

## REVIEW ARTICLE

# ***Brand love and brand loyalty among college students: a systematic review of literature using the PRISMA approach, 2013-2023***

### ABSTRACT

The purpose of this systematic literature review was to analyze the impact of brand love and brand loyalty constructs on the relationship between universities and their students during the period 2013-2023, and to identify strategies to strengthen this relationship. The PRISMA 2020 approach was used to collect 21 relevant scientific papers from various academic databases such as Web of Science, EBSCOhost, ProQuest and Redalyc. The results showed that brand love and brand loyalty strengthen the emotional bond between the institution and its students. Factors such as developing emotional connections, meeting student expectations, and providing quality education had a positive impact on this bond. Effective strategies for enhancing both constructs in areas such as student experience, university brand image, and service communication were also identified. The study concludes by recommending that high academic standards be maintained along with comprehensive student support, and that an emotional connection be fostered from the early years of education to consolidate brand love and brand loyalty. In addition, it suggests that other moderating factors should be explored in future research.

**Keywords:** brand love; brand loyalty; emotional connection; university; students.

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## INTRODUCTION

In today's competitive environment, companies strive to build strong, lasting relationships with their customers. In the field of marketing, the concept of brand love has emerged as one of the key constructs for analyzing the emotional connections between consumers and brands. This concept has been shown to influence loyalty, repeat purchases, positive word-of-mouth, and brand advocacy (Ahuvia, 2005; Batra *et al.*, 2012). However, although these studies have examined consumer behavior in sectors such as retail and entertainment, there is a lack of research examining the impact of brand love in non-commercial contexts.

The education sector, and universities in particular, represent a unique environment where the emotional bond between students and their institution's brand can significantly influence their experience and engagement. Universities, like businesses, seek to generate loyalty and retention among their students, and constructs such as brand love may provide an innovative approach to achieving this goal (Khattak *et al.*, 2015). Furthermore, Delgado-Ballester *et al.* (2017) argue that the integration between the brand and student identity is fundamental to generating brand love. Similarly, Li and Petrick (2008) suggest that brand loyalty can be understood from an investment perspective, where perceived value plays a critical role. Exploring these concepts in the university setting is relevant because by developing a strong emotional connection with their university, students not only maintain a higher level of engagement throughout their academic career, but also become ambassadors for the institution, contributing to its long-term reputation (Duque Oliva and Sánchez-Torres, 2023; Babu and Babu, 2021).

Although research on the constructs and concepts of emotional connection and its influence on the brand-consumer relationship has increased over the past decade, few studies have analyzed this relationship in the context of higher education, specifically with regard to the effect of brand love and brand loyalty on the emotional connection of college students to their *alma mater's* brand (Babu and Babu, 2021).

In this context, the main objectives of this research are to analyze existing studies on the

impact of brand love and brand loyalty on the relationship between universities and students over the last decade (2013-2023), as well as to identify the most effective strategies to strengthen this relationship through a systematic review based on the guidelines of the PRISMA statement (Page *et al.*, 2021).

This research focused on the collection of scientific papers within a specific time frame, which may limit the generalizability of its findings to earlier or later contexts, and is subject to external and internal validity limitations. These limitations must be acknowledged in order to strengthen the validity and integrity of the study.

It should be noted that this systematic review of the literature was conducted using the PRISMA approach, which involves a rigorous evaluation of all literature obtained, filtered using appropriate eligibility criteria, a rigorous evaluation of the methodology, and an exhaustive search of relevant peer-reviewed databases.

## Definition of brand love

Brand love is defined as an intense, deep, enduring, and passionate emotional bond that a consumer develops toward a particular brand (Bairrada *et al.*, 2018; Batra *et al.*, 2012; Bergkvist & Bech-Larsen, 2010; Hwang & Kandampully, 2012). This concept goes beyond mere loyalty, as it involves an emotional attachment comparable to interpersonal love, where the consumer forms an almost irrational connection with the brand (Bairrada *et al.*, 2018; Batra *et al.*, 2012; Bergkvist & Bech-Larsen, 2010). According to recent research, this emotional attachment can act as a key antecedent of brand loyalty, influencing behaviors such as positive word-of-mouth, willingness to pay higher prices, and resistance to negative information (Ghorbanzadeh & Rahehagh, 2021; Le, 2021).

## Definition of brand loyalty

On the other hand, brand loyalty encompasses affective, cognitive and behavioral aspects. This concept is fundamental in relationship marketing because it reflects the degree to which consumers are willing to make repeat purchases, promote the brand, or maintain a long-term commitment to it (Goyal & Verma, 2023; Loureiro *et al.*, 2012). In the field of

education, brand loyalty is manifested when students, after completing their studies, maintain an association with their university and show interest in returning or recommending it to others (Lacap & Cortez, 2023).

## METHOD

To address the research objectives, the CHIP (Context, Health or Population, Intervention, Problem) framework was used to provide a clear and concise structure for formulating the most appropriate research questions (Hines, 2018).

The research questions were:

PI1: What is the influence of brand love and brand loyalty on the strengthening of the bonds between universities and their students in the period 2013-2023, according to the evidence gathered? This question consists of analyzing how these variables influence the emotional connection of students to their universities.

PI2: Based on studies reviewed between 2013 and 2023, what strategies or practices foster feelings of brand love and brand loyalty among university students toward their educational institution? We will explore implementation strategies for brand love and brand loyalty that have had a positive impact on building long-term commitment between students and their alma mater.

After establishing the research questions, a systematic review of the literature from the last ten years (2013-2023) was conducted in the most relevant scientific and academic databases (Web of Science, EBSCOhost, ProQuest, and Redalyc), following the guidelines of the PRISMA statement (Page *et al.*, 2021). Key terms related to brand love and brand loyalty in English were included using Boolean connectors as shown below:

*("Brand Love" OR "Love for the brand" OR "emotional attachment to the brand" OR "affective bond with the brand" OR "passion for the brand" OR "devotion to the brand" OR "brand infatuation") OR ("Brand loyalty" OR "brand fidelity" OR "brand preference" OR "commitment to the brand" OR "adherence to the brand" OR "attachment to the brand" OR "repeat purchase") AND ("University students" OR "Higher education students" OR "College students").*

After automatic removal of duplicates and records outside the period of interest, the remaining papers were manually reviewed using previously established inclusion and exclusion criteria. From the initial 21,785 records, 21 relevant papers were selected that met the criteria for inclusion in this review. The above databases were selected based on their broad content coverage, continuous updating, specialized indexing, and peer review.

Next, Figure 1 details the paper selection process under the PRISMA model.

A report detailing the author-journal relationship of the selected papers is presented in Table 1 below:

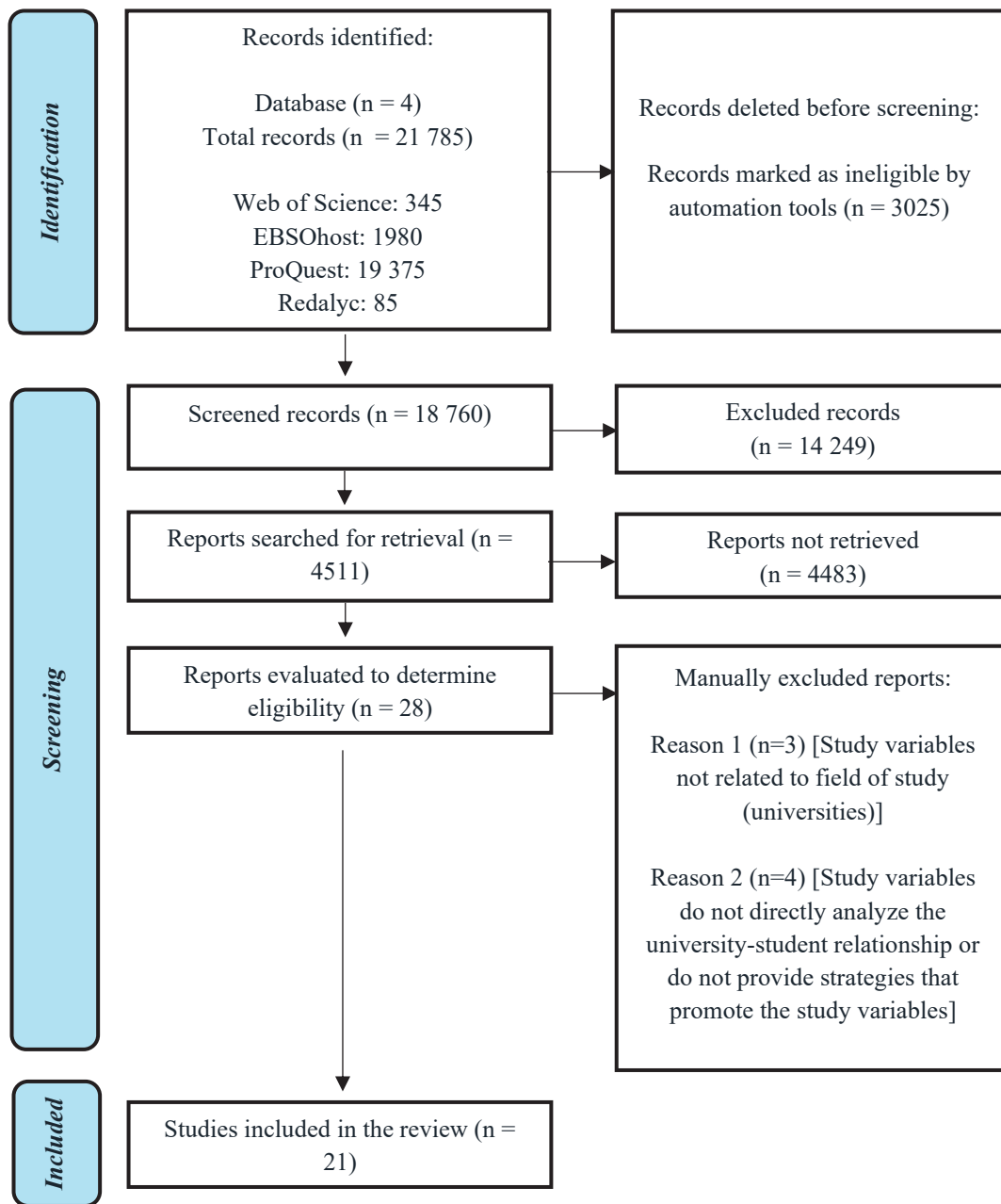
The 21 papers accepted for this systematic review were carefully screened and analyzed using a risk of bias assessment. For this purpose, two independent reviewers were assigned to identify factors that could compromise the external and internal validity of the results, with the aim of answering the research questions posed. Regarding the potential risk of bias due to unreported information or missing results, no relevant evidence of reporting bias was identified.

The results indicate that the links between students and universities are strengthened thanks to the constructs studied. However, some variation was observed in the results obtained, so a descriptive analysis was carried out in subgroups, taking into account the geographical contexts, the research methods used and the temporal distribution of the accepted papers, in order to explore the possible causes of this variation.

Regarding the descriptive information of the selected papers, as shown in Table 2, eleven papers correspond to Asian countries, six to American countries, three to Europe and one to Africa. In terms of research methodology, 18 studies are quantitative, one is qualitative, one is theoretical, and one is mixed.

Figure 2 shows the distribution of papers over the period from 2013 to 2023. As can be seen, there has been an increase in publications over time, especially since 2017, with a peak in 2020 (6 papers). Given that most of the papers were published in the last seven years (since 2017), there is evidence of a growing interest in research in the selected topic area.

**Figure 1**  
Flowchart - selection procedure in the PRISMA model



Note. Prepared by the author. Adapted from Page *et al.* (2021).

**Table 1**  
*Report on papers analyzed*

Code	Title	Authors	Journal
A1	A conceptual framework for higher education student loyalty from the green marketing perspective	Wong, L., Ling, P., Ling, T.	Higher Education, Skills and Work-Based Learning
A2	Analysis of communication factors influencing customer loyalty among university students	Duque, V., Abendaño, M., Velásquez, A.	Revista Latina de Comunicación Social
A3	Brand Fan Pages experience and strength as antecedents to engagement and intensity of use to achieve HEIS' brand loyalty	Garza, E., Royo, M.	Journal of Marketing for Higher Education
A4	Does the type of degree predict different levels of satisfaction and loyalty? A brand equity perspective	Retamosa, M., Millán, Á., Moital, Miguel.	Corporate Reputation Review
A5	Drivers of student retention: System Availability, Privacy, Value and Loyalty in Online Higher Education	Kilburn, A., Kilburn, B., Cates, T.	Academy of Educational Leadership Journal
A6	Empirically examining the psychological mechanism of a loved and trusted business school brand	Dass, S., Popli, S., Sarkar, A., Sarkar, J., Vinay, M.	Journal of Marketing for Higher Education
A7	Examining the relationship between brand equity dimensions and university brand equity	Pinar, M., Girard, T., Basfirinci, C.	International Journal of Educational Management
A8	Explaining university student loyalty: theory, method, and empirical research in Chile	Gallegos, J., Vasquez, A.	Academia Revista Latinoamericana de Administración
A9	Factors influencing undergraduate students' loyalty: A study of Thai Private Universities Offering International Programs	Ngwira, G., Intravisit, A.	ABAC ODI Journal Vision. Action. Outcome
A10	Investigating customer-based Brand equity of private sector universities of Pakistan	Khattak, M., Ahmad, W., Ahmad, A.	The Journal of Humanities and Social Sciences
A11	Lovemark effect: analysis of the differences between students and graduates in a love brand study at a public university	Montoya, I., Sánchez, J., Rojas, S., Montoya, A.	Innovar
A12	Showing Love: Predictors of student loyalty to undergraduate Institutions	Vianden, J., Barlow, P.	Journal of Student Affairs Research and Practice
A13	Social Media University Branding	Maresova, P., Hruska, J., Kuca, K.	Education Sciences
A14	Student Satisfaction and loyalty in Malaysia private higher education Institutions	Goh, J., Goh, Y., Ramayah, T.	Global Business and Management Research, suppl. Special Issue
A15	The antecedents of university loyalty: a study of postgraduate students in Malaysia	Mutum, D., Hussein, A., Ghazali, E.	International Journal of Educational Management
A16	The influence of service quality, university image on student satisfaction and student loyalty	Chandra, T., Hafni, L., Chandra, S., Purwati, A., Chandra, J.	Benchmarking: An International Journal
A17	The student psychological contract as a predictor of university brand evangelism in Tanzanian Higher Education: Insights from social exchange theory	Amani, D.	International Journal of African Higher Education
A18	Understanding university brand loyalty: The mediating role of attitudes towards the department and University	Erdoğan, İ., Ergun, S.	Procedia - Social and Behavioral Sciences
A19	Universities' enrollment challenge: The role of corporate image in Higher Education	Manov, N., Mujkić, A., Husić, M.	Ekonomski Vjesnik
A20	University reputation, brand attachment and brand personality as antecedents of student loyalty: A study in higher education context	Kaushal, V., Ali, N.	Corporate Reputation Review
A21	What's in a relationship? Affective commitment, bonding and the tertiary first year experience - a student and faculty perspective	Lay, B.	Asia Pacific Journal of Marketing and Logistics

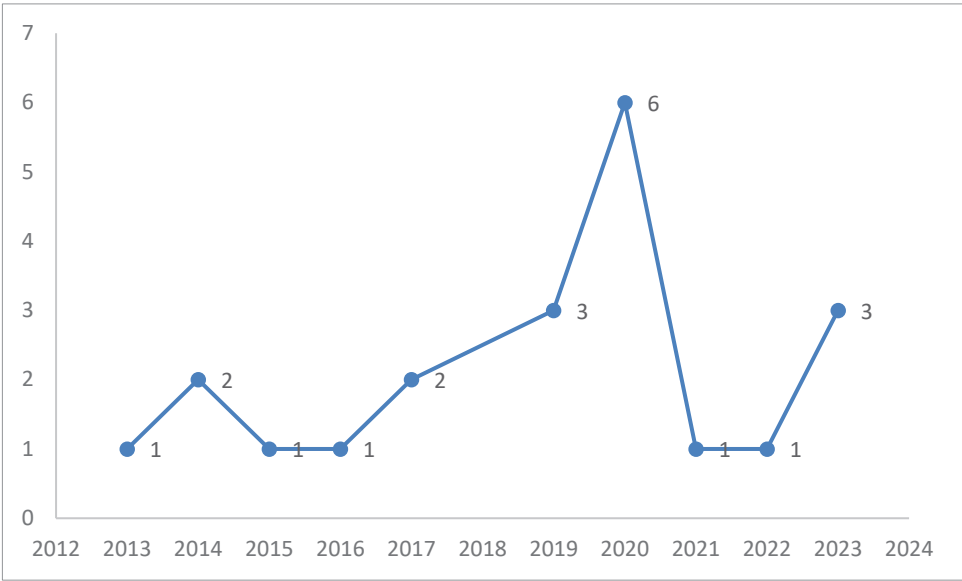
*Note.* Prepared by the author.

**Table 2**  
*Descriptive information on the papers analyzed*

Code	Year	Country	Method
A1	2023	Malaysia	Theoretical
A2	2017	Ecuador	Mixed
A3	2019	Mexico	Quantitative
A4	2020	Spain	Quantitative
A5	2014	United States	Quantitative
A6	2021	India	Quantitative
A7	2020	Turkey	Quantitative
A8	2019	Chile	Quantitative
A9	2023	Thailand	Quantitative
A10	2015	India	Quantitative
A11	2020	Colombia	Quantitative
A12	2014	United States	Quantitative
A13	2020	Czech Republic	Quantitative
A14	2017	Malaysia	Quantitative
A15	2023	Malaysia	Quantitative
A16	2019	Indonesia	Quantitative
A17	2022	Tanzania	Quantitative
A18	2016	Turkey	Quantitative
A19	2020	Bosnia and Herzegovina	Quantitative
A20	2020	India	Quantitative
A21	2013	Australia	Qualitative

*Note.* Prepared by the author.

**Figure 2**  
*Time distribution of selected papers*



*Note.* Prepared by the author.



Table 3 presents the results of the bibliographic analysis of the sample of 21 accepted papers. This table details aspects related to the emotional connection between students and their university brand, as well as the main findings of these papers on brand love and brand loyalty.

No protocol was prepared for this systematic review. The review was conducted in accordance with the PRISMA 2020 guidelines to ensure integrity and transparency of the review process.

**Table 3**

*Review of the literature on brand love and brand loyalty in the university-student relationship 2013-2023*

Cod.	Concepts	Findings
A1	Green student satisfaction, green image, institutional reputation, and student loyalty in higher education from a green marketing perspective.	The importance of a green image as a predictor of student loyalty and satisfaction, as well as the reputation of the institution, was highlighted.
A2	University audience loyalty, communication factors, distance learning methods, student perceptions, customer service, communication channels, university image and attributes.	The effectiveness of communication channels, student satisfaction, and the identification of image attributes influenced the loyalty of distance education students. Strategies to strengthen emotional ties with the university were recommended.
A3	Brand loyalty toward higher education institutions, student experience, student engagement, brand fan pages (BFPs), strength of BFPs, intensity of BFP use.	Positive experiences, strength, commitment, and heavy use of BFPs were shown to influence brand loyalty to universities. Strategies that strengthened brand loyalty in the university environment included promotion and student engagement with BFPs.
A4	Loyalty, community, shared values, brand personality, brand trust in the university context, and university brand management.	University brand loyalty is influenced by the university community, the brand personality, and the quality of the faculty. Higher levels of loyalty were found among engineering and nursing students compared to business students.
A5	Student retention, online higher education, perceived value, privacy, system availability.	The perceived quality of an online program, as well as its convenience, had a positive impact on student retention. Perceived value is another important factor in student retention.
A6	Brand Loyalty, Brand Love, Brand Trust, Brand Experience, Brand Advocacy	The findings suggest that fostering brand love through positive experiences builds trust and loyalty to the university, leading to greater student support and advocacy.
A7	Brand loyalty, brand trust, university reputation, brand awareness, perceived quality, learning environment, brand association.	Brand awareness, university reputation and brand trust were shown to influence brand loyalty. The importance of increasing these factors as a strategy to increase brand loyalty and brand love among university students is highlighted.
A8	Trust, communication, opportunism, familiarity with the service, satisfaction,	It was suggested that strategies to increase university loyalty should include recognizing student commitment, improving communication, teaching about opportunism, and promoting familiarity with university services.
A9	Student loyalty, student satisfaction, student perceived value, functional service quality, reputation, university image.	The study concluded that a university's image and reputation have a significant impact on brand loyalty. It was found that students may have different levels of loyalty depending on their years of study.
A10	Brand loyalty, brand equity, brand awareness, brand association.	It was found that in the specific context of this research, despite the importance of loyalty in building brand equity, student loyalty did not directly correlate with greater brand equity.
A11	The impact of brand love, brand engagement, and brand experience on university brand loyalty.	The study validated the positive impact of brand experience, brand engagement and brand love on university brand loyalty.
A12	Student loyalty, predictors of loyalty, student-university relationship, institutional conditions, behavioral and attitudinal variables, gender and student loyalty.	Behavioral and attitudinal variables (satisfaction, sense of belonging to the institution, and a student's willingness or plans to leave their current institution and seek other options) were identified as relevant predictors of student loyalty, as were teaching quality. Gender was found to be a significant demographic predictor, with women showing greater loyalty than men.

Cod.	Concepts	Findings
A13	Analysis of the contents and activities of the ten best universities in the world.	It was concluded that brand love and brand loyalty are important factors in strengthening the emotional bond between students and universities. In terms of strategies to promote brand love and brand loyalty, the universities surveyed suggest using strategies such as publishing emotional content, institutional achievements, and encouraging active community participation to foster these feelings.
A14	Relationship between perceived value, image, fair pricing, quality of service, trust, loyalty and student satisfaction.	It was confirmed that perceived value, service quality and price fairness have a significant and positive effect on student loyalty at the universities in the study. However, trust and image did not show a significant relationship with student loyalty.
A15	Quality of service, learning environment, perceived value, student satisfaction.	The study found that price, learning environment, and service quality influence student satisfaction, which in turn influences loyalty to the university brand. It suggests that aspects such as learning environment and perceived price are key determinants of student loyalty in the university context studied.
A16	Student loyalty, quality of service, university image, student satisfaction.	Service quality has been shown to have a significant and positive impact on student satisfaction, which in turn influences brand loyalty. However, service quality alone does not have a direct impact on brand loyalty. In addition, the role of university image is highlighted as a key factor in building loyalty and satisfaction, even more so than service quality.
A17	University brand love, brand evangelism, higher education, student psychological contract.	It has been shown that meeting students' expectations creates love for the university brand, which leads students to want to become ambassadors for the university brand.
A18	University brand loyalty, attitudes toward the university, and university performance.	It is shown that the overall atmosphere of the university and the performance of the teaching staff have a positive effect on students' attitudes towards the university, and that brand loyalty is influenced by these attitudes. A strategy to promote brand loyalty is proposed, which includes improving the quality of teaching, the overall atmosphere, and career opportunities.
A19	Loyalty, satisfaction, enrollment intentions, corporate image.	It was found that corporate image significantly influences students' enrollment intentions, satisfaction, and loyalty. The research suggests the development of a positive corporate image to strengthen the university-student relationship.
A20	Brand Loyalty, Student Satisfaction, University Reputation.	Brand attachment, brand personality and brand reputation (through satisfaction) influence brand loyalty. Student age and seniority, as well as financial aid, influence the relationship between loyalty and satisfaction.
A21	First-year experience in higher education, student-university relationship, emotional attachment, affective commitment, student retention.	The study concluded that brand love and loyalty increase through personalized and meaningful relationships between students and the university, fostering emotional connections with professors and a sense of belonging.

Note. Prepared by the author.

## RESULTS

The findings that answer the research questions are presented below, focusing on three key areas of the university-student relationship: student relations, university brand image, and university communication services.

With regard to research question PI1, the studies reviewed highlight the relevance of the constructs analyzed for the consolidation of lasting relationships. These results are detailed below according to the three key areas mentioned:

### Student relations

Research shows that personalized and rewarding relationships between students and universities are essential to developing brand love. Delivering on expectations and creating positive experiences strengthens these emotional bonds, which increases brand loyalty (Amani, 2022; Dass *et al.*, 2021). These experiences translate into greater identification with the university, leading students not only to engage during their academic education, but also to remain connected to their alma mater as brand ambassadors (Montoya-Restrepo *et al.*, 2020).



## University brand image

The image of the university and the quality of the faculty are also critical factors in strengthening brand love and loyalty. Retamosa *et al.* (2020) emphasized that a university's reputation and a strong brand personality positively influence students' perceptions of their institution. An environmental or social commitment, as pointed out by Wong *et al.* (2023), can further enhance the brand image and thereby promote greater student loyalty. Other studies highlight that students' positive perceptions of their university improve retention and their desire to participate in future institutional activities (Kaushal and Ali, 2020). Finally, Huang (2017) shows that positive brand experiences can mediate the development of trust and love for the university brand.

## University communication services

The role of communication between universities and students is fundamental to building emotional bonds. Kilburn *et al.* (2014) highlight that the perceived quality of online programs has a positive impact on student loyalty. On the other hand, Alqirem *et al.* (2018) emphasize that effective communication strategies between the university and students play a crucial role in building strong emotional bonds. According to Goh *et al.* (2017), satisfaction with communication services has a direct impact on loyalty to the educational institution. Studies such as Garza Salgado and Royo Vela (2019) have shown that students' participation in university brand platforms, such as fan pages or social networks, strengthens their loyalty. This conclusion complements the findings of Maresova *et al.* (2020), who emphasized that social media is an important tool for strengthening university branding, contributing to greater emotional connection and loyalty among students. In addition, Erdoğan and Ergun (2016) emphasize the importance of positive attitudes in communication and the performance of faculty and students as important mediators of loyalty. Similarly, according to Gallegos and Vasquez (2019), improving the quality of services and institutional communication promotes students' familiarity with the university, which increases their satisfaction and willingness to recommend the institution. Finally, Ngwira

and Intravisit (2023) found that several factors in international programs influence student loyalty, highlighting the perceived quality of education and institutional support, which is why the benefits of these services should be disseminated.

With regard to research question PI2, the studies reviewed suggest effective strategies for fostering these relationships in the three areas mentioned above:

## Student relations

Meeting student expectations and promoting enriching experiences in the academic environment are two of the most important strategies for cultivating brand love (Dass *et al.*, 2021). In addition, personalizing interactions with students and creating rewarding long-term relationships help to build a strong emotional connection (Lay-Hwa Bowden, 2013).

## University brand image

Strengthening brand image requires a coherent strategy that includes the promotion of institutional values and achievements. Manov *et al.* (2020) highlight the importance of building a corporate image that resonates with students, thereby generating greater loyalty. They also recommend that universities strengthen the reputation and trustworthiness of their brand, which directly influences students' positive perceptions of the institution (Pinar *et al.*, 2020).

## Communication services

Improving the quality of services and effective communication with students is essential to increasing student satisfaction and loyalty. Universities should promote the use of efficient and accessible communication channels that allow students to stay informed about available activities and resources (Chandra *et al.*, 2019; Mutum *et al.*, 2023). Similarly, communication factors such as channel effectiveness and perceptions of university attributes play a fundamental role in student loyalty (Duque Rengel *et al.*, 2017). Active student participation in institutional digital platforms has also been identified as a key strategy for fostering long-term engagement (Garza Salgado & Royo Vela, 2019).

## DISCUSSION

The results of this systematic review confirm that the concepts of brand love and brand loyalty are fundamental to strengthening the bonds between students and their universities. However, beyond reiterating these findings, it is crucial to explore how universities can translate this knowledge into practical and effective strategies.

One of the most important practical implications of this study is that universities should focus on creating meaningful experiences that meet and exceed students' expectations from the first point of contact. For example, implementing personalized orientation programs that engage new students in group activities can cultivate a sense of belonging from their first days at the institution (Amani, 2022; Dass *et al.*, 2021). In addition, creating mentoring or ongoing academic advising programs can strengthen students' emotional connection to the university, which is essential for generating brand love.

In terms of brand image, universities must work to create a strong and consistent identity that resonates with students' values and aspirations. This can be achieved through communication campaigns that not only highlight the institution's academic achievements, but also promote its commitment to social or environmental issues. A concrete example would be a university with environmental sustainability initiatives that reinforces its green image through volunteer programs in which students actively participate, thereby strengthening their sense of identification with the university (Wong *et al.*, 2023). In addition, it is recommended to promote social responsibility campaigns among students to significantly improve their loyalty (Latif *et al.*, 2021).

In terms of communication services, universities can strengthen brand loyalty by using digital platforms to promote constant interaction with students. Investing in improving institutional websites and mobile applications that allow students to easily manage their schedules, grades, and activities can increase satisfaction and positive perceptions of university services (Gallegos & Vasquez, 2019; Garza Salgado & Royo Vela, 2019). Similarly, encouraging student participation in university social

media through contests and campaigns that promote a sense of pride in belonging can be a powerful tool for creating lasting emotional bonds.

Finally, it is important for universities to consider the impact of the postgraduate experience on brand loyalty. Creating active alumni networks and opportunities for graduates to stay connected to the institution, whether through continuing education or institutional events, will ensure that brand love is maintained not only during the student years, but also throughout students' professional lives (Montoya-Restrepo *et al.*, 2020).

## CONCLUSIONS

This study has shown that the constructs of brand love and brand loyalty are fundamental to strengthening the relationship between universities and their students. The findings suggest that to foster these emotional bonds, institutions must focus on providing rewarding experiences, strengthening their brand image, and improving communication with students.

However, for these concepts to be translated into tangible benefits, practical guidelines for implementation are needed. One clear recommendation for universities is to strategically use social media and digital platforms as a means of fostering engagement and loyalty. Encouraging student participation in digital campaigns that highlight the university's achievements, or creating spaces where students can express their pride of belonging, can be an effective way to generate lasting brand love. In addition, integrating mobile applications that allow students to manage academic and administrative aspects quickly and easily improves their perception of the services offered by the university, thereby increasing their loyalty.

Another key strategy is to strengthen the student community through events that promote interaction and a sense of belonging. Universities should develop programs that include extracurricular activities and support networks that strengthen the bond between students and the institution. Ongoing contact and the creation of a strong community foster brand loyalty not only during the academic period, but also after graduation.

In terms of future research, we suggest exploring the impact of brand love on aspects of academic performance. Although it has already been shown that a strong emotional connection to the university improves student satisfaction and loyalty, it has not been thoroughly investigated whether this influences their academic performance. It would also be important to examine how these constructs might affect student retention, especially in the early years of a degree program when dropout rates tend to be higher. A better understanding of how brand love might influence retention would help universities develop more effective strategies.

Finally, it is also advisable to investigate how brand love can be cultivated differently depending on student profiles. Factors such as gender, college degree, or socioeconomic status may moderate the impact of these strategies, opening up a line of research that could yield useful results for personalizing brand love strategies in the future (Vianden and Barlow, 2014).

In conclusion, universities that implement these practical strategies will not only improve student satisfaction and loyalty during their academic life, but also ensure that the emotional bond continues after graduation. Fostering lasting brand love and strong brand loyalty among students can become a significant competitive advantage in the education sector.

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#### Conflict of Interest

The author has no conflicts of interest to declare.

#### Author Contributions

Augusto Antonio Cieza Esteban (lead author): conceptualization, research, writing (original draft, review, and editing).