.876		
Brand Relevance (BRL)	5	0.924		
Brand Personality (BPS)	4	0.909		
Brand Performance (BPF)	4	0.853	**75.098**	**Qualified**
Brand Relations (BRT)	5	0.916		
Teaching staff (TS)	5	0.883		
Education Facility (EF)	4	0.819		
Brand Image (BIM)	4	0.794	**62.516**	
Total	**35**			

(Source: Author's calculation)

• Exploratory Factor Analysis (EFA)

In this study, the author uses EFA exploratory factor analysis method to extract 31 component variables into a number of component factors (Hoang Trong et al., 2008) to measure brand image.

- As a result of EFA, there are 31 observed variables in 7 components of brand image influence scale extracted into 7 components with KMO = 0.672, so the EFA is suitable. Chi-square statistics of Bartlett's test reached 12760.501 with significance level Sig = 0.000; Therefore, the observed variables are correlated with each other. With an eigenvalue of 1.410 and extracted variances of 74.627%, it proves that the analytical data is suitable for EFA, satisfactory.

• Confirmatory factor analysis (CFA)

Regarding the general relevance, factor analysis confirmed that this model has a chi-squared

statistical value of 376.743 with 163 degrees of freedom (p = 0.000). The relative chi-squared for degrees of freedom CMIN/def is 2.311 (<3). Other metrics are: GLI = 0.902 (> 0.9). TLI = 0.926 (> 0.9). CFI = 0.942 (> 0.9) and RMSEA = 0.061 (< 0.08). Therefore, this model is no suitable for market data. This also allows us to say that there is a disorientation of the observed variables. The convergence value, the standard weight of the scales is > 0.5 and statistically significant at p < 0.5. Therefore, the scales achieve convergent values.
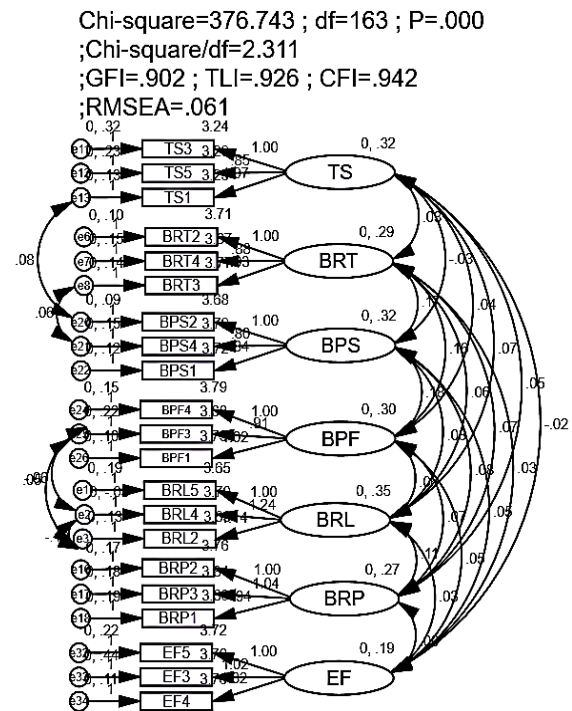

Figure 2: *CFA analysis*

Source: Author's calculations

Table 3: *Results of estimating the causal relationship between the factors of brand identity*

| Correlations			Estimate	S.E.	C.R.	P
TS	<-->	BRP	.048	.019	2.537	.011
TS	<-->	BPF	.038	.019	1.951	.050
BPS	<-->	BPF	.177	.022	7.938	***
EF	<-->	BPS	.049	.016	3.029	.002
EF	<-->	BPF	.046	.016	2.871	.004
BRL	<-->	TS	.070	.019	3.617	***
BRT	<-->	TS	.031	.019	1.637	.102
BRL	<-->	BPF	.058	.018	3.215	.001
BRL	<-->	BPS	.081	.019	4.172	***
BRT	<-->	BPS	.170	.021	8.008	***
BRL	<-->	BRP	.114	.022	5.210	***
BRT	<-->	BPF	.159	.021	7.498	***
BRL	<-->	BRT	.059	.017	3.362	***
BRT	<-->	BRP	.071	.018	3.883	***
BRP	<-->	BPS	.082	.019	4.287	***
BRP	<-->	BPF	.066	.019	3.554	***

Source: Author's calculations
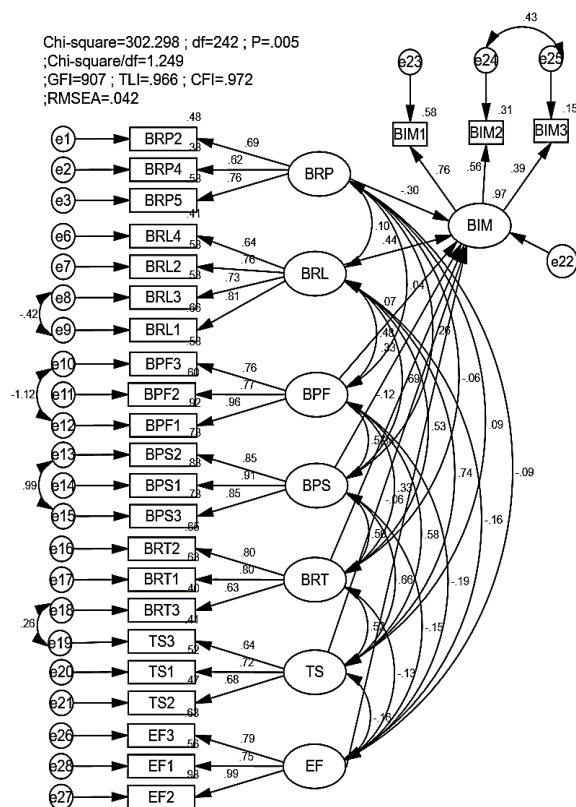
Figure 2: *SEM analysis*

Source: Author's calculations

•   Structural equation modeling results

The research model includes 7 concepts, after testing CFA and SEM, there are 7 satisfactory concepts, including 7 independent concepts: (1) Brand Reputation (BRP), (2) Brand Relevance (BRL), (3) Brand Personality (BPS), (4) Brand Performance (BPF), (5) Brand Relations (BRT), (6) Teaching staff (TS) (7) Education Facility (EF) and the dependent variable Brand Image (BIM). The results show that this model has a chi-squared value of 324.786 with 266 degrees of freedom (p = 0.008). The relative squared value of CMIN/def degrees of freedom is 1.221 (<2). Other indicators include: GTI = 0.907 (> 0.9), TLI = 0.969 (> 0.9), CFI = 0.975 (> 0.9), and RMSEA = 0.040 (<0.08). Therefore, this model achieves compatibility with the collected information. Factors include (1) Brand Reputation (BRP)(ES = 0.200, P = 0.008); (2) Brand Relevance (BRL) (ES = 0.357, P = 0.016); (3) Brand Personality (BPS) (ES = 0.182, P = 0.031); (4) Brand Performance (BPF) (ES = 0.056, P = 0.048); (5) Brand Relations (BRT) (ES = 0.073, P = 0.028); (6) Teaching

staff (TS) (ES = 0.287, P = 0.007); (7) Education Facility (EF) (ES = 0.044, P = 0.032).

Table 4: *Results of estimating the causal relationship between the factors brand identity and brand image*

Relationship			Estimate	S.E.	C.R.	P	Label
BIM	<---	BRP	.200	.075	2.652	.008	Yes
BIM	<---	BRL	.357	.148	2.405	.016	Yes
BIM	<---	BPF	.056	.081	.692	.048	Yes
BIM	<---	BPS	.182	.084	2.155	.031	Yes
BIM	<---	BRT	.074	.069	1.061	.028	Yes
BIM	<---	TS	.287	.161	1.785	.007	Yes
BIM	<---	EF	.044	.050	.875	.032	Yes

(Source: Authors' own calculations)

The bootstrap method is usually used to test the model estimates, with the pattern repeatedly being N =1000. The estimation results for 1000 samples averaged together with the deviations are presented in Tab 5. CR has a very small absolute value, thus, it can be stated that the deviation is very low, while also being not statistically significant at the 95% confidence level. Thus, we can conclude that the model estimates can be trusted

Table 5: *Results estimated by means of bootstrap, N = 1000*

Parameter			SE	SE-SE	Mean	Bias	SE-Bias	CR
BIM	<---	BRP	.111	.002	.188	.013	.004	0.20
BIM	<---	BRL	.436	.010	.375	.011	.014	1.10
BIM	<---	BPF	.167	.004	.040	.017	.005	-0.30
BIM	<---	BPS	.141	.003	.157	.024	.004	-2.00
BIM	<---	BRT	.107	.002	.080	.007	.003	-1.00
BIM	<---	TS	.511	.011	.279	-.005	.016	-4.00
BIM	<---	EF	.065	.001	.041	.002	.002	1.00

(Source: Authors' own calculations)

4.   CONCLUSION

4.1. Policy implications

From a brand management perspective, a brand identity must be defined before and through the process of communicating and providing products/services that create a brand image. Therefore, for universities that want to build a better brand image, first of all, they need to build good brand identity through the elements

constituting the brand identity. Research results show that for private universities, the elements constituting brand identity have a positive impact on brand image. The research results confirm: the brand image of the private sector is influenced by 5 factors: (1) Brand reputation; (2) brand personality, (2) brand execution, (4) faculty, and (5) university facilities. Thus, private schools, in order to build a good brand image, need to focus on strategic orientation on building elements constituting brand identity:

• Brand reputation: Information about the school is communicated reliably; The university needs to define the message and send the message clearly to the stakeholders; The university brand needs to create and convey a sense of credibility; Information about the school must be communicated honestly

• Brand personality: Schools need to create excitement for learners. The excitement of learners must be in both the teaching and learning process and also other activities when students are studying at the school, it is necessary to create a friendly learning environment; Schools need to demonstrate their capacity to provide training, scientific research, and technology transfer services through service delivery practices and communication processes; Schools in the process of providing products and services must have certain strengths and perform better than other schools in the same training field; In the process of providing products and services, schools need to show their completeness and sophistication through well-designed and implemented training strategies and plans.

• Brand implementation: is one of the factors that positively affect the brand image. In order to have a good brand image, universities need to have strategic orientations: In the activities of universities, education, there may be certain limitations, but please provide the best educational products and services in the permissible conditions; Educational products and services should be provided on time; Provide high-quality training programs; Once the university has made a commitment (promise), the educational services should be performed at least according to the commitment that the university has started.

• Teaching staff: In order to build a brand image, private schools also need to pay special attention to the teaching staff, from recruiting, training, and developing teaching staff to achieving orientations. Strategies: The school needs to have a team of teachers who are enthusiastic and willing to share knowledge and experiences with learners; A team of knowledgeable, strong, and professional lecturers who really provide lectures and impart quality, knowledge; The teaching staff should be trained with extensive knowledge and reputation in the field of teaching; The school's teaching staff should have in-depth knowledge of the subject they teach; to be able to provide the best knowledge within the subject area.

• Educational Facilities: The orientations to be noted when building the facilities of a university are: Provide lecture halls with classrooms with all necessary equipment for the subjects; There is a library and reading fully room serving study and research needs; There is a system of textbooks and reference materials for the entire course; Provide practice rooms with full practice equipment for the subjects being taught. room

• Building of brand image: to build a brand image, universities need to pay attention to the factors that create university brand image: The university brand needs to be recognized on a global scale country; The university needs to achieve international recognition; Universities need to demonstrate a high quality of teaching, which is the most core value of a university; The university reflects the high quality of scientific research, which is also one of the two most core values for a university; private. Communication to have a good brand image.

Stemming from the research results, the author has developed strategic suggestions tobuild the brand image of Van Hien University. In order to improve the brand image, the author offers the following solution orientations.

• Develop a vision, mission statement, and publicize.

Building a brand's vision, mission statement, and widely publicizing is important content to build brand reputation. This helps universities communicate messages to stakeholders and is the basis for schools to carry out reliable official communication to stakeholders and create a sense of trust. Building vision, the mission statement and publicity also contribute to the brand personality in that it represents and

proclaims the university's competence; It is also proof that the university has a clear development strategy, which is the basis for strengthening the brand performance factor.

• Building a cultural environment in the university

Building a cultural environment in the university is one of the solutions that contribute to the formation of a brand personality, creating excitement for learners, as well as a factor reflecting the university's capacity to demonstrate its sophistication economy and at the same time brings a sense of trust in building the school's brand reputation. Having a better cultural environment also contributes to the fact that the school has made an effort to provide the best educational services possible in terms of the brand performance factor.

• Promote scientific research, technology transfer and strengthen international cooperation

For a university, there are two most important tasks: teaching and scientific research. Therefore, promoting scientific research, technology transfer, and international cooperation is a good solution to build brand reputation because it is the message sent to stakeholders and brings credibility.

Therefore, promoting scientific research, technology transfer, and international cooperation is a good solution to build brand reputation because it is the message sent to stakeholders and brings credibility. This is also a measure to build a brand personality because it creates more excitement for learners, helping learners to develop more comprehensive; it also demonstrates the true competence and flexibility of a university.

4.2. Limitations and directions for future research.

Like any other study, this study also has certain limitations. The study only stopped at Van Hien University in Ho Chi Minh City. Ho Chi Minh City, there may be differences in the measurement scale in other universities.

However, the results may be better if the research is extended to other schools and cities and addresses the impact of media on brand image building. This problem suggests new research directions for future scientists.

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