

Determinants of Brand Advocacy in Academia: Analyzing the Role of Service Quality and Lecturer Competence

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Abstract:

This study delves into the interplay between the quality of educational services and lecturer competence at IAI TAZKIA and their effects on brand advocacy. Analyzing data from 305 graduates and students across seven cohorts (2015-2021) and academic disciplines, it employs structural equation modeling (SEM) to explore these dynamics. The findings reveal that while lecturer competence does not significantly impact brand advocacy, the quality of educational services does. Specifically, postgraduate programs are perceived to offer the highest service quality, whereas Islamic Accounting and Islamic Business Management are viewed less favorably. Islamic Broadcasting Communication, a new field, needs more specialized faculty. Regarding lecturer competence, postgraduate students report the highest levels, with Islamic Economics instructors deemed more competent than those in Sharia Accounting, despite the latter's "A" accreditation. Brand advocacy is lowest among Sharia Business Management graduates, whereas postgraduate programs see the highest engagement in brand advocacy efforts. The research aims to position the campus as a benchmark for improving lecturer competence and service quality, enhancing institutional brand advocacy and competitive standing.

Keywords: *Brand Advocacy, Lecturer Competence, Service Quality*

Abstrak:

Penelitian ini mengeksplorasi interaksi antara kualitas layanan pendidikan dan kompetensi dosen di IAI TAZKIA serta efeknya terhadap advokasi merek. Dengan menganalisis data dari 305 lulusan dan mahasiswa dari tujuh angkatan (2015-2021) dan disiplin akademik, penelitian ini menggunakan pemodelan persamaan struktural (SEM) untuk menggali dinamika ini. Temuan menunjukkan bahwa meskipun kompetensi dosen tidak memiliki dampak positif signifikan terhadap advokasi merek, kualitas layanan pendidikan memiliki pengaruh positif. Secara khusus, program pascasarjana dipersepsikan menawarkan kualitas layanan tertinggi, sedangkan Akuntansi Islam dan

Manajemen Bisnis Islam dipandang kurang favorit. Komunikasi Penyiaran Islam, sebuah bidang baru, menderita karena kekurangan fakultas yang spesialis. Dalam hal kompetensi dosen, mahasiswa pascasarjana melaporkan tingkat tertinggi, dengan instruktur Ekonomi Islam dianggap lebih kompeten dibandingkan dengan mereka di Akuntansi Syariah, meskipun yang terakhir memiliki akreditasi "A". Advokasi merek terendah di antara lulusan Manajemen Bisnis Syariah, sedangkan program pascasarjana melihat keterlibatan tertinggi dalam upaya advokasi merek. Penelitian ini bertujuan untuk menempatkan kampus sebagai tolok ukur untuk meningkatkan kompetensi dosen dan kualitas layanan, meningkatkan advokasi merek institusional dan daya saing.

Kata Kunci: *Advokasi Merek, Kompetensi Dosen, Kualitas Layanan*

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INTRODUCTION

In the contemporary era of globalization, universally acknowledged and standard agreements are values that demand adherence and are not amenable to negotiation (Jefferson, 2020; Treichl, 2020; Mokofe, 2021). Acceptance and observance of these universal values and standards are fundamental to establishing a civil society (Rana & Sørensen, 2021; Nugmanovna, 2022; Kasirzadeh & Gabriel, 2023). This occurs extensively in education worldwide, industry, and business (Williamson et al., 2020; Rymarczyk, 2020; Sarkis, 2020). In addition to presenting difficulties for Indonesian universities, globalization exacerbates competition between domestic and international institutions of higher learning (Bound et al., 2021; Flaherty & Rogowski, 2021; Mariotti, 2022). Changes and shifts like communities characterize HRD at the micro-level, transitioning from an industrial society predicated on material resources to a scholarly institution grounded in science, technology, and information (Meyer & Norman, 2020; Carayannis & Morawska-Jancelewicz, 2022; Bradu et al., 2023).

In order to establish a lasting impression on customers, it is critical to prioritize and optimize service quality (Shin et al., 2021; Gupta et al., 2022; Jenneboer et al., 2022). The role of service quality in enhancing customer satisfaction is crucial (Asnawi et al., 2020; Hallencreutz & Parmler, 2021; Dam & Dam, 2021). When assessing student satisfaction, greater emphasis is placed on faculty service. When assessing student satisfaction, faculty service is given greater weight, defined as the capacity and eagerness to resolve students' issues. Faculty service pertains to the ability of instructors to adapt knowledge and convert it into instructional approaches that are appropriate for learners, as well as to respond appropriately to inquiries from students and furnish pertinent reference materials (Zaini et al., 2022; Mystakidis et al., 2022). The effectiveness of faculty service is determined by their capacity to flexibly apply acquired knowledge and modify it into instructional approaches that are appropriate for students, as well as their ability to respond appropriately to inquiries from students and furnish pertinent reference materials (Saiyad et al., 2020; Yurtseven Avci et al., 2020; Lintang Sari & Emaliana, 2020). Student confidence is inspired by a teacher's conduct that inspires knowledge and concern for the student's needs; this contributes to increased student satisfaction.

In addition to ensuring the provision of high-quality educational services, the presence of academics is crucial for tertiary institutions to remain competitive and establish a competitive advantage over their rivals. As stated, competence comprises observable attributes of an individual that facilitate the execution of a given occupation. Dessler's definition is more pertinent to the workplace because it includes attributes of an employee that are demonstrable or provable and facilitate the execution of a specific job function. Competency can be defined as the aptitude or capability of an individual to execute a specific task or occupation effectively. Content knowledge of the subject is widely regarded as the primary prerequisite for effective teaching, as acknowledged by many, including educators. An essential attribute and factor an effective educator must possess is comprehensive content knowledge, which significantly contributes to students' learning and academic success. Students prefer their instructors to have extensive knowledge. Content knowledge is the initial element of excellent instruction supported by substantial evidence of its influence on students' outcomes. Optimal educators profoundly understand the subjects they instruct (Timm & Barth, 2021). When teachers' knowledge lapses beyond a specific threshold, it substantially hinders students' learning (Sato & Loewen, 2022).

Brand advocacy, identified through social and physical channels, involves a corporation recommending and safeguarding its brand (Vredenburg et al., 2020). It influences consumer behavior and product utilization, focusing on effective communication about a brand's products and principles. Consumer dedication and advocacy require effective communication of a company's offerings and values. Crucial for stimulating consumer interest and shaping purchasing decisions, primarily through consumer recommendations, brand advocacy plays a vital role in enhancing a business's market share (Susiang et al., 2023).

The Tazkia Islamic Institute (IAI Tazkia) campus is an Islamic economics-focused tertiary institution. As a tertiary institution specializing in Sharia economics, IAI Tazkia is obligated to aid in the scientific transformation of Islamic economics by furnishing it with a solid theoretical foundation and empirical evidence that facilitates comprehension and application. The evolution of IAI Tazkia from a secondary educational institution to an academic institution exemplifies the institution's commitment to promoting the Sharia economy. This goal is bolstered by studying law and education (tarbiyah) and other scientific fields. Since its inception, the Tazkia Institute has consistently integrated research, community service, and instruction and learning.

For IAI Tazkia to compete and outperform other tertiary institutions, especially in West Java province, IAI Tazkia must be ready to face this competition. Three main components are the focus of this research, including the quality of educational services, lecturer competence, and brand advocacy. Of the three components, this study aims to analyze the quality of education and the competence of lecturers and whether they influence IAI Tazkia's brand advocacy. In addition, this study will also analyze research data by calculating the average answer for each variable classified based on the existing study program. Thus, this research is a reference and suggestion for Tazkia or other universities to promote,

introduce, develop, enhance, and strengthen the campus brand and be oriented toward developing a better campus.

The novelty of this research lies in its exploration of the tripartite dynamics encompassing the quality of educational services, lecturer competence, and brand advocacy in the context of the Tazkia Islamic Institute (IAI Tazkia). While the importance of educational institutions adhering to acknowledged and standard values is emphasized, the study uniquely delves into the transformative challenges presented by globalization in higher education, particularly in Indonesian universities. The shift from an industrial society to an academic institution focused on science, technology, and information reflects a micro-level evolution in human resource development (HRD). Furthermore, the research establishes a crucial link between service quality, faculty service, and student satisfaction, emphasizing the pivotal role of faculty in resolving student issues. The study also underscores the significance of lecturer competence, especially in Sharia economics, and its impact on brand advocacy.

The research aims to investigate the interconnected dimensions of the quality of educational services, lecturer competence, and brand advocacy at the Tazkia Islamic Institute (IAI Tazkia). Specifically, the study seeks to analyze the influence of these components on IAI Tazkia's brand advocacy. The research aims to comprehensively understand how the quality of educational services, lecturer competence, and brand advocacy interact within Sharia economics-focused tertiary education. Additionally, the study aims to offer valuable insights and recommendations for IAI Tazkia and other universities to enhance their campus brand, strengthen their competitive position, and contribute to advancing the Sharia economy. The research endeavors to be a reference for academic institutions seeking to improve their quality, promote development, and establish a solid foundation for future growth and success.

RESEARCH METHODS

The type of research used in this study is explanatory research (Benitez et al., 2020), which aims to test a hypothesis to strengthen or reject a theory or research hypothesis that has existed before. This research was conducted to analyze the effect of the independent variables of service quality and lecturer competence on the dependent variable, namely brand advocacy. The sample of this research is IAI Tazkia alums and students consisting of seven batches (2015-2021) and seven majors (Sharia business management, Sharia accounting, Sharia economics, Sharia economic law, Sharia economic education, Islamic communication and broadcasting, and Postgraduate). The instrument of this study was a questionnaire containing questions regarding service quality, lecturer competence, and IAI Tazkia brand advocacy.

A variable is an attribute, characteristic, or value of a person, object, or activity with certain variations that researchers can determine to study, and the results are used as conclusions (Villicaña & Bell, 2021). The variables in this study can be seen in more detail with the following explanation:

Table 1. Variable Operational Definition

No.	Variables	Indicators	Measurement Scale	References
1.	Service Quality (X1)	<ul style="list-style-type: none"> • Tangible/physical evidence (Physical facilities; equipment; employees/teaching staff; means of communication). • Reliability provides good, fast, accurate, and satisfying services. • Responsiveness (willingness or willingness of staff to assist students in providing fast service). • Assurance (covering knowledge, competence, politeness, and respect for students, can be trusted, free from danger and doubt). • Empathy (ease of doing relationships, good communication, personal attention, and understanding the needs of students) 	Ordinal	(Gunarathne, 2014)
2.	Lecturer Competency (X2)	<ul style="list-style-type: none"> • Pedagogic • Professional (mastery of learning material broadly and sincerely). • Personality (Reflects a solid, stable, mature, wise, and authoritative) • Social (Proficiency in speaking and interacting with students, other educators, school personnel, parents/guardians of students, and the general public) 	Ordinal	Law Number 14 of 2005 concerning Teachers and Lecturers, and according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007
3.	Brand Advocacy (Y)	<ol style="list-style-type: none"> 1. Reference. 2. Experience Sharing. 3. Recommendation. 4. Positive Opinion. 	Ordinal	(Kemp et al., 2012; Kim et al., 2001)

This study makes use of structural equation modeling (SEM). The structural model factor analysis method (Structural Model) is combined with path analysis in SEM (Path Analysis) (Cho & Choi, 2020). SEM analysis is performed in three stages simultaneously: checking validity and reliability, testing the relationship model between variables, and obtaining a suitable prediction model.

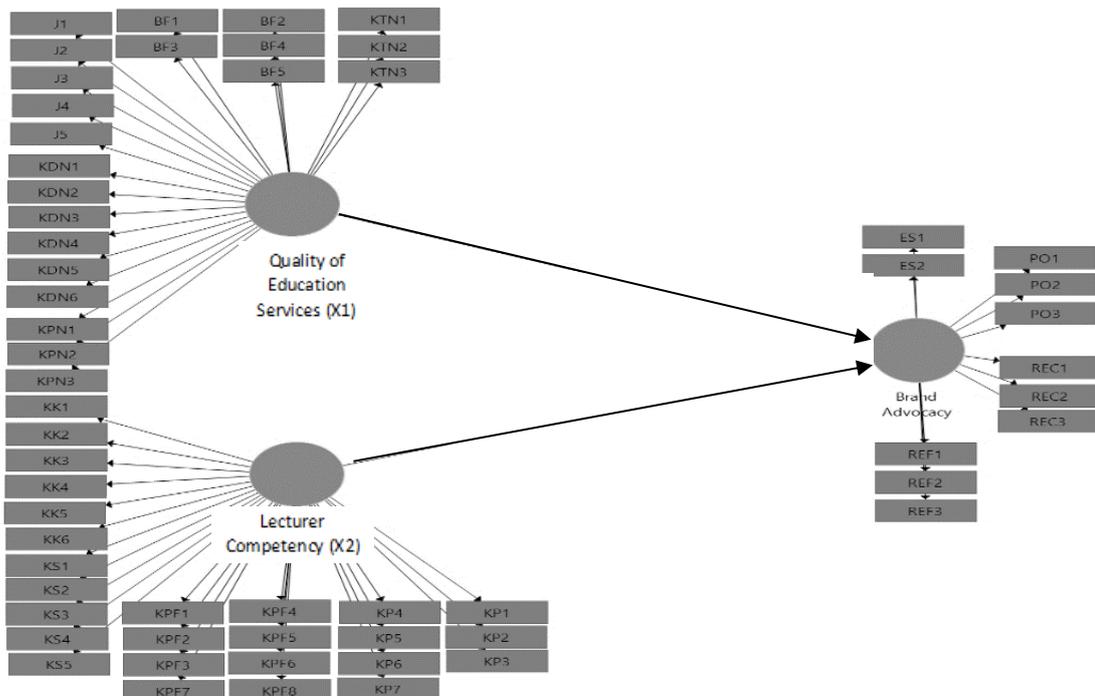


Figure 1. SEM Modeling

RESULTS AND DISCUSSIONS

Data collection

from the results of distributing questionnaires to IAI Tazkia students from several generations. There were 305 respondents to the research, and all distributed questionnaires were processed, tested, and analyzed. The return rate of the questionnaire can be seen in Table 2

Table 2. Questionnaire Return Rate

Criteria	Total	Percentage
Questionnaire distributed	303	100%
Number of questionnaires that did not return	0	0%
Number of incomplete questionnaires	0	0%
Eligible questionnaire	303	100%

Descriptive Analysis

The descriptive analysis describes the condition of the respondent as additional information to understand the research results. The following is the data obtained from each respondent in this study, figure 3 depicts the percentage of respondents in this study by gender.

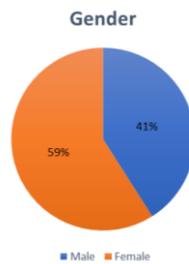


Figure 2. Gender of Respondents

Respondents in this study consisted of 123 men, or about 41%, and 180 women, or about 59% of the total sample. Next is information about the majors of each respondent from several generations who are the samples of this study. Figure 4 below shows the majors of the respondents in this study.

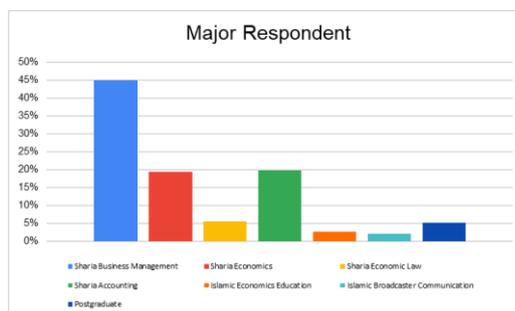


Figure 3. Major Respondents

The diagram above shows the majors of each respondent in this study. Sharia business management ranks first with 45% or around 137 people. Then the second order is sharia accounting, which is as much as 19.7%, or approximately 60

people. Then, Islamic Economics is in third place, with as much as 19.3% or around 59 people. The fourth order is Sharia economic law, namely, as many as 5.6% or 17 people. Fifth place is postgraduate, equal to 5.2% or around 16 people. The sixth place is Sharia economic education, which is 2.6% or approximately eight people. The last sequence is Islamic communication and broadcasting, which is equal to 2% or around six people.

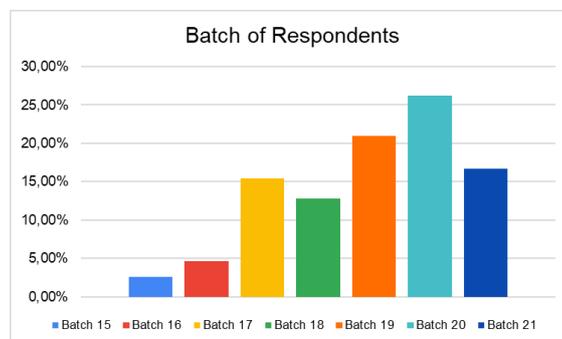


Figure 4. Batch of Respondents

Figure 5 above shows information about the sample of respondents from this study. In comparison to other classes, class 20 has the highest proportion of respondents, 26.2% or approximately 80 individuals, as depicted in the diagram. The second order is batch 19, representing 21%, or roughly 64 individuals. Then, the third order is the 21st generation, which is 16.7% or around 51 people. Fourth place is class 17, which is 15.4% or approximately 47 people. The fifth order is batch 18, which equals 12.8% or around 39 people. The sixth sequence is batch 16, which comprises 4.6%, or roughly 14 individuals. Moreover, the seventh order is class 15, equal to 2.6% or around eight people.

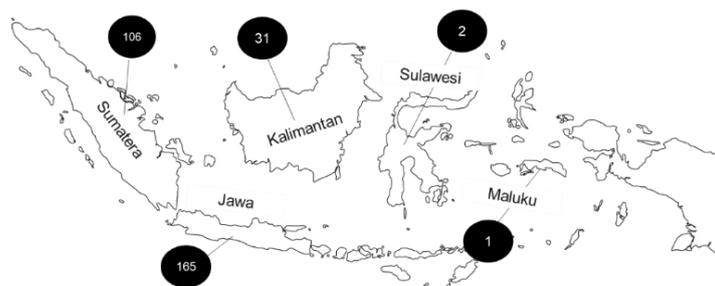


Figure 5. Respondent's Origin

In addition to providing information regarding the respondents' majors, this study also displays the respondents' regions of origin. The respondents are from five provinces: Sumatra, Kalimantan, Sulawesi, Jawa, and Maluku. Of the five provinces, it is known that Jawa Province ranks first with the highest number of respondents, namely 165 people, followed by Sumatra Province with 106 people, and Kalimantan Province with 31 people. Figure 6 provides specific information regarding the origin of the respondents.

Evaluation of the Measurement Model (Outer Model)

Method testing will be performed in this research to provide valid and reliable test results. Truthfulness tests are carried out at this stage to determine whether or not the constructed model meets the criteria for further research. Two types of evaluation will be performed to determine validity:

Convergent Validity

Composite reliability is a way to evaluate research items based on the interaction among both item scores and create virtues. The indices used to assess convergence validity are the AVE factor, composite reliability, R Square, and Cronbach Alpha. Table 3 shows the results of some of the previously mentioned measurements.

Table 3. Convergent Validity

Variable	Average	Composite Reliability	Cronbachs Alpha
Kualitas Pelayanan	0,546	0,963	0,962
Kompetensi Dosen	0,599	0,975	0,973
Kinerja Dosen	0,718	0,939	0,921
Brand Advocacy	0,659	0,955	0,947

The reliability value of a variable and the average variance extracted (AVE) value can be used to determine validity and reliability testing. A composite reliability value greater than 0.70 and an AVE value greater than 0.50 indicate high reliability. Based on the data processing results in Table 4, all variables have achieved composite reliability because their values are more significant than 0.7, which meets the reliability criteria. The results of the outer model test performed with the SmartPLS v 3.2.7 analysis tool reveal the outer loading value.

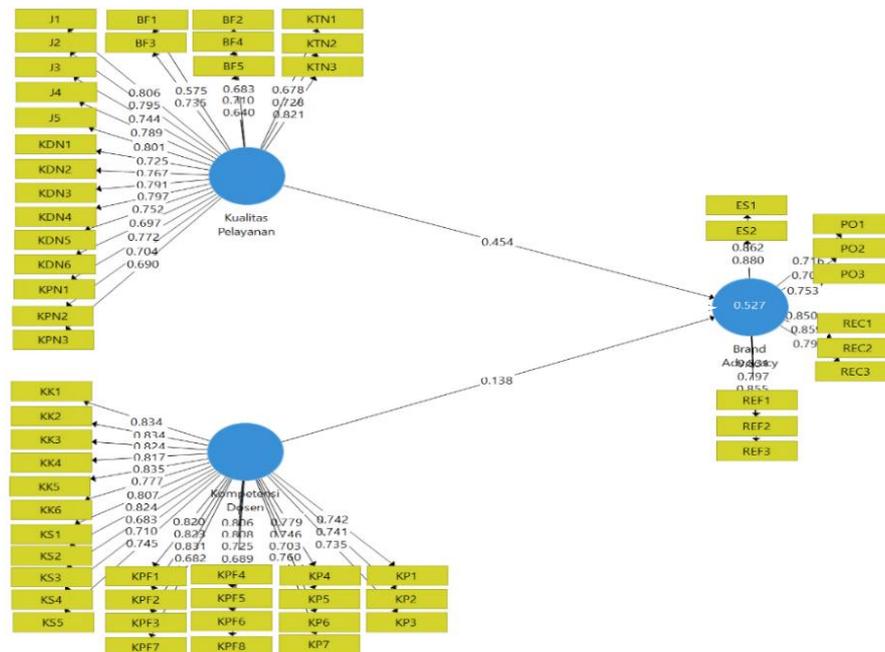


Figure 6. Outer Model Test Results

According to Figure 6, the analysis results show that all the questions reveal a loading factor value above 0.7. Furthermore, by recalculating, we can eliminate the loading factor below 0.7. The re-estimation results are shown in Figure 7 below.

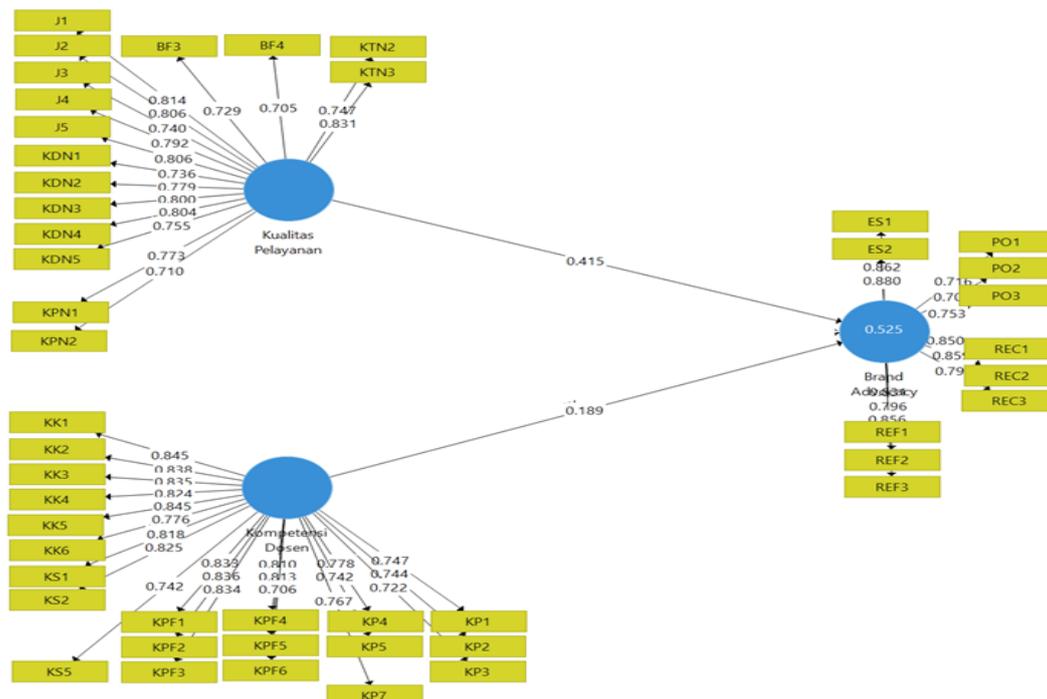


Figure 7. Outer Model 3 Test Results After Re-estimation

The item values generated by the constructs of service quality, lecturer competence, service quality, and brand advocacy have met the common convergent validity values based on the results of the re-estimation of the loading factors in Figure 7 above because all factors are worth more than 0.7. As a result, it is possible to conclude that every construct is valid.

Composite Reliability

The SmartPLS application uses Cronbach's alpha and composite reliability to evaluate the reliability of a construct in PLS-SEM. However, Cronbach's alpha generates a lower score, so composite reliability is recommended, and the amount must be greater than 0.70. Table 10 demonstrates that all variable values in the reliability test utilizing Cronbach's alpha or composite reliability have a value greater than 0.70 and that the validity test uses an AVE with a value greater than 0.50. Therefore, the evaluated variables are valid and dependable, allowing testing of the structural model to proceed.

Table 4. Constructs of Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Brand Advocacy	0,947	0,955	0,659
Kompetensi Dosen	0,971	0,973	0,633
Kualitas Pelayanan	0,954	0,959	0,595

Hypothesis testing

A hypothesis can be accepted or rejected based on the significant value between constructs, t-statistics, and p-values. As a result, measurement estimates and standard errors are derived from findings obtained rather than statistical hypotheses. This same resample resampling technique is ineffective for the null hypothesis in this study if the significance value of the t-values is more significant than 1.96 and the p-values are less than 0.05. H_a is preferred over H_o , and vice versa. The research hypotheses are sophisticated:

Table 5. Hypothesis Testing

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Lecturer Competency -> Brand Advocacy	0,189	0,196	0,128	1,472	0,142
Service quality -> Brand Advocacy	0,415	0,413	0,089	4,634	0,000

Based on Table 5 regarding hypothesis testing, determining whether the hypothesis is accepted or rejected is explained as follows:

1. The t-statistical value for lecturer performance is 4.634, more significant than 1.96, and the p-value is 0.000, less than 0.05. As a result, according to the first hypothesis, service quality significantly impacts brand advocacy.
2. The educator competency construct has a t-statistical value of 1.472s less than 1.96 and a p-value of 0.142s greater than 0.05. As a result, the second hypothesis states that lecturer competence does not affect brand advocacy.

The initial hypothesis posits that, as a consequence, brand advocacy is substantially enhanced by service quality. This research is consistent with several prior investigations, such as the one demonstrating that brand advocacy can be positively influenced by perceived service quality via trust as an intermediary. Elements about instruction and learning were deemed the most crucial, whereas those concerning the physical facilities were ranked the least significant. According to, customer service and other relevant factors substantially influence consumers' conversion into advocates. According to a study, consumer engagement positively and significantly influences brand advocacy via perceived service quality. The second hypothesis posits that the lecturer's competence does not influence brand advocacy. This study presents a contradiction to prior research. The quality of lecturer/classroom delivery and feedback provided to students during lessons and on assignments were identified as the most significant factors determining how students perceived quality education.

Distinguished brand excellence, the public's perception that an education of the utmost quality is exclusive to the most prestigious institutions has been impacted by current university rankings. Establish a correlation between the quality of the educational experience and the university's reputation. Employing reputable academicians in particular fields is, therefore, one solution. Specific academic institutions utilize and market their faculty as an element of their strategies to cultivate and attract attention. To uphold an elevated benchmark of instruction, a distinguished faculty member can captivate students' attention and

facilitate an informative and thought-provoking session. Universities must administer performance evaluations to their students to improve the overall standard of education (Camilleri, 2019). Unquestionably, pupils' achievements prove that their educational system sufficiently prepares them to confront the challenges that lie ahead. In order to enhance the caliber of instruction and expedite the learning process, it might be mandatory for colleges and universities to modify their course offerings and incorporate further modifications.

In order to sustain its reputation in the contemporary era, the university must enhance its pedagogical approaches to ensure that it furnishes students with current and relevant knowledge. Educators may also improve their methods of instruction by fostering a cordial and professional rapport with their pupils. Students frequently have the potential to enhance their academic and extracurricular performance by maintaining positive relationships with their professors. Providing contemporary amenities and integrating technological advancements on campus can potentially enhance the caliber of education delivered (Harini et al., 2023). This phenomenon can be illustrated in the deployment of digital learning. By utilizing technology, an educational experience can be made more enjoyable and fruitful.

Furthermore, by ensuring the sound condition of higher education institutions, it is possible to enhance the educational experience by attending to the concerns above. Continuous development is imperative for the university to sustain its status as a preeminent institution. Acquiring and remaining current with new knowledge and abilities is imperative; seize this opportunity by adapting and creating novel curricula and courses in order to align with the ever-evolving global landscape.

Average Answer of Respondents *Service Quality*

According to IAI Tazkia's research programs, the average service quality variable was divided into several segments. Based on the analysis results depicted in the graph above, Islamic Accounting and Islamic Business Management are positioned at the bottom of the list, with a score of 3.6%. Besides these two study programs, the Islamic Broadcasting Communication study program occupies the lowest position; however, it was given an exception because it was still in its infancy. A second finding is that, among all existing study programs, postgraduate study programs rank highest, with a score of 4.3.



**Figure 8. Average Response of Respondents per Department
Top Service Quality Variables**

Lecturer Competence

Calculate the average lecturer competency variable, which is segmented into several sections based on the IAI Tazkia study program. According to the analysis results depicted in the graph above, the Islamic broadcasting communication study program ranks last with a score of 3. In contrast, the graduate program ranks highest with a score of 4.4.

According to the obtained data regarding the competence of IAI Tazkia lecturers, there are multiple perspectives; one is that the Islamic broadcasting communication study program does not have lecturers with the required competencies as a new study program.

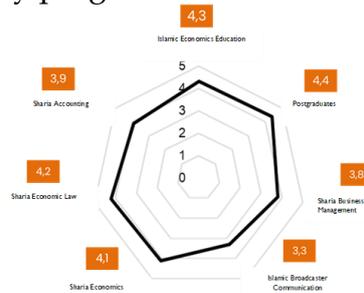


Figure 9. Average Response of Respondents per Department On Lecturer Competency Variables

The postgraduate program has the highest level of competence among all study programs. In addition, despite both programs having an A accreditation, the Islamic economics program is perceived to have more competent instructors than the Islamic accounting program.

Brand Advocacy

According to IAI Tazkia's research programs, the average brand advocacy variable was divided into several segments. Based on the analysis results depicted in the graph above, the Islamic broadcasting communication study program ranks last with a score of 3.4. In contrast, the graduate study program has the highest ranking, with a score of 4.5.



Figure 10. Average Response of Respondents per Department On Brand Advocacy Variables

From the data collected regarding IAI Tazkia's brand advocacy, several conclusions can be drawn, including the fact that despite being the study program

with the newest students, graduates of the MBS study program have the lowest brand advocacy value compared to graduates of other study programs, with the exception of the newly opened KPI study program. In addition, the postgraduate study program has the highest rate of brand advocacy participation compared to other study programs. Other study programs are capable of duplicating the critical success factors present.

This study details the findings from distributing questionnaires to 305 IAI Tazkia students from various batches. All distributed questionnaires have been processed, tested, and analyzed, resulting in a questionnaire return rate of 100% and overall eligible questionnaires. The descriptive analysis opened up a view of the respondents' condition, with 41% men and 59% women, as well as most students from the Sharia Business Management program. Class 20 showed the highest proportion at 26.2%, while respondents came from five provinces, with Java having the highest number of respondents. Evaluation of measurement models focuses on convergent validity using Composite Reliability and Mean-Variance Extraction (AVE) factors. The results showed that all variables met the high validity and reliability criteria. The hypothesis test revealed that service quality significantly impacted brand advocacy, while lecturer competence had no significant effect. The research findings confirm that quality services can enhance brand advocacy, in line with previous research findings. In addition, the average analysis of respondents' answers to service quality variables showed the highest ratings for graduate programs. At the same time, lecturer competencies tended to be more recognized in Islamic economics programs. The implications of this research support the development of strategies to improve the quality of higher education at IAI Tazkia by emphasizing quality services and improving the competence of lecturers.

This research contributes significantly to understanding the factors influencing brand advocacy in higher education environments, particularly at IAI Tazkia. Research findings show that service quality strongly impacts brand advocacy, while lecturer competence does not significantly influence brand advocacy. The main contribution of this research is to provide in-depth insight into the relationship between higher education services and students' perceptions of the institution's brand. The practical implication is that improved service quality, especially related to administrative management, can directly improve student support and advocacy of the institution's brand. A further understanding of students' preferences and expectations can help higher education institutions, such as IAI Tazkia, take strategic steps to improve education quality and create a positive brand image.

CONCLUSION

This study concludes that service quality is crucial in shaping brand advocacy in higher education, especially at IAI Tazkia. The findings show that students tend to become advocates of the institution's brand and of the institution's brand when they experience quality educational services, especially in terms of administration. Meanwhile, although important, the competence of lecturers only significantly affects students' perception of the institution's brand. Therefore,

improving service quality, mainly administrative efficiency, can effectively increase student support and strengthen the institution's brand image.

Further research recommendations include intercollegiate comparative studies, an in-depth analysis of study programs, and an exploration of the influence of technology in administrative services. Further focus on the role of faculty and longitudinal research can provide a more holistic understanding of the factors influencing brand advocacy in higher education settings. This research confirms that brand advocacy is influenced not only by the quality of learning but also by administrative aspects and student perceptions of lecturer competence. The implications of this research could assist higher education institutions in developing more targeted strategies to improve their brand advocacy.

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