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# Designing And Explaining A Model Of Branding For Private Schools In Iraq

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**Abstract**

*According to the ongoing cognitive development and internationalization of education, the intense competition between schools, and the increasing demand for them, due to the clear set of values they provide that depend on distinctive characteristics that give the school a competitive advantage. The purpose of the current study was to explore the priorities of designing a brand model for private schools in Iraq. Therefore, it seeks to achieve several goals, the most important of which is the possibility of building and designing a brand model for private schools in Iraq. The study population consists of founders and leaders of private schools in the Baghdad Governorate, as well as faculty members from the study site. Structured interviews were conducted with 20 experts, who are 2 founders, 10 school leaders, 4 faculty members, and 4 retired teachers with experience and expertise in the field of education. The current research method is a mixture, meaning that both quantitative and qualitative methods were used. Data were analyzed using an exploratory mixed method approach. It consists of two parts. The first part presents qualitative results on collecting mixed data (experimental, theoretical). By first implementing the transcript of the interviews, and then analyzing the content of the data obtained from the open coding process. The second part is related to presenting the quantitative results and processing the results of the qualitative stage using the multi-criteria best-worst method (BWM), which is considered one of the causal prediction techniques. The main themes that emerged were related to international collaboration, brand leadership, social media strategies, school infrastructure, brand strategy, client analysis, brand community, and brand competitive analysis. The results of the study indicate that the most important and best standards for building a brand in private schools in Baghdad Governorate, according to the opinion of experts, international cooperation came in first place in terms of ranking, while the second-ranking went to brand leadership, and the third-ranking went to the share of school infrastructure. Integrating international cooperation with strong brand leadership strategies and investing in effective infrastructure can contribute to enhancing the success and sustainability of the brand in the long term. Despite the importance of the brand strategy in building and strengthening the brand, the results showed that it is ranked last among other criteria, as some weaknesses could affect the effectiveness of this strategy.*

***Keywords:*** *branding, marketing, private schools, best worst method (BWM), Iraq.*

## 1. Introduction

Education is considered an essential pillar in building civilization and its development, and it is one of the basic axes of the sustainable development process. It can even be said that it is the backbone of the[1] economic and social development process, so we find societies

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with diverse paths, civilizations, and cultures keen to pay attention to it (Calder, 2019). The development and progress of society lead to raising education activities and increasing its returns in quantity and quality. Private education has become an effective role in complementing government education by developing the educational process and striving to achieve excellence and quality in building the Iraqi student comprehensively, to prepare him for the future (Doğan, 2020). Economic, political, and social developments in Iraq have led to a series of reform proposals to look at better ways of how schools should perform in the country (Arsj, 2022). One of these proposals is adopting a branded private school choice policy, which makes educational preferences more responsive to parents, by choosing from Between several schools for their children to attend, to obtain the ideal education, that meets their needs, and thus, maintain the level of student enrollment (Frandsen & Huzzard, 2021). These initiatives have created a structured education division, adopting distinct expansion strategies with a strong affiliation brand that has been successful in growing at a broad range with high and consistent quality (Cheng et al., 2016). In dynamic markets, strong brands must secure themselves against new competitors in their existing categories. They grow by expanding into new product categories and multi-branching, to meet other challenges in new markets. Brand leaders must prepare for these challenges and decide whether They would choose a narrow position with a core benefit or choose a broader definition of many benefits. In a dynamic environment, the focal brand faces new entrants in the defense category or struggles to expand into new categories, and this difference in power affects the competitive performance of the brand (Olsen et al., 2022).

Private educational organizations strive to innovate everything new, especially with the intensification of competition between international business organizations and leading Organizations in the fields of marketing, by providing quality education, fulfilling hopes, and attracting clients towards their products, as the client often looks at the brand before making a choice and making a decision (Amoah et al., 2022) .Therefore, brands can improve clients' brand attitudes by Making educational institutions in general and private schools, in particular, more attractive to clients, because well-known branded products will allow them to publicly present their sustainable choices (Reichert et al., 2022). The private school sector in Baghdad is witnessing increasing competition, due to the high demand for enrollment in it and due to the decline in the educational and service reality in Iraqi public schools in recent years, in addition to the development of knowledge, and to ensure a good future and obtain quality education for children, Iraqi parents are increasingly turning to enroll in them. Despite the high costs, they consider the amounts of money they spend unimportant in exchange for a good education for their children (Alwehab, 2017). Therefore, it has become difficult for schools that do not adopt effective competitive strategies to cope and survive in an environment characterized by complexity and rapid change, which requires them to direct their attention towards building and developing competitive strategies that ensure its superiority over the rest of the competitors from schools, and the brand strategy is one of the most important priorities to confront the globalization of brands as it is one of the most important assets owned by organizations in general and private schools in particular, as it builds and conveys an image to clients that reflects the quality of services provided, which leads to Establishing a strong relationship between the service provided and clients, and this is what distinguishes a private school from another school, and thus, it is clear to us the extent to which the private schools that own the brand can compete with the rest of the schools in the Baghdad governorate, as they are the imprint that they put to achieve excellence and creativity through them (Varadarajan & Malone, 2018). One of the main challenges facing brands is extending the life of brands and achieving balance. Successful brand leadership must recognize that they are subject to change throughout their life cycle. Although some private schools do their best to maintain the number of students they have, others still do not achieve the desired goals, and here we find that some private schools have fewer students than other schools (Calder, 2022). When school selection is expanded, we assess whether private schools that carry a specific educational brand can indicate accurate information that leads to a "match" of the school's characteristics with students' needs or not. If the private school does not own the specified educational brand that will lead to the failure of those schools to meet the brand expectations of clients (Cheng et al., 2016). Some private schools that are located near public schools and are not located in densely populated communities suffer losses because they will lose a large number of potential students. To survive in the face of competition there is a need for a marketing communication strategy to market the educational services provided, as well as to disseminate information, and to form images in clients' minds (Mollaei et al., 2021). There has been a need to design an educational brand model to differentiate itself from the fierce competition in the market, cover more of the student market share, as well as attract talent. Therefore, a brand that has a great capital value can significantly extend the life of the institution, and this is what the founders of private schools aspire to because organizations that provide services must take into account the work of their employees and clients to build a strong base (Casanoves-Boix et al., 2020). So, it is possible to determine the research's central question**:** what are the priorities for building a brand for private schools in Iraq? And how is the model of branding for Private Schools in Iraq?

## 2. Literature review and background

### 2.1. Branding: concept and importance

A brand is one of the most valuable intangible assets of an organization, and marketers need to properly manage its value. Building a strong brand is an art and a science, and it is a never-ending process. It requires careful planning, deep long-term commitment, and creatively designed and executed marketing. Strategic brand management combines the design and implementation of marketing activities and programs to build, measure, and manage brands to maximize their value. It has four main steps: brand positioning and establishment, brand marketing planning and execution, brand performance measurement and interpretation, and brand value development and preservation (Kotler & Kevin, 2022). There are many factors to consider when choosing brand elements, including that they should be memorable (how easily clients remember and recognize them, and when were they purchased and consumed?), and they should also have meaning (is the brand element evocative Consider the inherent meaning of the names), likability (how aesthetically appealing is the brand?), as well as transferability (can the brand element introduce new products in the same or different categories?) Adds to brand equity across geographic boundaries and market segments?) (Githendu, 2022). To also be adaptable (how adaptable and modern is the brand element? Can logos be easily updated), and protectable (how legally protected is a brand element? How can competition be protected?), brand makers must retain their trademark rights. The first three characteristics are brand building, and the last three characteristics are defensive, meaning they help maintain the influence and equity of the brand against challenges (Githendu, 2022).

The emergence of the brand concept can be traced back to Roman times. However, the development and research of brand theory have gone through a relatively long process. There are several articles on "Products and Brands" in the Harvard Business Review, which mark the beginning of modern brand theory research. They believe brands have a set of qualities that meet clients' rational and emotional needs. Its value creation should focus on developing personal value. David Aaker (1996), a professor at the University of California, Berkeley, used case studies to study brand building and made recommendations on how to create strong brand characteristics, manage sub-brand extension systems, and develop brand equity (Luo, 2019).

The importance of brand experience in the brand-building process with products is high and low participation of international brands. The relationship between brand image and brand trust, which is the initial stage of the brand-building process, plays a vital role in clients' purchasing decisions. At the same time, brand experience positively affects the brand image and brand attachment, which leads clients to make purchasing decisions. Also regarding the different paths in the brand-building process for high and low-participation product categories, indicating the importance of different branding strategies for different product categories (R. B. Kim & Chao, 2019).

The process of building brand identity begins with the process of building brand visibility, the foundation for all branding efforts, and is a guideline for the direction of the brand. A brand's vision suggests a direction for the future, for a brand's aspirations about what it wants to do. This is a brief, clear, and thorough massage, orienting the organization's activities and also orienting the development of the brand, showing the brand goals that the business has created. In other words, brand vision shows the reason for the existence of an enterprise, brand vision is the expression of senior leaders' determination towards the target position in the market that they set out, and is the message that management wants to send to all members of the organization, shareholders, clients, partners, government, the public and people related to the operation of the organization. The task of the administrator is to convey the brand vision to everyone, turning it into a common perception of the long way the brand needs to work for the organization in the next 5-10 years, respectively with brand value, business/organization, and profit contribution (Tien et al., 2019).

Philip Kotler, the famous father of marketing, believes that the main point of a brand is a set of specific characteristics, benefits, and services that the seller provides to the buyer for a long time. A good trademark is not only a guarantee of quality but also a more complex symbol mark. A brand can express six meanings: traits, interests, values, culture, personality, and users. The most enduring meaning of a brand should be its value, culture, and personality, which define the foundation of the brand. Kotler believes that building a brand is good for both buyers and sellers. The brand provides product quality information to the buyer, which means that the client can get emotional benefits from the product, and helps the client find products that may be beneficial to them; The Brand is useful for the seller to get the buyer's fixed preference for the product, for the seller to make profits. He believes that in today's world, enterprises should not only create brands, but also own brands, and at the same time should pay attention to brand management (Luo, 2019).

Through theory and a series of case studies, we can see that some Organizations have the advantage of building the brand of their products, but there are many disadvantages and threats that they face. The latter seriously restricts the marketability of these products and the market competitiveness of the production and operation of products, and brand building is out of the question. Finally, it delays the development of the economy and the growth of corporate income. Under the guidance of theory and actual situation analysis, there are some countermeasures and suggestions to promote product brand building and development in enterprises that can develop their work in this regard (D. Xu, 2018).

The interest in building a brand is part of the logic of building a brand, whether it is a corporate brand, a product brand, or a personal brand. There is a widespread belief that certain tools should be created and animated so that they become part of a special experience that the brand buys into and that communication with the brand is always carefully maintained. The person who lays the foundation for a new openness to develop brand authenticity. For this reason, we note that there are at least two beneficial aspects of brand building. On the one hand, there is a strengthening of brand identity and client expectations. On the other hand, the dynamism of a new brand is reinforced and visible in the same process during which stories become more important for the further development of the brand (Frunză, 2019).

The key to developing a meaningful brand positioning is to use a structured approach to design differently in a relevant and meaningful way to the clients whom the organization is targeting. Such a systemic approach is presented by the bull's eye framework as shown in Figure (13) below. The inner circle of the bull's eye is the brand logo that defines the core of the brand and the core promise of the brand. The brand logo is at the heart of the goal and is the guiding principle for all other aspects of brand positioning. Directs the actions of the organization's staff and collaborators by ensuring they have a clear understanding of what the brand should stand for clients. One can define the brand slogan as “an enriching and rewarding experience”, “enriching” and “rewarding” i.e. embodying both the physical and psychological aspects of the ideal experience. The circle around the circle containing the brand logo includes the points of difference of the brand and the points of equivalence that make up its position. The points of equivalence and points of difference should be as specific as possible without being too narrow and should be built in terms of the benefits that the client can get from the product or service. Different competitors will propose different points of difference and points of equivalence. Personal service can be seen as potential points of difference for the brand's motto, while fair prices, availability of convenient locations, and social responsibility can be seen as important points of equivalence for the brand. In the next central circle are the justifications, or reasons for belief - features or benefits that provide factual or demonstrable support for points of equivalence and points of difference. Objective factors are also referred to as reasons of belief because they are sometimes used in organization associations elicited by words and actions that help in a communication campaign to provide clients with the facts that define a brand's approach. Its generous executive employee benefits program includes among its factor characteristics and visual identity - the most tangible components that enable it to establish its brand positioning influencing the way clients perceive it. Finally, the outer circle has two additional variants, including its brand name, siren logo, and the appropriate side for branding. The first includes the dark green and white color scheme that characterizes the brand's values, personality, or character - the visual appearance of the brand is intangible (Kotler & Kevin, 2022).

### 2.2. Developing Branding Strategy

Brand-oriented organizations have guidelines for creating their branding strategies. Creation builds on the context of a brand-oriented organization that turns brand resources into strategy (Raki & Shakur, 2018). Brand-oriented small and medium organizations apply five guidelines in formulating their brand strategy, and these guidelines become a model that supports branding for small and medium organizations. First, the strategy is based on brand vision as the vision integrates the core values of the brand and reflects the strengths that the organization can bring to the brand. Secondly, the strengths and weaknesses of the organization's internal resources are analyzed, by exploring the uniqueness of the resources. The scans will identify strategic brand resources to be developed. The focus on internal resources will guide the organization in developing a competitive strategy based on capabilities rather than competition (Mijan et al., 2022). Third, the organization explores tangible and intangible strategic brand resources to expand the strategy. Some authors suggested focusing on only one or two brands, by understanding the weaknesses of the organization (Baporikar & Fotolela, 2021). Others suggested diversifying into more brands to reduce the impact of brand failure, expand the market, and generate more profits. However, it is not necessary to focus on the number of brands; Instead, small and medium organizations should focus on the brand strengths that suit them best, such as tangible resources, including brand uniqueness, product differentiation, entrepreneur, and staff. However, tangible resources provide differentiators but are not able to sustain meaningful relationships. Therefore, small and medium organizations are also encouraged to explore intangible resources such as entrepreneur personality, brand personality, brand culture, and internal communication (Omar et al., 2020).

Relying on weaknesses, small and medium organizations have practiced a co-branding strategy. A co-branding strategy can reduce costs, expand promotion, and gain more target clients. It can also be a backup strategy for SMEs to address resource shortages. In addition, small and medium organizations take advantage of their flexibility to adapt to the strengths and weaknesses of resources. Weaknesses should be seen as an opportunity for SMEs to develop a brand because flexibility enables them to communicate directly with clients, and meaningful relationships are built to provide an opportunity to build a strong brand (Pinello et al., 2022). Fourth, brand-oriented small and medium organizations involve all employees in the brand development strategy, despite portraying it as the dominant role of the entrepreneur. Employee involvement creates brand commitment, embedding the living brand in the organization (Theys & Barkhuizen, 2022). Fifth, brand-oriented small and medium organizations communicate their brand messages to employees and clients to promote brand development strategy. Communication strategy includes branding strategy and the resources involved such as brand uniqueness, product differentiation, human resources, and brand symbolism; Advertising; and WOM communications such as demos, personal selling, and face-to-face communication. Frequent communication synchronizes top-down messaging to employees and clients (Mijan et al., 2022).

**2.3. Branding for the educational sector**

The brand is slowly spreading in the world of education and is more visible in higher education than in academic settings in schools. New adjustments in curricula and communication in a competitive market make the role of the brand important for teachers and staff. In terms of infrastructure, school costs, and student performance, spending per student is lower despite spending on education in the public sector. Nevertheless, private school students outperform their counterparts in the public sector in basic skills. Infrastructure standards and education costs have a significant impact on student performance. In addition, in private schools, teachers are more committed, and absenteeism from school is less compared to public schools. Building a brand image is important. After all, its influence is an important factor in choosing schools for parents because it presents an educational image of quality service (Varadarajan & Malone, 2018).

School brand is derived from the concept of enterprise brand, it is an educational brand, which is the school's name, logo, and the school's unique cultural connotation combination. it is also the intangible asset that the school forms in the long-term practice based on the quality of education and teaching and is recognized by society. Among them, the basic education school brand is a brand to educate people, a brand that lays the foundation for the growth of students, and a brand with a unique cultural personality. there are several common understandings about school brand: school brand is the logo to educate people; school brand is the relationship between products and clients based on education, school brand is a multi-element synthesis of education as the core, and school brand is related to school characteristics and school culture (Zhou & Xie, 2020).

Brand scholars have devoted their interest to different brand management schools, and more recently, the co-creative school has been a focus of brand research. If there is a shift towards co-creative paradigms, four thematic pools are used to narrow the scope for examining these schools in terms of the following (Mingione & Leoni, 2020):

- Relevance of brand schools' ratings for principals
- Their knowledge about the joint creative school
- Insights on the changing role of internal brand management
- Their posts keep up with the latest developments.

In private schools, brand acceptance is possible through the promotion of teaching and course offerings that can attract and maintain the interest of parents. School leaders need to focus on teaching quality. Poor teaching quality can result in negative speech, which leads to poor enrollment (Redler & Schmidt, 2022). Positive community perception of the school brand may result from learning and teaching activities, professional development, and improvement of the school environment. Developing a unique selling proposition may also enhance the brand positioning of international private schools. Building a brand image and brand identity requires strategic marketing (Redler & Schmidt, 2022). Segmentation of students is often required to ensure student enrollment by creating a brand identity for the school. Clients(parents) are not suitable for brands because they signify quality, lower search costs, and reduce risk. There is a relationship between the brand and the internal culture of the school. Potential brand ambassadors come from the faculty, staff, and administrators of the school. A positive brand reputation, ranking, and endorsement enhance the perceptions of parents and students (Varadarajan & Malone, 2018).

For a brand to be widely accepted by parents, the school must promote its characteristics in terms of teaching and course content and attract and retain parental attention. Since education is an invisible product, internal marketing about the private teaching model and external marketing to win the trust of parents and create positive interaction is required (Dwiyama & Nurhasanah, 2020). Therefore, interactive marketing develops friendly cooperation between internal and external stakeholders. The proposed operational strategy for the success of the brand in schools is to focus on the strategy by enriching the infrastructure, and courses of the teaching staff, creating unique brand characteristics that will lead to a good word-of-mouth response, and help parents who make a positive decision about the schools (Varadarajan, 2017).

The brand represents the quality established through long-term endeavors and scientific explorations. The foundation of creating a successful product brand is a continuous effort. In a market economy, brands have become important strategic assets and sources of core competency among Organizations (Farhat et al., 2021). Branding is critical to client loyalty and the long-term survival and development of any business, and brands for educational institutions are no exception. Brand images of educational institutions are indicators that attract potential or existing clients to interact with those institutions, and brands serve as important communication tools between them and their beneficiaries (Chen, 2019).

Increasing competition in educational institutions requires brand enhancement and branding strategies tailored to communications and online tools. In particular, higher education organizations felt the need to go beyond recruiting students and establish a long-term relationship with students such as participating in university-run programs after graduation, which requires more dedicated efforts from higher education institutions to maintain their competitive edge (Kaushal & Ali, 2020). This has led to higher marketing spending and higher education organizations focusing on loyalty and long-term engagement between clients and the brand. The concept of participatory marketing emphasizes choosing the least expensive path to establishing a long-term relationship, and brand sharing, with clients rather than recruiting new clients (Garza & Royo, 2019).

The brand has traditionally relied on traditional communication methods to connect with the desired population, it has equally empowered higher education institutions and students to reach out, communicate, and respond effectively. A possible reason why the intellectual brand experience does not show a significant impact on brand engagement may be that students of higher education institutions value more of their learning and problem-solving activities in the real environment more than in the virtual environment, the primary promise of the brand of higher education institutions is to provide an experience a competitive intellectual experience for students on campus that may create a conflicting perception when a parallel intellectual experience is offered; Hence, higher education brands are less likely to generate significant engagement by sharing intellectual content (Farhat et al., 2021).

An emerging stream of research has focused on the implications of brand logic in higher education for faculty, we add to this literature by focusing on how faculty members identify (or not) with their organization's branding discourse. Higher education organizations face institutional pressure to "speak up" as institutional players in a global marketplace where respectability, student earnings, funding, and spin-offs are the commodities to be traded. Brand should be seen as the organizing principle of business today, and from a mainstream brand perspective, it is advocated that employee identities in this context should align with strategically designed brand values. The "living the brand" metaphor suggests that employees internalize brand values in such a way that they experience the "integration of group values and attitudes into self" and become "brand evangelists" for their organization. Taking a more brand-critical approach, the scholars shifted the focus from the strategic benefits of branding to the internal effects of branding on employee identities. Müller (2017) found that brand logic emphasizes “the brand’s representation outside the workplace as part of an employee’s lifestyle and identity,” and that brands shape employee identity through “systematic efforts by top management to influence frames of reference, norms, and values among members of an organization and formation” (Frandsen & Huzzard, 2021). Branding in the context of higher education presents a different set of challenges than those in for-profit organizations and sectors. This creates a stressful environment for faculty members in which they need to navigate the brand's marketing rhetoric at the same time as it deals with the rhetoric of erudition, professional mastery, and scholarly excellence (Mingione & Leoni, 2020). Educational organizations must approach the brand building, not through technical and visual implementations, but by obtaining foundational support to find the true purpose of the brand, the importance of selection criteria may also vary depending on size, program offerings, religious affiliations, cost, amenities, and reputation (Frandsen & Huzzard, 2021). Further research can be done to explore different selection criteria, different student groups, or types of organizations (Varadarajan & Malone, 2018).

## 3. Method

The current research method is a mixture, meaning both quantitative and qualitative methods will be used. Data analysis was presented using a mixed method (exploratory mixed method). It consists of two parts. The first part presents qualitative results that answer the study's central question: a method for collecting mixed data (experimental, theoretical). By first implementing the transcript of the interviews, and then analyzing the content of the data obtained from the open coding process based on the onion analysis model. The second part, is related to presenting the quantitative results and processing the results of the qualitative stage using the multi-criteria (BWM) method, based on the (Lingo 17) software. In addition to presenting the results related to the verification of the designed model.

## 4. Analysis and findings

### 4.1. Qualitative findings

In this section, the researcher identified (20) key experts specialized in the field of the subject of the study. The criterion for selecting them to conduct interviews was those who had an excellent scientific background, had accumulated experience in the field of education, and had multiple research records. They were (founders, school leaders, retirees, teachers). The size and number of experts participating in the interview process were determined at the level of theoretical saturation, and they were selected through purposive sampling. Theoretical saturation occurs when the researcher concludes that he arrived at the same concepts and answers at some stage of the work and no new concepts emerged. Accordingly, the researcher conducted semi-structured interviews with experts, determining the number of interviews according to the level of theoretical saturation. After the interview (15), the researcher concluded that the opinions of those interviewed were repeated as the previous opinions. However, the researcher continued the interviewing process until interview (20) to confirm theoretical saturation.

After each interview, which was documented by taking some photos and video clips, and recording them with a mobile phone, the audio files were carefully listened to several times. All conversations were recorded in a paper file and analyzed using the inductive content analysis method, where the percentage of cooperation was very high, and discussion sessions were held between the researcher and the experts (20), to reach the desired goal. Then, the open coding method was used directly in the Excel file. Thus, in the first stage of the coding process, the researcher mined the data to extract open codes. In other words, he converted all the concepts that the experts interviewed into smaller units, as the main unit of analysis was the paragraph. Thus, basic concepts were extracted by text segmentation. In the second stage, for axial coding, the main category was first identified, and then other categories were identified in the form of dimensions consisting of causal conditions, strategies, background characteristics, and intervening circumstances and categories. In the third stage of coding, the selective coding stage, the relationships between the clear categories of the emerging prototypical model were identified.

Then, through the snowball method, the researcher identified the best experts who were interviewed in the first stage, repeated the interview with them again, who are experts (1, 2, 4, 6, 7, 8), and presented the results drawn from the first stage of the interviews, which took place on multiple dates, starting from (1) April 2023 until (3) June 2023.

Through the results of analyzing the data, which were obtained from the interviews carefully and with high concentration, and choosing the final nomenclature that suits the size of the study, two important meetings were subsequently held with the study supervisor, to reach the true vision of the final study model, and after agreeing on the final nomenclature, all were invited. The twenty experts who were interviewed were to come to the building of the General Directorate of Education in Baghdad Governorate, to hold a final meeting with them on (26) August 2023. And to discuss the final details that had been agreed upon, to arrive at the main statements and sub-categories of the study.
Intending to identify the priorities for building the brand and coding the data obtained, the researcher transcribed the recorded interviews and used the inductive content analysis method to identify completely open codes without any restrictions. In other words, in this stage of qualitative analysis, all the concepts mentioned by the experts were divided into more detailed units. In the first stage, more than (791) open codes were obtained, and in the next stage in the back-and-forth review stage and review of the extracted open codes. And comparing the symbols with each other, as well as establishing a logical connection between them. (248) Symbols were deleted, because they are results and not factors that enable us to reach the goals, or because they are repeated or because they are incomprehensible and unclear, or have a non-inferential meaning. The focus was It contains (543) basic concepts, which are classified into (25) sub-categories, which are placed into (8) main categories.
As a result of this part of the qualitative analysis, the researcher classified according to the nature of the open codes, the conceptual connection, and the detailed examination of the relationships between them. The primary statements (basic concepts) were extracted and reformulated in the manner of scientific research, rearranged and sequenced in a way that suits the type of study, and classified into subcategories and re-arranged. Naming them, choosing attractive and modern titles, choosing scientific terms, and putting them into (8) main categories. Figure (5) shows the main and subcategories resulting from the inductive content analysis of the central study question.


Figure 1. basic model extracted from research

**4.2. Quantitative findings**

The quantitative aspect results are divided into two parts. In the first section, descriptive statistics such as frequencies and percentages were used to describe the study sample. As for the second section, which is related to the inferential analysis of the data, and using the multi-criteria best-worst method (BWM), the weights of the extracted sub- and main categories were determined, and the categories were arranged according to their importance, using the (LINGO 17) program to solve this model, which is a powerful program for solving optimization models, as follows.

**4.2.1. Descriptive findings**

The statistical sample for this research included (20) experts, who had an excellent scientific background (educational and research record) in the field of study. For the researcher to ensure that the sample was representative of the research community, they were selected using a purposive sample method, and the number of interviews was according to the level of theoretical saturation. The interview process took place in the form of regular, consistent, and pre-determined meetings, and for several stages, and this reason, this process continued for approximately 8 months, the period from January to August of 2023. The following is the frequency distribution related to the statistical sample of the study in terms of gender and age: Years of experience in the field of specialization, in terms of the job position he currently holds, and educational level, as shown in Table 1, which shows the demographic characteristics of the respondents and the statistical population.

Table 1. Demographic characteristics of the respondents

| Characteristics | Indicator | Frequency | Percent (%) |
|---|---|---|---|
| Gender | male | 11 | 55 % |
| | female | 9 | 45 % |
| Age | 30 years - 40 years | 10 | 50 % |
| | 41 years - 50 years | 5 | 25 % |
| | 51 years – 60 years | 4 | 20 % |
| | > 60 years | 1 | 5 % |
| Years of Experience | 5 years - 10 years | 2 | 10 % |
| | 11 years - 15 years | 9 | 45 % |
| | 16 years – 20 years | 6 | 30 % |
| | > 20 years | 3 | 15 % |
| Work | Founder | 2 | 10 % |
| | School leader | 10 | 50 % |
| | Teacher | 4 | 20 % |
| | Retirees | 4 | 20 % |
| Education level | Bachelors | 10 | 50 % |
| | Masters | 6 | 30 % |
| | Ph.D. | 4 | 20 % |
| Sample size (n) = 20 | | | |

It is also explained in Table (4-3), that the number of experts participating in the study is (20) experts, (11) of whom are male, with a percentage of (55%) of the participants, and (45%) of the participants are female, with a percentage of (9) experts. Also, half of them work as school leaders, with a percentage of (50%) of them holding this job position, with a percentage of (10) participants, and (2) of the experts work as founders of private schools, with a percentage of (10%) of the participants, while the percentage of retirees and teachers is equal, (20). %) for each, with (4) participants each. The educational attainment of (10) of the experts is a bachelor's degree, at a rate of (50%) of the participants, while (30%) of them hold a master's degree, at a rate of (6) of the participants, and (4) of the experts have obtained a doctorate. (20%) of them. While their ages ranged (50%) of them, with (10) experts whose ages ranged between (30 years to 40 years), and (5) experts whose ages ranged between (41 years to 50 years) with (25%) of the participants. While the percentage of participants whose ages ranged between (51 years to 60 years) was (20%), with (4) experts and one expert over (60) years old, his participation rate was (5%) of them. Their years of experience also ranged from (5 years to more than 20 years), and my agencies ((10%) of them were (2) experts whose years of experience ranged between (5 years to 10 years), and (45%) of them were (4) experts. (9) Experts whose years of experience ranged from (11 years to 15 years), and a percentage of (30%) of them were (6) Experts whose years of experience ranged from (16 years to 20 years), and a percentage of (15%) of them was (3) Experts whose years of experience have exceeded (20 years).

**4.2.2. BWM method**

BWM is one of the multi-criteria sampling techniques, the purpose of which is to calculate the weight, and it is one of the causal prediction techniques; also in this method, the calculation formula for the incompatibility rate is considered to check the validity and robustness of the comparisons, and that they give more reliable answers (Manzardo et al., 2023).

(BWM) is a multi-criterion decision-making (MCDM) tool developed to overcome the drawbacks of previously existing methods. They can be used in various fields of decision-making, such as education, health, information technology, engineering, business, and

economics (Mohammadi & Rezaei, 2022). Where the goal is to rank and choose a preference from a set of options, this method can be used. Relevant advantages of (BWM) compared to most existing (MCDM) methods are that it requires fewer comparisons of data and leads to more reliable, consistent, logical, and rational comparisons, which means that the (BWM) model produces more conclusive and stable results (Duleba et al., 2021).
In multi-criteria decision-making methods, several options are evaluated according to several indicators to choose the best option (Görçün & Doğan, 2023). Based on the best and worst method presented by him, the best and worst indicators are determined by the decision maker, and a pairwise comparison is made between each of these two indicators (best and worst) and the other indicators; Then the maximum and minimum problem is formulated and solved to determine the weight of the different indicators; In this method, a formula is also used to calculate the inconsistency rate to verify the validity of the comparisons (Galankashi & Helmi, 2022). The most prominent advantages of this method compared to other multi-criteria decision-making methods are (Amini, 2019):

- Requires fewer comparative data;
- This method leads to more robust comparisons;
- Which means that it gives more reliable answers.

**Steps of the best-worst method:**
First step (identifying a set of decision-making indicators): In this step, we address the criteria {c1, c2,..., cn} that are used to reach the decision.
Second step (identifying the most preferable and most important criteria, and determining the least important and most annoying criteria): At this stage, the decision maker determines the best and worst criteria in general. (No comparison is made at this stage).
Third step: Determine the preference for the best criterion over the other criteria (BO), using numbers from (1 to 9). The best vector compared to others can be as follows:
$A_B = (a_{B1}, a_{B2}, \ldots, a_{Bn})$
Where (aBj) denotes the superiority of the best criterion (B) to criterion (j), it is clear that the following relationship holds:
$a_{BB} = 1$
Fourth step: Specify the priority of all criteria over the worst criteria using numbers between (1 to 9). The superiority vector of others to the worst criterion will be as follows:
$A_w = (a_{1w}, a_{2w}, \ldots, a_{nw})^T$
where (ajw) shows the superiority of criterion (j) over the worst criterion (W). The following relationship holds:

$a_{ww} = 1$

Fifth step: finding the optimal values of the weights (w1*, w2*, ..., wn*): the optimal weight for the criteria, the weight in which, for each pair (w_b/w_j) and (w_j/w_w), the following relationship is established:
$\frac{w_b}{w_j} = a_{Bj}$ and $\frac{w_j}{w_w} = a_{jw}$
To satisfy these conditions for all j, we need to find a solution where the maximum absolute differences, that's mean |w_b/w_j -a_Bj| and |w_j/w_w -a_jw| be minimal for all j.
Considering the non-negativity of the counters and the conditions of the sum of the weights, the following problem is obtained:

$$\min \max_J \{|\frac{w_b}{w_j} - a_{Bj}|, |\frac{w_j}{w_w} - a_{jw}|\}$$
$$\text{s.t.} \qquad (1\text{-}3)$$
$$\sum_j w_j = 1$$
$$W_j \geq 0, \text{ for all } j \qquad \text{for all } j$$

The model problem of relation (3-1) is a non-linear type that may provide multiple optimal solutions, so it can be converted into a linear model given in relation (3-2) (Muhammet Gul, 2021).

$$\min \xi^l \qquad (2\text{-}3)$$
$$\text{s.t.}$$

$|w_b - a_{Bj}.w_j| \leq \xi^l$ for all j
$|w_j - a_{jw}.w_w| \leq \xi^l$ for all j
$\sum_j w_j = 1$
$W_j \geq 0$, for all j for all j

In this linear model, the weights of the indicators are also calculated. One of the advantages of this linear model is the calculation of the incompatibility rate without using the compatibility index. That is, the value of (ξl) is the same as the inconsistency rate. Also, the weights of this linear model are more accurate.

**Calculating the weight and importance of factors**

In the previous phase, the research factors were introduced using qualitative analysis. In this section, the weight and importance of these factors are calculated using the best-worst-weighting (BWM) technique, as shown in the steps below.

**Determining the most important and least important criteria**

In the first step of the multi-criteria best-worst method (BWM), the most important (best) and least important (worst) indicators in this section must be determined based on the answers and opinions of (20) experts. The questionnaire prepared for this purpose was distributed, and a specific question was asked to the experts: From your point of view (what is the best standard? And what is the worst standard?), and the answers were as shown in Table (2).

Table 2. Best and worst criteria according to each expert

| | Best | Worst |
|---|---|---|
| Expert 1 | International cooperation | Brand Community Strategy |
| Expert 2 | International cooperation | Client analysis |
| Expert 3 | School infrastructures | brand strategy |
| Expert 4 | School infrastructures | Brand Community Strategy |
| Expert 5 | School infrastructures | Brand Community Strategy |
| Expert 6 | International cooperation | brand strategy |
| Expert 7 | Brand leadership | brand strategy |
| Expert 8 | Brand leadership | brand strategy |
| Expert 9 | Brand leadership | School infrastructures |
| Expert 10 | International cooperation | brand strategy |
| Expert 11 | International cooperation | Client analysis |
| Expert 12 | Brand competitive analysis | brand strategy |
| Expert 13 | School infrastructures | Social media Strategies |
| Expert 14 | Brand leadership | brand strategy |
| Expert 15 | International cooperation | Brand Community Strategy |
| Expert 16 | Brand leadership | brand strategy |
| Expert 17 | Brand competitive analysis | Brand Community Strategy |
| Expert 18 | International cooperation | Brand Community Strategy |
| Expert 19 | International cooperation | brand strategy |
| Expert 20 | International cooperation | Social media Strategies |

**Forming a pairwise comparison of the main criteria and calculating the weights**

In the second step, pairwise comparisons of the best standard with the other standards (BO), and pairwise comparisons of the other standards with the worst standard (OW), should be created and presented to the experts again, to answer these paired comparisons. Then, after answering, the algorithm is entered to determine Weights. Below we will present the final weights for the criteria according to the opinion of the first expert, and according to the opinion of all the experts, with the researcher accompanying each expert during the answers, which should be from (1 to 9), and as we mentioned previously, who were classified as below.

**Pairwise comparison and final weight of criteria according to the first expert's opinion:**

(BWM) method, shown in table (3) below, is for the first expert. Accordingly, a pairwise comparison of the best criterion, which is international cooperation, with the other criteria is first formed, and then a pairwise comparison of the other criteria is made with the worst criterion, which is the brand community strategy, which is presented in Table (4). These two tables represent the opinion of the first expert, regarding the degree of best and worst indicators.

Table 3. Pairwise comparison of the best criterion according to the first expert

| BO | Code | Best: International cooperation |
|---|---|---|
| International cooperation | C1 | 1 |
| Social media Strategies | C2 | 3 |
| Brand leadership | C3 | 6 |
| School infrastructures | C4 | 5 |
| Client analysis | C5 | 2 |
| Brand competitive analysis | C6 | 6 |
| Brand Strategy | C7 | 2 |
| Brand Community Strategy | C8 | 9 |

Table 4. Pairwise comparison of the worst criterion according to the first expert

| OW | International cooperation | Social media Strategies | Brand leadership | School infrastructures | Client analysis | Brand competitive analysis | Brand Strategy | Brand Community Strategy |
|---|---|---|---|---|---|---|---|---|
| | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 |
| Worst: Brand Community Strategy | 9 | 4 | 2 | 2 | 5 | 3 | 4 | 1 |

According to the two tables above, and using the relationship model (3-3), a linear model is formed for the best and worst way for the main criteria described below. In this model, (W) is the weight of the criteria, and (Z) is the agreement rate of this pairwise comparison, which is a number located between (0) and (1), and the closer this number is to zero, the greater the agreement of the pairwise comparison. As can be seen in the first line of this model, the objective function is called, which means we are looking to minimize the value of z (min=z). From the second line onwards, there are the parameters of the problem, which change in the direction of achieving the goal of the problem so that the best result or weight of criteria (Ws) is obtained.

min=z;

$|W1-3\times w2|\leq z$;

$|W1-6\times w3|\leq z$;

$|W1-5\times w4|\leq z$;

$|W1-2\times w5|\leq z$;

$|W1-6\times w6|\leq z$;

$|W1-2\times w7|\leq z$;
$|W1-9\times w8|\leq z$;
$|w2-4\times W8|\leq z$;
$|w3-2\times W8|\leq z$;
$|w4-2\times W8|\leq z$;
$|w5-5\times W8|\leq z$;
$|w6-3\times W8|\leq z$;
$|w7-4\times W8|\leq z$;
$w1+w2+w3+w4+w5+w6+w7+w8=1$;

(Lingo 17), which is a powerful program for solving optimization models, was used to solve this model. Its main purpose is to allow the user to quickly enter a model formulation, solve it, evaluate the correctness or suitability of the formulation based on the solution, quickly make minor adjustments to the formulation, and repeat the process. (LINGO) features a wide range of commands, any of which can be called at any time. (LINGO) checks whether a given command makes sense in a given context. The output of this program is shown in Figure (6), which is the criteria weight (W) and the agreement rate (z).

| Variable | Value |
|---|---|
| Z | 0.3557312E-01 |
| W1 | 0.3201581 |
| W2 | 0.1185771 |
| W3 | 0.5928854E-01 |
| W4 | 0.7114625E-01 |
| W5 | 0.1778656 |
| W6 | 0.5928854E-01 |
| W7 | 0.1620553 |
| W8 | 0.3162055E-01 |

Figure (6): Output of (BWM) model of criteria in (Lingo) software according to the first expert

According to Figure (4-2), the international cooperation criterion, with a weight of (0.32), obtained the first level is ranked according to importance among the other criteria, the client analysis criterion, with a weight of (0.178), obtained the second level in the order of importance, and the brand strategy criterion, with a weight of (0.162). obtained the third level in the order of importance, and the consistency rate of the research is equal to (0.035), which indicates acceptable consistency. This indicates that international cooperation can open doors for the brand to reach new markets and expand its scope of work. It also helps in improving the quality of products or services by exchanging resources and expertise with international partners. This contributes to developing and improving operations and innovation for the school, and most importantly, building Clients' confidence in the brand, through the quality of education provided, which enhances the success of the brand and achieves lasting growth in a competitive global market.

**Final weight of the criteria according to the opinion of the twenty experts**

Similarly, (BWM) calculations are performed for other experts, and the final weights are obtained, which are summarized in table (5). The final weight is also obtained from the arithmetic mean of the weights according to the opinion of all experts. Accordingly, the international cooperation level is first in the ranking according to importance with a weight of (0.183), the brand leadership level second in the ranking according to importance with a weight of (0.165), and the school infrastructure level third in the ranking according to importance with a weight of (0.145). Figure (7) also shows the priority of the rest of the criteria.

Table 5. Final weight of criteria

| Expert | International cooperation | Social media Strategies | Brand leadership | School infrastructures | Client analysis | Brand competitive analysis | Brand Strategy | Brand Community Strategy |
|---|---|---|---|---|---|---|---|---|
| 1 | 0.320 | 0.119 | 0.059 | 0.071 | 0.178 | 0.059 | 0.162 | 0.032 |
| 2 | 0.277 | 0.086 | 0.149 | 0.149 | 0.033 | 0.059 | 0.099 | 0.149 |
| 3 | 0.065 | 0.093 | 0.093 | 0.304 | 0.082 | 0.164 | 0.035 | 0.164 |
| 4 | 0.098 | 0.098 | 0.098 | 0.321 | 0.116 | 0.116 | 0.116 | 0.036 |
| 5 | 0.082 | 0.082 | 0.170 | 0.375 | 0.082 | 0.082 | 0.082 | 0.045 |
| 6 | 0.372 | 0.094 | 0.129 | 0.094 | 0.077 | 0.064 | 0.040 | 0.129 |
| 7 | 0.098 | 0.098 | 0.373 | 0.098 | 0.098 | 0.098 | 0.039 | 0.098 |
| 8 | 0.080 | 0.111 | 0.327 | 0.111 | 0.111 | 0.111 | 0.037 | 0.111 |
| 9 | 0.091 | 0.125 | 0.360 | 0.038 | 0.075 | 0.062 | 0.125 | 0.125 |
| 10 | 0.090 | 0.163 | 0.120 | 0.072 | 0.339 | 0.120 | 0.035 | 0.060 |
| 11 | 0.306 | 0.067 | 0.111 | 0.111 | 0.032 | 0.093 | 0.111 | 0.167 |
| 12 | 0.126 | 0.151 | 0.060 | 0.151 | 0.076 | 0.277 | 0.034 | 0.126 |
| 13 | 0.167 | 0.111 | 0.056 | 0.306 | 0.102 | 0.139 | 0.037 | 0.083 |
| 14 | 0.062 | 0.125 | 0.360 | 0.091 | 0.125 | 0.125 | 0.038 | 0.075 |
| 15 | 0.318 | 0.113 | 0.085 | 0.085 | 0.085 | 0.113 | 0.169 | 0.033 |
| 16 | 0.123 | 0.074 | 0.336 | 0.151 | 0.062 | 0.123 | 0.039 | 0.092 |
| 17 | 0.075 | 0.126 | 0.136 | 0.094 | 0.126 | 0.325 | 0.075 | 0.042 |
| 18 | 0.320 | 0.058 | 0.146 | 0.087 | 0.117 | 0.117 | 0.117 | 0.039 |
| 19 | 0.277 | 0.149 | 0.074 | 0.099 | 0.074 | 0.149 | 0.028 | 0.149 |
| 20 | 0.317 | 0.033 | 0.057 | 0.085 | 0.068 | 0.114 | 0.155 | 0.171 |
| Final weight | 0.183 | 0.104 | 0.165 | 0.145 | 0.103 | 0.125 | 0.079 | 0.096 |
| Final Rank | 1 | 5 | 2 | 3 | 6 | 4 | 8 | 7 |

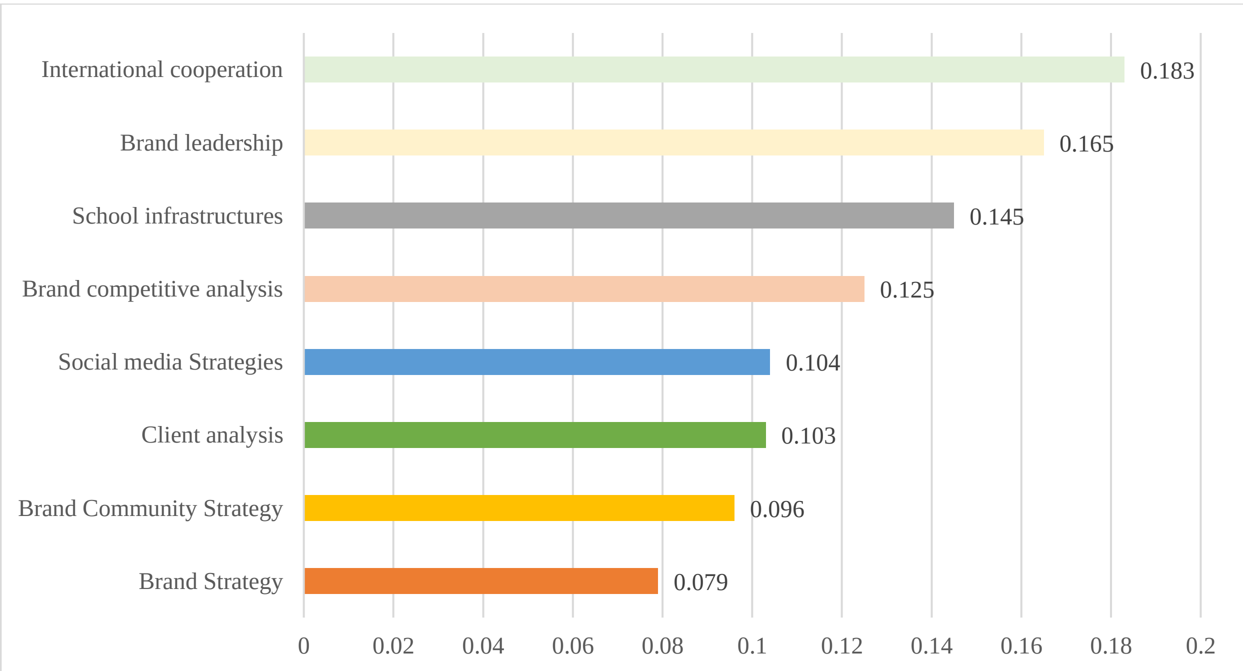

Figure 7. Weight and priority of its criterion

**5. Discussion and conclusion**

The tables above reflect valuable input from a diverse panel of experts, who contributed to the decision-making process. Notably, experts showed variation in their opinions, as evident in the different weights assigned to the different criteria. The final weights were calculated for all criteria, which indicates their relative importance in the decision-making process. The final rankings provide a comprehensive assessment of the importance of each criterion. The weighting tables and final rankings provide actionable insights into the key factors shaping the decision-making process. Decision-making can focus on addressing and prioritizing criteria, to achieve maximum positive outcomes. The analysis of the decision-making process has provided valuable insights. The diversity of experts' opinions, as shown by the variation in the weights assigned to some criteria, highlights the multifaceted nature of the decision context. The final rankings highlight the importance of these factors, guiding leaders in deciding how to strategically direct resources. Which revealed the priorities for building the brand by analyzing the qualitative data, as follows:

First factor \ international cooperation: Its purpose is to facilitate and enhance the coordination of activities, engage multiple stakeholders, and work across sectors at the local, national, regional, and international levels. In other words, it includes cooperation with entities, organizations, or individuals across different countries to enhance the brand's presence, credibility, and recognition at the global level. The researcher realizes the importance of this strategy, for joint efforts to expand the brand of private schools outside the local market.

International brand-building collaboration requires a deep understanding of cultural diversity, market differences, and effective communication across different regions. It's about strengthening relationships and leveraging diverse resources to create a unified global brand presence.

Second factor \ social media strategies: It is the process of creating an audience of clients around your brand or providing specific content to an existing audience of potential clients through the use of social media such as Facebook, Instagram, LinkedIn, etc. It aims to create awareness or increase awareness about the brand you represent after the target audience interacts with the content you display by sharing and publishing the content.

.A successful social media strategy isn't just about broadcasting content; It's about engaging with the audience, building relationships, and delivering value. The strategy must be flexible enough to adapt to the dynamic nature of social media platforms and user behavior.

Third factor \ brand leadership: It is a set of external suggestions related to having social power, and the degree to which clients view the brand as a leader is likely to affect their desire. Leading an organization's brand means gaining recognition and reputation for the organization by developing exceptional managers and leaders with special abilities and talents who work exclusively to meet client requirements and investors' expectations. It is the key and basis of the administrative process. After all, it represents an important factor in the success or failure of educational administration, because it has a direct impact in making the administration more efficient and effective. Its success depends on providing a flexible leadership style that can confront crises, challenges, and modern developments.

Exploring new technologies, and being flexible in responding to clients' evolving needs and preferences, these dimensions collectively contribute to the overall brand leadership strategy, shaping the perception of the brand in the market and its relationship with clients, stakeholders, and the wider community.

Fourth factor \ School infrastructure: The term "school infrastructure" refers to school buildings, playgrounds, public facilities, libraries, laboratories, and other facilities that contribute to creating an attractive educational environment. Having good infrastructure helps the school administration attract more students and ensure their satisfaction. The administrative and teaching staff also feel satisfied when they work in a safe, clean, healthy, and attractive school environment.

Improving and maintaining school infrastructure is crucial to providing quality education and promoting a conducive learning environment. Adequate and well-maintained infrastructure can greatly impact the overall educational experience and success of students and teachers.
Fifth factor \ client analysis: It is the process of examining and understanding the characteristics, needs, behaviors, and preferences of a brand's client. It is the process of using client behavior data from an organization to help make important business decisions through market segmentation and predictive analysis. Analysis allows you to understand what products and services your client may be interested in.
Sixth factor \ Brand competitive analysis: In today's competitive business landscape, organizations need to have a comprehensive understanding of their competitors. This knowledge allows it to identify its strengths and weaknesses, uncover new opportunities, and ultimately outperform the competition. Competitive analysis plays a vital role in developing effective branding strategies, enabling organizations to differentiate themselves in the market and attract their target audience. The subcodes were extracted based on interviews conducted with experts and a review of some literature.
A comprehensive competitive analysis strategy provides a clear view of your brand's market position, allowing you to capitalize on strengths, address weaknesses, and seize opportunities to remain competitive and potentially gain an advantage in the market.
Seventh factor \ brand strategy: Brand-oriented organizations have guidelines for creating their branding strategies. This construct is based on the context of a brand-oriented organization that transforms brand resources into strategy. These guidelines become a model that supports organizations' branding.
Developing and implementing a brand strategy requires a deep understanding of the market, competitors, and target audience. It should be a guiding framework for all brand activities and decisions, ensuring consistency and cohesion across all touchpoints. Regularly reviewing and adapting the brand strategy is crucial to keeping it aligned with market changes, client preferences, and the evolving goals of the organization.
Eight Factor / Brand Community Strategic: A group of people who come together and connect around a common interest or passion for the brand, its products, and the lifestyle it often supports. Clients within these communities are often on a common path with similar interests and goals.
Many brands have already achieved success through brand communities, loyalty programs, and other social initiatives that leverage the power of social networking and community building to create a strong brand image and build a global community of engaged clients. A well-managed brand community strategy can lead to a more engaged and loyal client base, enhancing a sense of belonging and connection to the brand.

## 6. Suggestion and future research

The results above showed that the most important criterion for building a brand (according to experts' opinions) international cooperation came in first place in terms of ranking, while the second place for the brand-building criterion was for brand leadership, while the third place for the share of school infrastructure was This means that international cooperation can open doors for the brand to reach new markets in other countries. Effective leadership also contributes to building and managing the brand's reputation and ensuring effective communication with the public, while advanced infrastructure can contribute to attracting clients and talent, which leads to enhancing the brand's reputation, and therefore the positive interaction between these factors can be powerful in building the brand and enhancing its presence at the international level. Integrating international cooperation with strong brand leadership strategies and investing in effective infrastructure can contribute to enhancing the brand's long-term sustainability. Despite the importance of the brand strategy in building and strengthening the brand identity, the results showed that it is ranked last among other criteria, as some weaknesses could affect the effectiveness of this strategy, due to the lack of consistency, and the brand message was not consistent. At all client touch points. In addition to the need for educational institutions to update marketing strategies to keep pace with technological developments and adapt to market changes and client needs. It is important to regularly monitor and evaluate the brand strategy, to ensure that it is improved and adapted to changes in the market and audience expectations. The results of this study provide several insights. Firstly, future studies should pay more attention to clients' relational demands. The value of relationships was presented through this study, and it reveals a future research direction for international cooperation, which is considered one of the most important priorities for private school brand building. Second, the specific role and function of brand leadership (school leaders) in communication should be discussed more comprehensively in future research.

Recognizing the limitations in the modeling process is essential, as exploring ways to enhance consensus among experts and improve the model can be considered to obtain more accurate results in the future. Dealing with these differences is necessary to enhance the reliability of the overall process. Recognizing the limitations of the modeling approach and suggesting avenues for future research, such as enhancing consensus among experts, contributes to a comprehensive understanding of the analysis. We recommend including visual aids to better illustrate the results, facilitating a more accessible interpretation of the relative importance of each criterion. In essence, this analysis provides a solid decision-making basis for identifying key factors and improving the model to achieve more effective and informative results. Here, the discrepancy in the weights assigned by different experts with different opinions should be highlighted. Investigating and addressing these differences can contribute to enhancing the overall feasibility of the study model.

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