



Internal Brand Communication Strategies for Lecturer Engagement in the Digital Era

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Abstract

This study examines the relationship between internal brand management (IBM) consisting of internal brand communication (IBC), brand-centered training (BCT) and transformational leadership (TL) on work engagement (WE) at a university in Jakarta. A model was proposed and tested using a sample of 250 home-based lecturers using simple random sampling technique. Data were analyzed with SEM PLS and SmartPLS 4.0 software. The findings of this study confirm that internal brand communication, brand-centered training and transformational leadership positively influence work engagement. The results of this study also show that internal brand communication, brand-centered training and transformational leadership are good predictors of work engagement of lecturers in higher education. The implication is that the combined effects of internal brand communication, brand-centered training, and transformational leadership can create a work environment where lecturers are connected to the organization, motivated to contribute to its success, and engaged in the role of the campus brand. By prioritizing these factors, university management can foster a culture of engagement, commitment, and alignment with the university brand image, which ultimately leads to improved performance and satisfaction of all university stakeholders.

Keywords: Brand-centered training, internal brand communication, internal brand management, transformational leadership, work engagement.

INTRODUCTION

Internal brand management (IBM) in the context of higher education encompasses a strategic approach to aligning organizational values, brand identity and lecturer engagement within a higher education organization. It involves various components, including IBC, BCT and TL, to create a cohesive and consistent brand experience for lecturers towards their campus organization. Below is a breakdown of each component in the context of IBM. IBC refers to the process of disseminating brand-related information, messages and values within the organization. It involves sharing the mission, vision, values, and brand identity with faculty to foster understanding, alignment, and engagement. The main objective of IBC is to ensure that lecturers are aware of and connected to the core elements of the organization's brand. By effectively communicating the brand internally, organizations can increase lecturers' motivation, commitment, and loyalty to the university. BCT involves educational programs, workshops, and development initiatives that focus on instilling brand values, behaviors, and standards among lecturers. It aims to equip lecturers and staff with the knowledge, skills and mindset required to embody the brand in interactions with customers and colleagues. The goal of brand-centered training is to empower lecturers to deliver a consistent brand experience and keep the brand promise. By investing in training that aligns with the brand identity, organizations can improve faculty performance, customer satisfaction, and brand reputation.

Transformational leadership is a leadership style characterized by inspiring and motivating followers to achieve shared goals, encouraging innovation, and promoting personal growth and development. Transformational leaders lead by example, communicate a compelling vision, and empower lecturers to reach their full brand potential. In the context of IBM, transformational leadership plays an important role in shaping organizational culture, encouraging faculty engagement, and reinforcing the university's brand values. Leaders who demonstrate transformational qualities can influence lecturers' attitudes,

behaviors and performance to align with the university brand. By integrating IBC, BCT, and transformational leadership practices, campus organizations can foster a strong internal brand culture where faculty are actively engaged, committed to the brand, and aligned with the organization's strategic goals. This holistic approach to IBM helps create a cohesive brand identity, increasing faculty satisfaction and productivity.

Regarding the relationship and influence of IBC on WE, IBC actually plays an important role in influencing work engagement among lecturers in higher education organizations. First, Improved understanding of brand image values: IBC helps lecturers gain a deeper understanding of the organization's values, mission, and brand identity. When lecturers are well informed about the brand and its core elements, they tend to connect emotionally and intellectually with the organization. This understanding creates purpose and clarity regarding how their role contributes to the overall brand purpose, leading to increased motivation and commitment to their work. Second, Alignment with organizational goals: An effective IBC ensures that lecturers are aligned with the goals and values of the organization. When lecturers feel a strong alignment between their personal values and the brand values, they tend to feel a sense of belonging and commitment to the organization. This alignment fosters a positive work environment where lecturers are motivated to contribute to achieving organizational goals, thus leading to higher levels of work engagement. Third, Increased lecturer satisfaction: IBC contributes to creating a positive organizational culture where lecturers feel valued, respected, and engaged. When lecturers receive consistent and transparent communication about the brand, they are more likely to feel satisfied with their work environment. Satisfied lecturers are more likely to be emotionally invested in their work, leading to higher levels of work engagement and a willingness to go beyond their job requirements to support the organization.

Fourth, it builds trust and commitment: A transparent and open IBC builds trust between lecturers and the organization. When lecturers feel that they are kept informed about the brand's values, decisions, and direction,

they tend to trust leaders more and feel a sense of commitment to the organization. Trust and commitment are important factors in driving work engagement, as lecturers who trust their organization and are committed to its success are more likely to be engaged in their work and exhibit proactive behaviors that benefit the organization.

In summary, IBC positively impacts WE by increasing lecturers' understanding of brand values, aligning them with organizational goals, increasing satisfaction, and building trust and commitment within the organization. (Markos & Gossaye, 2021; Park & Kim, 2024; Sultan, 2022).. By developing effective internal brand communication practices, organizations can create a supportive and engaging work environment that motivates lecturers to do their best and contribute to organizational success.

Regarding the relationship and influence of BCT on WE. Indeed, BCT plays an important role in influencing WE among lecturers in a university. The following is a detailed explanation of the impact of BCT on WE. First, Alignment with brand values: BCT ensures that lecturers are equipped with the necessary knowledge, skills and mindset to embody brand values and standards in their daily work activities. By providing training that is aligned with the brand identity, lecturers develop a clear understanding of how their role contributes to upholding the brand image. This alignment with brand values fosters a sense of purpose and identity among lecturers, leading to increased motivation and commitment to delivering a consistent brand experience. Second, Empowerment and confidence: BCT empowers lecturers by providing them with the necessary tools and resources to represent the brand effectively. Training programs build lecturers' confidence in their ability to embody brand values and deliver exceptional service. Empowered lecturers are more likely to feel a sense of ownership and responsibility towards the brand, resulting in increased engagement and a proactive approach to their job responsibilities. Third, Skills development and growth: BCT focuses on developing lecturers' skills and competencies to align with brand requirements. Training programs offer opportunities for personal and professional

growth, enhancing lecturers' ability and confidence in performing their roles effectively. Lecturers who receive ongoing training and development opportunities are more likely to be engaged in their work, as they feel supported in their career progression and motivated to excel in their roles.

In summary, BCT has a positive impact on work engagement by aligning lecturers with brand values, ensuring consistency in brand delivery, empowering lecturers, and promoting skill development and growth. (Altaf et al., 2021; Muhammad et al., 2020; Zhang et al., 2022).. By investing in a comprehensive training program focused on brand identity, organizations can increase lecturer engagement, motivation, and commitment to deliver superior brand experiences, ultimately contributing to organizational success.

Lastly, transformational leadership has a positive impact on work engagement by inspiring the work engagement of employees. (Asbari, Purwanto, et al., 2020; Asbari et al., 2021, 2022; Novitasari, Johan, et al., 2021; Yuwono et al., 2020). and motivating lecturers (Jumiran et al., 2020; Maesaroh et al., 2020; Novitasari et al., 2020) and motivating lecturers and providing individualized support and development (Asbari & Novitasari, 2020; Nugroho et al., 2020), providing individualized support and development (Nugroho et al., 2020), fostering empowerment and trust (Asbari, Santoso, et al., 2020; Basuki et al., 2020; Silitonga et al., 2020), fostering empowerment and trust (Asbari, Santoso, et al., 2020; Basuki et al., 2020)., and communicating a compelling vision (Novitasari, Supiana, et al., 2021; Singgih et al., 2020).. By realizing the qualities of transformational leadership, leaders can create a work environment that encourages lecturer engagement, commitment, and performance, which ultimately drives organizational success. Based on the theoretical studies and explanations above, the researchers proposed a research model according to Figure 1 and developed the following research hypotheses:

- H1: Internal brand communication has a positive effect on lecturers' work engagement.
- H2: Brand-centered training has a positive effect on lecturers' work engagement.

H3: Transformational leadership has a positive effect on lecturers' work engagement.

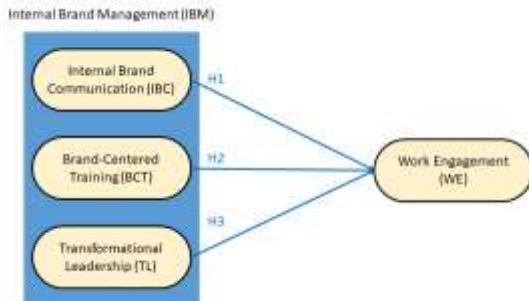


Figure 1. Research Model

RESEARCH METHODS

The first section of the survey introduced the purpose of the study and provided instructions for completing the questionnaire. The second section asked respondents to provide information about themselves, including their demographics. The third section represented the main research questions using a five-point Likert scale (1-5), with 1 being "strongly disagree" and 5 being "strongly agree". Internal brand communication was measured with three items (IBC1-IBC3), brand-centered training was measured with three items (BCT1-BCT3), transformational leadership was measured with five items (TL1-TL5), and work engagement was measured with three items (WE1-WE3). All items were adapted from Buil et al. (2016).

The most popular statistical techniques under Structural Equation Model SEM are covariance-based approach (CB-SEM) and variance-based partial least squares technique (PLS-SEM). (Sarstedt et al., 2014).. However, PLS-SEM has recently received wide attention in many disciplines such as marketing, strategic management, management information systems, and other branches of science. (Hair et al., 2012). The ability of PLS-SEM to handle problematic modeling issues common in social science environments such as unusual data characteristics (e.g. non-normal data) and highly complex models is an important reason behind the increased use of this approach. Given the advantages of this approach, this study utilized PLS-SEM to test the overall hypotheses proposed. SmartPLS 4.0 software

was used to evaluate the outer model and inner model respectively. The outer model testing was conducted to ensure the reliability and validity of the measurements, while the introduced hypotheses were examined through the inner model.

According to Creswell & Creswell (2017) According to Creswell & Creswell (2017), if the purpose of this research is to determine the relationship of influence between the variables under study, then a quantitative approach is best. Quantitative research methods are suitable in testing theories and hypotheses through the use of a set of statistical tools. (Agus Purwanto et al., 2019; Purwanto et al., 2021b, 2021a; Purwanto, Asbari, Santoso, & ..., 2020a; Purwanto, Asbari, Santoso, Paramarta, et al., 2020).. Therefore, this study used a survey method to test the formulated hypotheses. Therefore, a questionnaire was adopted as an instrument to collect the required data. The study population consisted of 436 university lecturers in Jakarta, Indonesia. Using simple random sampling, questionnaires were sent online to the population. A total of 250 questionnaires were returned and valid, which formed a response rate of 57.3%. Therefore, according to Roscoe et al. (1975) the sample size obtained was very adequate.

RESULTS AND DISCUSSION

Results

A total of 250 university lecturers in Jakarta participated, consisting of men (36.8%) and women (63.2%). The measurement model testing stage includes testing convergent validity, discriminant validity. Meanwhile, to test construct reliability, Cronbach's alpha and composite reliability values were used. The results of PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability tests. The convergent validity test is carried out by looking at the loading factor value of each indicator on its construct. In most references, a factor weight of 0.7 or more is considered to have a strong enough validation to explain the latent construct (Chin W, 1998; Fletcher, 1998). (Chin W, 1998; Flury et al.,

1988; Ghozali, 2017).. In this study, the minimum limit of the accepted loading factor is 0.7, and provided that the AVE value of each construct is > 0.5 . (Ghozali, 2017). After going through SmartPLS 4.0 processing, all indicators have a loading factor value above 0.7 and an AVE value above 0.5. The fit or valid model of this study can be seen in Figure 2. So thus, the convergent validity of this research model has met the requirements. (Purwanto et al., 2021b, 2021a; Purwanto, Asbari, Santoso, & ..., 2020a, 2020b; Purwanto, Asbari, Santoso, Paramarta, et al., 2020). The loadings, Cronbach's alpha, composite reliability and AVE values for each construct can be seen in Figure 2, Table 1 and Table 2.

Discriminant validity is carried out to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between the construct and other constructs (the value below the diagonal). (Ghozali, 2017). The results of discriminant validity testing are using the AVE square value, namely by looking at the HTMT Matrix (Table 3) and the Fornell-Larcker Criterion Value (Table 4). The results of the discriminant validity test

in Table 3 and Table 4 show that all constructs have an AVE square root value above the correlation value with other latent constructs (both through the Fornell-Larcker criterion and according to the HTMT Matrix), so it can be concluded that the model has met discriminant validity. (Fornell & Larcker, 1981).

Furthermore, a collinearity evaluation is carried out to determine whether there is a collinearity problem in the model. To find the collinearity, the VIF collinearity statistic of each construct is required. If VIF is more than 5, then the model has collinearity (Hair et al., 2014). As shown in Table 5, all VIF scores are less than 5, i.e. the results of the structural model collinearity reveal VIF values below 2. This indicates that this research model has no multicollinearity problem.

Construct reliability can be assessed from the Cronbach's alpha and composite reliability values of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7 (Ghozali, 2017). The reliability test results in Table 2 show that all constructs have composite reliability and Cronbach's alpha values greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

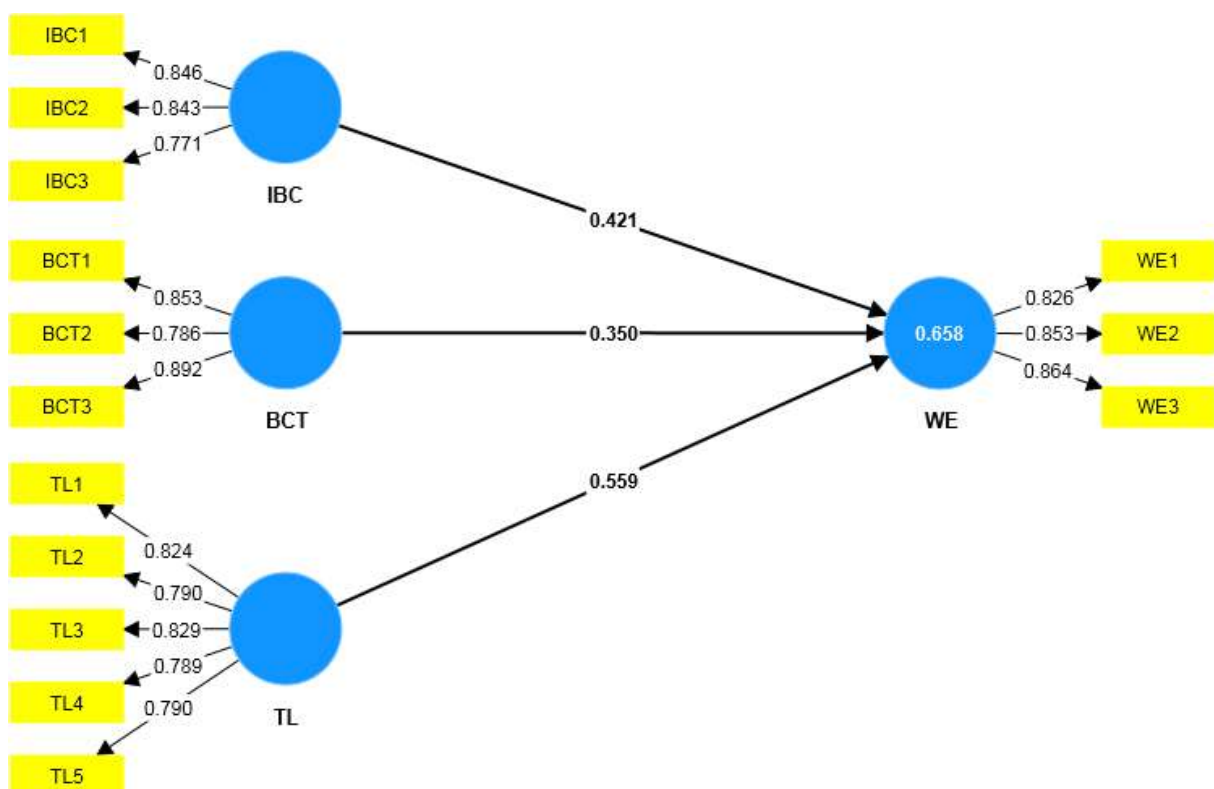


Figure 2. Valid Research Model

Table 1. Items Outer Loadings

Items	BCT	IBC	TL	WE
BCT1	0.853			
BCT2	0.786			
BCT3	0.892			
IBC1		0.846		
IBC2		0.843		
IBC3		0.771		
TL1			0.824	
TL2			0.790	
TL3			0.829	
TL4			0.789	
TL5			0.790	
WE1				0.826
WE2				0.853
WE3				0.864

Source: SmartPLS 4.0 Processing Results (2024)

Table 2. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Cronbach's Alpha	Composite Reliability (Rho_A)	Composite Reliability (Rho_C)	AVE
BCT	0.801	0.827	0.882	0.714
IBC	0.758	0.767	0.861	0.674
TL	0.864	0.865	0.902	0.647
WE	0.805	0.805	0.885	0.719

Source: SmartPLS 4.0 Processing Results (2024)

Table 3. Discriminant Validity - HTMT Matrix

Items	BCT	IBC	TL	WE
BCT				
IBC	0.713			
TL	0.171	0.173		
WE	0.621	0.689	0.542	

Source: SmartPLS 4.0 Processing Results (2024)

Table 4. Discriminant Validity - Fornell-Larcker Criterion

Items	BCT	IBC	TL	WE
BCT	0.845			
IBC	0.560	0.821		
TL	-0.141	-0.135	0.805	
WE	0.507	0.542	0.452	0.848

Source: SmartPLS 4.0 Processing Results (2024)

Table 5. Collinearity (VIF)

Items	BCT	IBC	TL	WE
BCT				1.466
IBC				1.463
TL				1.025
WE				1.466

Source: SmartPLS 4.0 Processing Results (2024)

Table 6. R Square value

Variables	R Square	R Square Adjusted

WE	0.658	0.654
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Source: SmartPLS 4.0 Processing Results (2024)

Table 7. Hypotheses Testing

Hypotheses	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1 IBC -> WE	0.421	0.420	0.046	9.215	0.000	Supported
H2 BCT -> WE	0.350	0.350	0.042	8.261	0.000	Supported
H3 TL -> WE	0.559	0.559	0.048	11.584	0.000	Supported

Source: SmartPLS 4.0 Processing Results (2024)

Hypothesis testing in PLS is also known as the inner model test. This test includes testing the significance of direct and indirect effects and measuring the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of internal brand management (IBM) characters consisting of internal brand communication, brand-centered training and transformational leadership on work engagement, a direct effect test is needed. The influence test is carried out using the t-statistic test in the partial least squared (PLS) analysis model using SmartPLS 4.0 software assistance, with the bootstrapping technique, the R Square value and the significance test value are obtained as Table 6 and Table 7. The result is that all hypotheses of this study (H1, H2, and H3) are supported.

Discussion

Based on Table 6, the Adjusted R Square value of lecturer work engagement (WE) is 0.654, which means that the lecturer work engagement variable can be explained by the three variables in the concept of internal brand management (IBM) consisting of internal brand communication, brand-centered training and transformational leadership by 65.4%, while the remaining 34.6% is explained by other variables not discussed in this study. While Table 7 displays t-statistics and p-values that show the influence between the research variables that have been mentioned. The magnitude of the influence of the independent variable on the dependent variable is explained by the Original Sample (O) value. An example is as follows: The magnitude of the influence of

the IBC variable on WE is 0.421, meaning that every one unit addition to the IBC variable will have a positive effect on WE of 0.421 one unit or 42.1%. And so on.

The main objective of this study was to investigate the influence of the three IBM variables. From Table 7, it is found that the transformational leadership factor has the greatest influence, amounting to 55.9%. This was followed by the IBC factor and finally the BCT factor. This finding amplifies the role of the three independent variables in the study. First, an effective IBC plays an important role in encouraging lecturers' organizational identification and work engagement. By ensuring that lecturers are well informed about the organization's brand values, goals, and vision, IBC can create a sense of pride and affiliation among lecturers. This, in turn, can lead to higher levels of work engagement as lecturers feel connected to the organization and its goals. This study also corroborates the results of previous research which states that the IBC variable has a positive and significant effect on WE (Mishra et al., 2014). By equipping lecturers with the skills and knowledge needed to effectively represent and communicate the university brand, they feel empowered and confident in their work (Mazzei et al., 2019). Meanwhile, other studies state that IBC has no positive effect on WE (Liu et al., 2017) (Sung & Hu, 2021).

Secondly, BCT is essential to equip lecturers with the knowledge, skills and abilities needed to embody the values of the university in their daily work. Such training programs can help lecturers understand their role in the organization and align their behavior with the university's identity. By investing in brand

image-centered training, universities can increase lecturers' engagement with their work and create a workforce that is better equipped to meet customer expectations. Some researchers mentioned that brand-centered training positively and significantly affects work engagement (Preez et al., 2017, Chawla, 2020, Liu et al., 2017). In contrast to the findings of other researchers who mention the opposite results (Quarantino & Mazzei, 2018, Chawla, 2020, Buil et al., 2016).

Third, transformational leadership has a direct impact on lecturers' organizational identification and work engagement. Leaders who exhibit transformational qualities such as inspirational motivation, intellectual stimulation, and individualized consideration can inspire lecturers to connect with the organization's mission and values. By fostering a sense of belonging and pride in the brand, transformational leaders can increase lecturers' psychological engagement with their work, resulting in higher levels of job satisfaction and performance. Thus, many researchers have found facts about the positive influence of transformational leadership on work engagement. (Asbari & Novitasari, 2020; Bernarto et al., 2020; Haq et al., 2022; Nugroho et al., 2020; Silitonga et al., 2020; Zaman et al., 2020).. Although there are a small number of studies that find the opposite fact (Sudibjo & Prameswari, 2021).

CONCLUSION AND SUGGESTION

The study concluded that internal brand communication (IBC), brand-centered training (BCT) and transformational leadership (TL) on work engagement (WE) among university lecturers. The following is a summary of the conclusions drawn from this research: Effective IBC positively impacts lecturers' organizational identification and, subsequently, their work engagement. By ensuring that lecturers are well-informed about brand values and goals, internal brand communication creates a sense of pride and affiliation towards the organization, leading to higher levels of work engagement. BCT plays an important role in shaping lecturers' understanding of their role in the organization and aligning their behavior with the university's brand values. Lecturers who undergo BCT are

more likely to feel a sense of pride and affiliation towards the organization, thus contributing to positive attitudes towards their work and higher levels of work engagement. TL was identified as a key driver of organizational identification and work engagement among university lecturers. Leaders who exhibit transformational qualities such as inspirational motivation, intellectual stimulation, and individualized consideration can inspire lecturers to connect with the organization's mission and values. Transformational leaders create a positive internal climate that fosters positive attitudes and behaviors among staff members, ultimately leading to higher levels of work engagement.

In conclusion, this study underscores the importance of internal brand communication, brand-centered training, and transformational leadership in increasing work engagement among university lecturers. By investing in these areas, organizations can create a work environment where lecturers feel connected to the brand, motivated to contribute towards organizational goals, and engaged in their roles. This, in turn, can lead to improved performance, customer satisfaction, and organizational success in the competitive university industry.

Theoretical Implications

The theoretical implications of the influence of internal brand communication (IBC), brand-centered training (BCT) and transformational leadership (TL) on work engagement (WE) among university lecturers are significant and align with various theoretical frameworks. The following are some of the main theoretical implications based on the findings of this study: First, Social Exchange Theory: IBC, BCT and TL can be viewed through the lens of social exchange theory. According to this theory, lecturers engage in a social exchange with the organization, where they contribute their efforts and skills in exchange for rewards and recognition. Effective IBC and BCT programs can be seen as an organizational investment in lecturers' well-being and development, leading to a positive exchange where lecturers reciprocate by being more engaged in their work. Transformational leadership, with its focus on inspiring and motivating lecturers, can

further enhance this social exchange by creating a supportive and engaging work environment.

Second, Organizational Identification Theory: The research findings support the idea that IBC, BCT and TL positively influence lecturers' organizational identification. Organizational identification theory states that when lecturers identify with the goals, values, and vision of the organization, they tend to be engaged with their work and exhibit positive behaviors towards the organization. By fostering a sense of pride and affiliation towards the organization through effective communication, training, and leadership, lecturers develop a strong identification with the brand, leading to higher levels of work engagement. Third, Transformational Leadership Theory: Transformational leadership theory emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance and engagement. This research highlights the importance of transformational leadership in shaping lecturers' organizational identification and work engagement. Transformational leaders, through their visionary and inspirational qualities, can create a work environment where lecturers feel connected to the organization's mission and values, thereby increasing job satisfaction and engagement. By fostering a sense of commitment and work passion, transformational leaders contribute to higher levels of work engagement among university lecturers.

In conclusion, the theoretical implications of IBC, BCT and TL for WE underscore the importance of creating a supportive and engaging work environment where lecturers feel connected to the organization, motivated to contribute, and aligned with brand values. By utilizing theories such as social exchange theory, organizational identification theory, and transformational leadership theory, organizations can better understand and leverage these factors to improve lecturer engagement and performance in higher education.

Managerial Implications

The managerial implications of the effects of IBC, BCT and TL on WE in universities

are very important for university authorities and leaders who want to optimize lecturer engagement and performance. Here are some key managerial implications based on the research findings: First, leaders should prioritize IBC as a strategic tool to align lecturers with the organization's values, goals and brand vision. By fostering a culture of open communication and transparency, leaders can ensure that lecturers are well-informed and engaged with the brand. An effective IBC can increase lecturers' sense of pride, affiliation, and identification with the organization, resulting in higher levels of work engagement and performance. Second, leaders should invest in brand-centered training programs to develop lecturers' knowledge, skills, and abilities related to brand values and identity. By providing continuous training and development opportunities, leaders can ensure that lecturers are equipped to embody the brand in their daily interactions and tasks. Third, the BCT Program can indirectly influence work engagement by encouraging organizational identification among lecturers. Leaders play an important role in facilitating training sessions, workshops and coaching to enhance lecturers' connection with the brand and drive engagement.

Fourth, leaders should focus on developing the quality of transformational leadership in the organization. By fostering a culture of inspirational motivation, intellectual stimulation, and individualized consideration, leaders can inspire lecturers to connect with the organization's mission and values. Transformational leadership directly affects lecturers' organizational identification and work engagement. Leaders who demonstrate transformational qualities can create a positive work environment, encourage lecturer commitment, and increase job satisfaction and engagement among staff members.

In conclusion, the managerial implications of IBC, BCT and TL for WE emphasize the role of leaders in creating a supportive and engaging work environment. By prioritizing effective communication, training initiatives, and leadership development, leaders can foster a strong organizational culture, increase faculty engagement, and drive faculty performance and success at the

university.

Research Limitations

This research provides valuable insights for all university stakeholders and also adds new space to the body of knowledge. However, it is important to acknowledge some of the limitations of this study, which include: First, sample size and generalizability: This study may have a limited sample size or focus on a specific subgroup of universities, which may differ on the generalizability of the findings to a broader population of organizations. The findings of this study may not have been representative of all types of colleges or may not have covered the diversity of organizational structures and college cultures. Second, methodological considerations: Research methodologies, such as the use of SEM PLS regression, may have certain limitations in terms of statistical robustness or model fit compared to other analytical techniques such as CB-SEM modeling. Therefore, further studies using other different methods and tools are needed. Third, variable measurement: The measurement of constructs such as IBC, BCT, TL and WE may suffer from interpretation bias or measurement error, thus impacting the accuracy and reliability of the results. Therefore, future research involving more related variables is recommended. In conclusion, although this study provides valuable insights, the above limitations need to be considered when interpreting the findings and applying them in the real world and in different contexts. Future research efforts can address these limitations to further enhance the understanding of the dynamics between internal branding practices, leadership behaviors, and faculty engagement at universities.

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