# Artificial Intelligence (AI) Branding in Educational Services Sector – Examining the Determinants of Brand Equity amongst Gen Z

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## Abstract

The VUCA (volatility, uncertainty, complexity, and ambiguity) of the present world we live-in has brought in developmental transformations at the wake of the fourth industrial revolution. Disruption is the new form of transformation, especially with the advent of Artificial Intelligence (AI). The simulation of the complex human intelligence activities by man-made and controlled machines to bring in disruption is commonly referred to as AI. With a leap forward, in this era of digitalization, it has its clutch at every major industry around the world. The Educational Services sector is where AI has assured to make big innovative disruptions.

The purpose of the paper is to examine the determinants of Brand Equity amongst Gen Z while using AI Branding techniques in the Educational Services sector. Primary data was collected from 102 respondents using convenience sampling. A 5 point Likert scale survey was administered with 24 statements to capture the Generation Z's opinions on AI branding in the Educational Services sector based on various brand equity parameters: brand image, brand loyalty, brand equity, and brand awareness.

Principal Component Analysis (PCA) was performed to identify the underlying determinants associated with the 24 items in the survey. Cronbach's alpha was used to evaluate the data's reliability. The Kaiser–Meyer–Olkin measures of sampling adequacy and Bartlett's tests of sphericity were used to see whether the data was suitable for structure detection. The paper identifies five potential factors: distinction amongst competitors, increased brand equity, knowledge of AI branding causing a change in the advertising industry, brand features, and increased credibility, are deemed the most important underlying dimensions in assessing the benefits of brand recognition having a significant influence on brand equity amongst Gen Z.

**Keywords:** Artificial Intelligence, Branding, Educational Services sector, Brand equity, Gen Z, Principal Component Analysis

# 1. INTRODUCTION

*"If you want to teach people a new way of thinking, don't bother trying to teach them. Instead, give them a tool, the use of which lead to new ways of thinking"*

**-R. Buckminster Fuller.**

"Reformation is another name for transformation. It is a sign of development." In the last decade, India's educational system has undergone major changes. Blended learning, online courses, and experiential learning have all changed the way students engage with educational content. The education environment on the whole has changed dramatically, and online education and blended classes are now the standard at all levels of education. These reforms have had such an effect on India's educational institutions that the NEW Education Policy 2020 has made clear policy interventions to ensure that online education is a part of the country's overall educational initiative.

Artificial Intelligence (AI) is a branch of examining the machines focused on the incitement of human reasoning processes. The primary target of AI is to optimize the standard processes, improving their speed and proficiency (if it has been carried out and upheld appropriately). Therefore, the number of organizations adopting AI continues to grow around the world. Similar to medical care, education is a vital area of the economy. While its general size is more modest, its effect on the eventual future of humankind is similarly significant. There are a few perceptible variables which are expecting education to be changed all the more smartly. AI will massively impact and change the whole education industry. The regions that will be affected more by AI are personalized learning, experiential learning, performance-linked learning, lifelong learning, and virtual assistance. With AI-fueled chat-bots or AI-powered personal collaborators, students can abstain from being humiliated by requesting additional assistance in front of their companions. The selection of inventive AI automation opens up new approaches of interacting for students with learning disabilities.AI awards access to training for students with unique requirements. AI appliances can be effectively prepared to assist any group of students with uncommon necessities.

## 1.1. AI in Transforming Education Sector

AI technology is revolutionizing from task automation to personalized learning.

- *Task automation*: AI is being used in automating administrative work and making the tasks of administrative staff easier. AI not only evaluates the homework, grading tests, or reading essays but it also manages teaching materials, organizes resources for lectures, makes periodic progress reports, and more.
- *Smart content material*: Clever content material is any other manner wherein AI is making mastering simpler for college students. Smart content material refers to one of a kind form of digital content material such as digitized publications of textbooks, video conferencing, and video lectures.
- *Personalized mastering*: Teachers can't offer one-on-one periods for each scholar in class, AI is useful here. Smart tutorials can offer college students with custom designed and precise comments to permit them to examine successfully and enhance performance.

- *Virtual studying environment*: With the assistance of AI, textbooks are digitized, which is useful for college students to get entries on unique gadgets from anywhere, at any time.

- *24/7 assistance*: AI-powered chatbots function spherically with the clock assistance, college students can seek advice from everywhere at any time.

## 1.2. AI branding

Apart from the above mentioned, AI is being seen as a disruptor of the traditional branding activities of the institutions in the education sector. Educational branding is about finding the institution's unique competitive advantage. Brand increases the pride of students, staff, and even school. With regards to educational institutions, individuals need more clear information on what the school/foundation offers. When choosing an institution, word of mouth, and other specialized advertising media like social media or mass advertising plays a more decisive role. The focal point of promoting in this sector should be on facilities provided by schools. Making a brand solid isn't simple. It typically requires time and effort. There are essential rules that should be guaranteed – lucidity on the motivation behind the brand, understanding parents, communicating in their language, and remaining reliable in the message you continue to convey. Over the long haul the progressive clusters drop and their folks will likewise become envoys for the brand.

Branding of educational institutes should reflect their ability to change people's lives and the world. The main objective of branding an education sector is to retain staff, to have higher engagement levels, increased audience perception ratings etc.

## 2. REVIEW OF LITERATURE

**Shariq (2018)** opined that most of the research that was carried out on brand equity was quantitative in nature post 2000 due to the rise in digital technologies. In his paper, he does a literature review on the various constructs of brand and brand equity. The article conceptualizes brand equity and other brand dimensions. Based on the literature reviewed by the author, he identified 11 key brand equity dimensions – Quality, Associations, Loyalty, Awareness, Image, Personality, Attitude, Trust, Satisfaction, Esteem, and Attachment.

**Hagan, Jahankhani, Broc, and Jamal (2021)** explored the role of digitization and computing (AI) on social media and in aiding complete awareness marketing— an approach to make, communicate, and deliver worthy offerings to customers. It proposes that customers' square measure is prepared for a replacement journey within which AI could be a tool for endless choices and knowledge that square measure narrowed and curated during an individualized manner. It conjointly provides insight for managers concerning the AI-driven surroundings on stigmatization and client management practices in today's globalized world.

**Yuan, Liu, Luo, and Yen (2016)** aimed to study the perspective of brand extension in higher education. The study talks about how consumers identify and transfer the parent university's brand identity into the extended brand image of an international satellite branch. The researchers inspect the causes of the backward reciprocal transfer from the extension to parent brand. The study reveals that the linkage between identity and image is influenced by consumers'

compatibility and legality of brand extension. The main factors of extension legitimacy are: regulative legitimacy, brand extension authenticity, desirable values to audiences, and cultural adaptation.

**Zain (2021)** opined that because of technology advancements, new applications are introduced within the education sector and these applications are creating lecture rooms a lot more interactive. This research primarily talks concerning the fact that the technology has helped students by creating things accessible easier and might study at their own pace and might manage their time. The trends within the 21st century are gamification, increased reality, new instructional applications, and therefore the web of things.

**Mustak et al. (2021)** examined the literature in terms of its dominant topics, diversity, evolution over time, and dynamics to map the existing knowledge base. Few emerging research themes are understanding consumer sentiments, industrial opportunities of AI, electronic word of mouth based insights, using AI for brand management, AI and novel services etc.

**Gorgon, Kozel, and Grzesiak (2019)** identified different systems for making brands. One of the branding techniques, for example, the system of designing a brand in the personalities of customers, is the brand union, or co-branding. Co-branding is a sort of promoting agreement set up to consolidate a few brands. The point of the article is to introduce the issue of co-branding and to determine the connection between loyalty of the brand and the technique of co-branding on the example of universities. The article depends on the investigation of the subject literature and presents the results of the writers' unique examination.

**Sadiq (2020)** highlighted in his study on creating brand quality and analysis of brand

associations are well defined with the mind of consumers and how it helps to build a strong brand in order to get financial benefit by using brand equity.

**Pappu, Quester, and Cooksey (2005)** propounded to improve the assessment of consumer-based brand equity. Also he has opined that current measurement of consumer-based brand equity endures from certain constraints such as: lack of variance between the dimensions of brand awareness and brand associations, the application of neutral indicators in the measurement scales and of student samples. The author has focused on brand awareness, brand association, and brand quality.

**Mourad, Ennew, and Kortam (2011)** explained the perception of importance of brands in relation to consumer choice which impacts the purchasing ability. Brand equity plays a significant role in this process – the value that a consumer accredits to the brand. The main purpose of this research is to enhance academic understanding of brand equity in the higher education sector. Intent is on the consumer attributes, provider attributes, marketing activities, product attributes, and symbolic attributes. Brand awareness is mainly driven by advertising, publicity, etc.

**Perera and Nayak (2020)** opined that the developing competitive environment in which advanced education establishments are drenched has caused them to reinforce their competitive situation of a brand and its value in rising countries. However, there are a few logical inconsistencies between the exactly approved determinants and the components of brand value in advanced education. The motivation behind this paper is to examine the underlying connection between subjective standards, electronic verbal (eWOM), perceived brand credibility, and brand value.

**Abbas (2019)** described the impact of brand awareness and service quality of higher education institutions on their validity, trust, and loyalty. Also, the collasion of the consequences of both brand awareness and service quality on Higher Education Institutes Loyalty. The author has found that service quality accords more towards brand loyalty in the long-term. Empirical analysis renders that brand awareness and service quality has a substantial impact on brand loyalty of education institutions.

**Menon and Barani (2016)** described the dimensions of brand equity on higher education institutions and accords to contribute literature testing the dimensions of brand equity in the higher education sector. The author has explained the four dimensions of brand equity – Brand Association, Brand Awareness, Perceived Quality, and Brand Loyalty. Consolidation of all the dimensions of brand equity and considering the significant dimensions for the productive brand building process has an effect on the success of higher education institutions.

**Pinar, Trapp, Girard, and Boyt (2014)** identified that understanding the need to create manageable procedures has gone to branding as a solution. Using the idea of brand value as an establishment of comprehension, presents a framework and scale estimations of Universities brand value and its measurements. Students are the fundamental focal point of the promoting and marketing techniques of universities. Relative significance of different brands equity measurements in creating a robust university brand. Of the fundamental measurements, perceived nature of the personnel is the significant brand value measurements followed by college reputation and enthusiastic climate, brand dedication, and brand awareness dimensions for making a robust university brand.

**Soni and Govender (2018)** explained that the advanced education environment has become exceptionally serious, the use of marketing standards to the educational environment turns out to be progressively obvious. To draw attention among new students and proceed with business, the institutional brand also gains significance.

**Web-based marketing communication to develop brand image and brand equity of higher educational institutions: A structural equation modeling approach (2019)** emphasized on organizations to create brand awareness and brand value, internet-based marketing communication has become a critical component. There is no exception when it comes to higher education. Configuring the right balance in the era of social networking sites and numerous online displays, as well as rapidly evolving search engine optimization algorithms, has become a major challenge today.

# 3. RESEARCH STATEMENT

This particular paper deals with the versatility of artificial intelligence in branding and the education sector within the Gen z category. This helps us in knowing the usage of artificial intelligence in education and understanding the prime concern in the Gen Z era.

# 4. RESEARCH OBJECTIVES

1. To understand the needs of AI branding and the essentials that can make Gen Z utilize the true purpose of AI.

2. To identify the determinants of brand equity among the Gen Z with AI branding in the Education Sector.

# 5. RESEARCH METHODOLOGY

In this research primary data has also been collected to get the fresh-hand information from the respondents (n = 102) using a convenient sampling method. The data collection period was for a month spanning from 1 March 2020 to 3 April 2020 and, as this is a very short duration, exclusive data could not be collected.

The data was collected using a questionnaire, which has 24 statements capturing the perception of Generation Z based on the parameters of brand image, brand loyalty, brand equity, and brand awareness of AI branding in the Education Sector. Each statement was framed after the critical analysis of the literature reviews to seek authenticity and transparency in the data collection process. The data was collected using an online survey. Since not every respondent will have a similar perception towards the AI branding in the Education Sector, hence a Likert's five-point scale was used with the scaling options as (1) strongly disagree; (2) disagree; (3) neither agree nor disagree; (4) agree; (5) strongly agree.

The collected data using a survey was exposed to a principal component (factor) analysis using jamovi version 1.2.27.0, an open source statistical software used by the social science researchers. Before proceeding with the factor analysis the reliability of the collected data was checked using Cronbach's alpha.

# 6. DATA ANALYSIS AND DISCUSSION

All the responses received for 24 statements were exposed to reliability tests, which are presented in Table 1. The outcome of the Cronbach's alpha reliability test yielded a result of 0.937, which is considered highly reliable.

The data were tested to prove suitability for structure detection for which the KMO and Bartlett's test results are important. From Tables 2 and 3 showing the test results of Bartlett's and KMO.

**TABLE 1.** Reliability test using Cronbach's alpha.

| Scale Reliability Statistics | |
|---|---|
| | Cronbach's α |
| scale | 0.937 |

Table 2. Barlett's test.

The significance value for Barlett's test of sphericity is less than 0.05 at 5% level of significance, while the overall measure of sampling adequacy of the variables is at 0.881 which is above the threshold limit of 0.5.

From this it is understood that the proportion of variance is high and the data is suitable for principal component analysis since some of the variables are intercorrelated component analysis since some of the variables are intercorrelated.

Tables 4 and 5 show the principal components extracted based on the eigenvalue criterion. From these tables, five (5) principal components were extracted, thus in extracting the principal component based on the eigenvalue, principal components having eigenvalue greater than one (1) are retained. The factor loadings with values above 0.5 are retained.

The first component has the highest eigenvalue (10.127) and hence accounted for most of the variation in the data sets (variation in the perception of branch image and branch reach in the AI branding in Education Sector among Gen Z) and the second component also explains the maximum of variance which was not accounted by the first component.

The five principal components (factors) extracted account for 61.7% in the brand equity created based on the perception of Gen Z using AI branding in the Education Sector. This suggests that the five components extracted in this study are good enough to support the claim of creating increased brand equity based on brand reach, brand image and brand awareness, and brand loyalty based on the

**TABLE 3.** KMO measure of sampling adequacy.

| KMO Measure of Sampling Adequacy | |
| --- | --- |
| | MSA |
| Overall | 0.881 |
| Awareness of branding facilities | 0.834 |
| Awareness of AI branding potential | 0.842 |
| Awareness of AI branding changing the advertisement industry | 0.844 |
| Increased Ad quality using AI branding | 0.907 |
| More personalisation | 0.866 |
| Increased awareness of the brand | 0.875 |
| Increased recollection of brands among the prospects | 0.852 |
| Increased recognition of brands | 0.898 |
| Creating brand loyalty among students | 0.774 |
| Increased brand loyalty among students | 0.785 |
| Communication of brand values to students | 0.943 |
| Keeping up current requirements to keep up brand loyalty | 0.899 |
| Featuring of the brands | 0.895 |
| Creating sense of togetherness and bridging gap | 0.924 |
| Increased propagations | 0.905 |
| Existing students bringing in new students have increased | 0.877 |
| AI branding commercials are more impactful than regular ads | 0.899 |
| Influence on choice of institution | 0.935 |
| AI based websites increased number of potential students | 0.925 |
| Website design by AI increased web traffic | 0.887 |
| Increased brand equity | 0.848 |
| Increased reputation | 0.910 |
| Differentiation from competitors | 0.846 |
| More relevant to students | 0.887 |
| Expectations of taking over the current branding practices | 0.932 |

perception of Gen Z using AI branding in the Education Sector.

From Table 5, it can be observed that the 8 factors – influence on choice of institution, increased propagations, impact of AI branding based commercials compared to regular advertisements, increase in new students brought in by existing students, AI based websites increasing the number of potential students, AI branding based website design increasing the website traffic, and expectation of taking over the existing branding practices, were loaded on the first component.

This suggests that these 8 variables are presumed to be the key underlying dimensions determining the brand image and brand reach caused by AI branding in the Education Section based on the perception of Gen Z. Further, it can be noted that these 8 variables account for a 40.51% total variance which is the highest among the 5

**TABLE 4.** Initial eigenvalues and the variance explained by the components.

| Initial Eigenvalues | | | |
|---|---|---|---|
| Component | Eigenvalue | % of Variance | Cumulative % |
| 1 | 10.127 | 40.509 | 40.5 |
| 2 | 1.646 | 6.586 | 47.1 |
| 3 | 1.371 | 5.482 | 52.6 |
| 4 | 1.215 | 4.861 | 57.4 |
| 5 | 1.065 | 4.262 | 61.7 |
| 6 | 0.994 | 3.974 | 65.7 |
| 7 | 0.864 | 3.457 | 69.1 |
| 8 | 0.782 | 3.129 | 72.3 |
| 9 | 0.748 | 2.991 | 75.3 |
| 10 | 0.713 | 2.852 | 78.1 |
| 11 | 0.620 | 2.480 | 80.6 |
| 12 | 0.599 | 2.398 | 83.0 |
| 13 | 0.538 | 2.154 | 85.1 |
| 14 | 0.491 | 1.964 | 87.1 |
| 15 | 0.443 | 1.770 | 88.9 |
| 16 | 0.406 | 1.624 | 90.5 |
| 17 | 0.391 | 1.564 | 92.1 |
| 18 | 0.369 | 1.475 | 93.5 |
| 19 | 0.310 | 1.241 | 94.8 |
| 20 | 0.286 | 1.146 | 95.9 |
| 21 | 0.258 | 1.034 | 97.0 |
| 22 | 0.231 | 0.923 | 97.9 |
| 23 | 0.206 | 0.824 | 98.7 |
| 24 | 0.198 | 0.793 | 99.5 |
| 25 | 0.127 | 0.507 | 100.0 |

components. Thus, brand reach and brand image based variables are the factors that can cause an increased brand equity on Gen Z due to AI branding in the Education Sector.

According to Table 5, it can be observed that the 5 factors – differentiation among competitors, increased brand equity, awareness of AI branding causing a shift in the advertisement industry, features of the brands, and increased reputation were loaded on the second component. This suggests that these 5 variables are presumed to be the key underlying dimensions determining the advantages of brand awareness caused by AI branding in the Education Section based on the perception of Gen Z.

Further, it can be noted that these 5 variables account for a 6.59% total variance which is the second highest among the 5 components. Thus, brand awareness based variables are the second important component or factor that can cause an increase in brand equity on Gen Z due to AI branding in the Education Sector. It can also be noted that together with brand image and brand reach, AI branding activities in the Education Sector can account for 47% of significant influence on the brand equity among Gen Z.

The factors of the components 3, 4, and 5 focus on brand awareness and brand loyalty and together cause 14.3% variance and thus can be conveniently identified to contribute

**TABLE 5.** Component matrix using Principal Component Analysis.

| Component Loadings | | | | | | |
|---|---|---|---|---|---|---|
| | Component | | | | | |
| | 1 | 2 | 3 | 4 | 5 | Uniqueness |
| Influence on choice of institution | 0.772 | | | | | 0.303 |
| Increased propagations | 0.710 | | | | | 0.353 |
| AI branding commercials are more impactful than regular ads | 0.674 | | | | | 0.460 |
| Existing students bringing in new students have increased | 0.669 | | | | | 0.378 |
| Creating sense of togetherness and bridging gap | 0.660 | | | | | 0.309 |
| AI based websites increased number of potential students | 0.558 | | | | | 0.506 |
| Website design by AI increased web traffic | 0.525 | | | | | 0.468 |
| Expectations of taking over the current branding practices | 0.506 | | | | | 0.463 |
| Differentiation from competitors | | 0.784 | | | | 0.286 |
| Increased brand equity | | 0.576 | | | | 0.406 |
| Awareness of AI branding changing the advertisement industry | | 0.570 | | | 0.500 | 0.352 |
| Featuring of the brands | | 0.552 | | | | 0.412 |
| Increased reputation | | 0.509 | | | | 0.391 |
| More relevant to students | | | | | | 0.564 |
| Creating brand loyalty among students | | | 0.773 | | | 0.309 |
| Increased brand loyalty among students | | | 0.738 | | | 0.327 |
| Keeping up current requirements to keep up brand loyalty | | | 0.608 | | | 0.419 |
| Increased recognition of brands | | 0.507 | 0.533 | | | 0.360 |
| Communication of brand values to students | | | | | | 0.353 |
| Increased recollection of brands among the prospects | | | | 0.744 | | 0.319 |
| Increased awareness of the brand | | | | 0.740 | | 0.356 |
| More personalisation | | | | 0.633 | | 0.404 |
| Increased Ad quality using AI branding | | | | | | 0.489 |
| Awareness of AI branding potential | | | | | 0.834 | 0.226 |
| Awareness of branding facilities | | | | | 0.718 | 0.362 |

Note. 'varimax' rotation was used

to the important factors contributing to the brand equity based on the perception of Gen Z.

Thus, brand image, brand reach, and brand awareness are the most important determinants for creating brand equity among the Gen Z with AI branding in the Education Sector.

# 7. FINDINGS AND SUGGESTIONS

The 102 respondents in the study were categorized based on age, family income, occupation, and the frequent usage of social media. The majority of those who responded are students between the ages of 16 and 25. Respondents in the 16–20 age group are mature enough to consider AI branding and branding in the education field, and they are aware of the majority of issues. 20–25 Year olds are either working professionals or also seeking higher education, and they would be familiar with AI branding in a variety of industries, as well as brand loyalty. All of the responses for the 24 statements were subjected to reliability tests. The Cronbach's alpha reliability test result is considered highly reliable. The data were tested for feasibility for structure detection using the KMO and Bartlett's tests. Following these evaluations, it is clear that the amount of the variance is high and that the data is suitable for principal component analysis since some of the variables are intercorrelated.

These results demonstrated that the five components obtained in this study are sufficient to support the claim of increasing brand equity based on brand reach, brand image, and brand awareness, as well as brand loyalty based on Gen Z perceptions of AI branding in the Education Sector. It can be seen that the five factors – differentiation among competitors, enhanced brand equity, awareness of AI branding causing a shift in the advertisement industry, brand features, and increased reputation – have been heavily weighted on the second component. This implies that these five variables are assumed to be the major underlying components assessing the benefits of brand awareness caused by AI branding in the Education Section based on Gen Z perception. The second essential aspect or factor that can lead to the increase in brand equity on Gen Z due to the AI brand is brand awareness-based variables.

AI has been used before in learning, largely in ability development tools, and subsequent application. As AI educational remedies reach maturity, the belief would be that AI will be able to fill the gap that exists in research and learning, allowing educators to do more now than ever. AI could even improve productivity, interactivity, and standardize administrative tasks, giving teachers more space and flexibility. Because learning resources are now available to everyone via smart computing devices, this has transformed the way society learns. Users no longer ought to attend physical classes to learn as accessible as possible to computer technology. It also enables the integration of primary duties, enabling organizations to reduce the time taken to accomplish challenging tasks, enabling them to be performed more quickly.

# 8. CONCLUSION

AI is the use of computer intelligence and advanced technologies to help measure people's psychology, such as their IQ, behavior, attitudes, learning, and other

cognitive skills. AI can help improve the quality of education by examining students' psychology, which is becoming an increasingly interesting aspect of education. The next generation of students thinks, acts, and learns differently, since their skills to relate from almost every economic sector opens up numerous opportunities for the government and communities to develop. How many remote regions face obstacles, including a lack of adequate equipment for students to access education, inadequate educational buildings and facilities, a shortage of human resources to meet the school's basic standard, and long-distance transportation. As a result, educators must concentrate on developing student-centered curricula that appeal to Gen Z learners' needs and desires while also engaging them as active participants. But looking into the progression of the education sector with the improvement of technology we can see an immense development and have a hope of being technologically well built in both rural and urban areas.

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