

**THE INFLUENCE OF CONSUMER
MISBEHAVIOUR ON THE PERCEIVED BRAND
IMAGE OF JORDANIAN HIGHER EDUCATION
INSTITUTIONS**

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EDUCATION INSTITUTIONS**

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LIST OF ABBREVIATIONS

List of Abbreviations	
Consumer Misbehaviours	CM
Economic Consultative Council	ECC
Higher Education	HE
Higher Education Institutions	HEIs
Jordanian Higher Education Institutions	JHEIs
Jordanian Universities	JU
Gulf Cooperation Council	GCC
Gross Domestic Product	GDP
Higher Education Commission	HEC
Jordan Vision	JV
Ministry of Higher Education and Scientific Research	MHESR
United Arab Emirates	UAE
United States Aids	USD
World Health Organisation	WHO

DECLARATION

This is to certify that this thesis is the result of my own work, and that no portion of it contained herein has been submitted for another degree or qualification in this or any other university, to the best of my knowledge, and that the original work is my own except where due references are made.

ABSTRACT

Higher education institutions are working hard to associate their names with a positive brand image. However, an increasing phenomenon significantly affecting Jordanian Universities is campus violence perpetrated by consumer misbehaviour. Consumer misbehaviour in higher education has not been adequately researched and the incidences of campus violence are under reported by actors, and acted upon by the authorities. As, there is no single study in Jordan that has tackled campus violence from a marketing perspective, this thesis aims to explore the influence of consumer misbehaviour on international students' perspective of Jordanian Higher Education Institutions' (JHEIs) brand image. For reasons of clarity and international theoretical relevance, this thesis adopts the international term "consumer misbehaviours" in referring to the phenomenon of campus violence in JHEIs. Qualitative empirical semi-structured interviews with various international students were conducted in four Jordanian universities in order to gain an in-depth understanding of the phenomena and its influence on the brand image of JHEIs. This study revealed the prevalence of consumer misbehaviours and their consequences for JHEIs. The findings revealed multiple drivers of consumer misbehaviours, for example personal, cultural norms, academic, political, economic, and institutional. Furthermore, the types of consumer misbehaviours revealed, included verbal and psychological abuse, physical assault, sexual harassment, property damage, tribal brawls, discrimination and racism. Moreover, consumer misbehaviours were found to have a negative influence on the international brand image of Jordanian Higher Education (JHE), which subsequently affects the Jordanian economy. Despite this, the findings also showed that consumer misbehaviours are not always negative. For example, fighting against the injustices of universities' policies, and forcing institutions to employ more security and qualified staff. The outcomes of this study generate numerous implications and suggestions for theorists and practitioners in the educational marketing field in order to mitigate student consumer misbehaviours. Higher education institutions can use the results of this study to make the educational environment safer, correct weaknesses identified by this study and develop policies, which will improve the safety of customers and staff. Examples of such policies include: engagement and collaboration, encouragement of good conduct, and increase collaborations with all HE stakeholders etc. Accordingly, the results provide a foundation on which future research can be built.

CHAPTER ONE: RESEARCH INTRODUCTION

1.0 Chapter Introduction

The purpose of this introductory chapter is to provide the reader with an overview of the research that is presented in the body of the thesis. This chapter introduces a background to the study, the rationale behind it and the impact it creates on the perceived brand image of Jordanian Higher Education Institutions (JHEIs). Next, this chapter identifies the research aim, research questions, and objectives followed by further discussion on the contribution to knowledge, and finally, the chapter is concluded with an overview of the structure of the thesis.

1.1 Higher Education in Jordan

The Jordanian government was the sole supplier of higher education until the end of the 1980s when the government realised that it could not satisfy this increasing demand alone. The government took steps to issue policies allowing the private sector to participate in providing higher education services, thus giving the private Jordanian higher education system a kick-start. Following this decision, from 1993 to 1997 two public universities and four private ones were opened; later on another public and another private university were established between 1998 and 2002 (Kanaan et al., 2009; Alrai, 2010). This theme continued and from 2003 until 2010, two public universities were established followed by another two private ones. The current figures show the private sector to have almost double the number compared to government run institutions, resting at ten public and nineteen private universities (MoHESR, 2015). Appendix.1 shows the distribution of universities in the twelve Governorates in Jordan.

Meanwhile, the number of international students has been growing annually by 8% over the last 15 years and almost 90% of international students are enrolled in undergraduate studies (MoHESR, 2009). For private universities, the key purpose is to run a business, i.e. they are profit and competition-driven organisations. These firms are part of the Amman Stock Exchange, which consists of 6 companies, 5 of which specialise in higher education and the remaining one which specialises in pre-university education, also known as the Petra Education Company which was founded

in 1989 (Alrai, 2010). The demographic origin and distribution of international students responsible for the increased consumer misbehaviour is depicted in table 1.1:

Table 1.1: The Influences upon the Number of International Students in JHEIs

From	influences
1968-present	The unrest in the West Bank
1990-1991	The political and economic turbulence resulting from the Gulf war in 1990/1991, and the mass Jordanian returnees from Kuwait and other Gulf countries
2001	The difficulties created for some Arab and Muslim students in western countries is due to the September 11th 2001 attacks in the US which subsequently made it more difficult for students particularly from the Arab Gulf States to obtain a visa for the US and EU countries (Istaiteyeh, 2012).
2002	Jordanian Vision of 2020 and the 2002 Vision of the Forum for better educational future and the national development initiative geared towards increasing the number of international students to 100,000 by the year 2020
2003	The war in Iraq in 2003 prompted the influx of Iraqi migrants to Jordan.
2011	The Arab Spring, Civil War in Syria, and increasing turmoil in Egypt and the Middle East
2013	Volatility in the oil market, the disruption of gas supplies and the energy imported from Egypt are some of the underpinning factors. Moreover, it is also influenced by the rise of unemployment; dependency on remittances from Gulf economies and the increasing pressure on natural resources. Finally, it is also influenced by the escalating spill-over from the Iraqi and Syrian civil war (Moore, 2013).

According to the UNDP (2006) higher education in Jordan is ranked number one in the Arab World, which is not surprising, given that it is a country that has invested immensely in its young people. Despite the fact that Jordan depends financially on foreign aid due to the strain on natural resources, a highly advanced national curriculum was developed by the Ministry of Higher Education, which has become a model for many Arab countries in the region (Badran, 2014; UNDP, 2006). This educational success is reflected in the country's strong higher education sector, which was fully committed and supported by the late King Hussein and his successor – King Abdullah the Second.

One main characteristic of Jordanian universities uncommon to most Arabic countries is that the number of international students attending Jordanian universities is increasing day by day due to the positive image of Jordan. In the year 2000, a Jordanian public-private initiative was launched: the Jordan Vision 2020, (henceforth JV¹ 2020). At the beginning of 2004, JV started aiming at enhancing higher educational services exports. This was to be achieved with the collaboration of both the public and private sector from one side, along with various Jordanian representative universities in order to increase the demand of higher education services to 100,000 international students by the year 2020. This increase could contribute around JD 929 (approx. £833 million) to the Jordanian economy (Farinha et al., 2015).

It is of great interest to the society in general, and *stakeholders* in Jordanian *higher education* in particular, that most of the teaching staff members are graduates of western countries with advanced degrees in different specialisations. The main objectives of the universities include teaching, conducting research and providing community services. Appendix 2 shows the number of academic staff at Jordanian universities, both public and private in 2012/2013.

1.2 Higher Education & Student Consumers

JHEIs are recognised as major service providers in various academic settings, with greater emphasis on international students as customers (Meek & Wood, 1998; Wilkins & Huisman, 2014). Students are described as consumers who are concerned with acquiring tangible benefits, i.e. having a valuable qualification (Brochado, 2009; Woodall et al., 2014). In agreement, Manthorpe et al. (2010) noted that students should not just be seen as customers but also as consumers. With this in mind, a growing number of (HEIs) in Jordan have recently changed their way of perceiving students; they are now considered as clients or consumers, especially when dealing with international students. Particular significance is given to international students because they pay more for their education than local Jordanian students (Cardoso et al., 2011). Therefore, to promote the growth and international competitiveness of

¹ JV 2020 led by Jordanian Business Association, with support from Ministry of Planning, Ministry of Higher Education & Scientific Research Ministry of Industry, Ministry of Tourism and other government authorities as cited by.

JHEIs, educational marketers need to pay attention to consumer behaviour decisions. This will ensure that the institutions re-direct their focus on the needs of present students, future students, and other important stakeholders (Hénard et al., 2012; Khanna et al., 2014; Mbachu, 2014).

The decision-making process made by many consumers when determining which higher education institution to opt for has become very complex, challenging and complicated as consumers are becoming increasingly critical and selective in the choices they make (Woodall et al., 2014). Crossan et al. (2013) and Moogan et al. (1999) buttressed this argument by emphasising that consumers now go beyond merely evaluating the facilities and prices of higher education institutions in order to make the final decision and instead adopt a much broader evaluative perspective. These arguments were further reinforced by a number of theorists (Abdul, 2014; Azoury et al., 2014; Hazelkorn, 2015), noting that the overwhelming nature of misbehaviour displayed by consumers in HEIs have raised doubts about the credibility of Jordan institutes.

Consumer misbehaviour is defined by Fullerton & Punj (1997, p. 336) as “acts by consumers which violate the generally accepted norms of conduct in consumption situations, and disrupt the order expected in such situations.” While Yagil, & Luria (2014) and Wu (2015) define consumer misbehaviour as the act of violating and deviating from generally accepted norms that are enshrined in the guidelines of HEIs, including: verbal and physical abuse, inappropriate interpersonal behaviours and theft. These consumer misbehaviours do not only affect the functioning of the JHEIs but also have social, financial and psychological implications for the country as a whole. Subsequently, it causes discomfort for the inhabitants in and around the institutions, other consumers and the society at large (Akkawanitcha et al., 2015; Hennigs et al., 2015). These misbehaviours are often found to result in the breakdown of law and order and destruction of properties, becoming a cause of discomfort to other consumers, service providers and stakeholders. Buckner (2013) reinforces this argument by noting that this has an impact, in some cases, on the temporary closure of universities and/ or suspension of classes to prevent further violence. Buckner, (2013) further stresses that these misbehaviours in universities are sometimes violent, repulsive and uncontrollable. Similarly, Malkawi (2013) establishes that violent acts in

Jordanian universities have become an increasingly troubling “phenomenon” in the past four years, leading to the expulsion of some students who were involved (Yaseen & Ajlouni, 2013). 2013 was reported by the Jordan Times (2013) as the bloodiest year in JHEIs in terms of campus violence as five people were reported dead in that year alone (four from Al-Hussein University and one from the University of Muta). A recent report by the Jordanian Times (2015) suggested that the number of fights and “violent acts” during the past four years has increased by more than 210%, causing a negative effect on the international image of JHEIs. Due to such activities JHEIs ranking dropped four positions, to 86th in the 2013-2014 evaluation (Badran, 2014).

Commenting on the drivers of campus violence in Jordanian universities, Maraga & Oehring (2013) assert that in most cases, consumer misbehaviour occurs due to unresolved tensions at university level as well as at social and political levels. The fundamental factors behind consumer misbehaviour in Jordanian universities are deepening with varying implications (Maraga & Oehring, 2013). The overwhelming number of violent incidents has led to the King of Jordan (Abdullah the Second) condemning the phenomenon since it has a negative effect on both the brand image of JHE and on Jordan as a country. He describes the situation in the following terms:

“...Violence and breaking the law at universities and the community has grown at an alarming rate to the point that there needs to be immediate action by the three authorities² to put an end to this phenomenon, which is affecting the daily life of every citizen in the Kingdom” Statement made by King Abdullah II, King of Jordan (*Jordan Times*, 2013, P.1).

Due to the overwhelming number of consumer misbehaviours in Higher Education campuses in Jordan, JHEIs are working assiduously to rebrand their image in order to uplift their reputation, both internally and externally (Alvesson, 2013). In general terms, brand image is defined as *“attributes and functional consequences and the symbolic meanings consumers associate with a specific service”* (see Padgett & Allen, 1997 cited in O'Loughlin & Szmigin, 2005, p. 10), brand image in the context of JHEIs could be viewed as the result of any influencing factor that either enhances or deters service providers in meeting their target objectives due to the perceived views of consumers.

² The three authorities are legislative, executive, and judicial branches of the Jordanian government.

Shammot (2011) revealed that Jordanian universities are attempting to build their brand names by recruiting and retaining qualified and competent staff in order to retain existing students and attract new ones. Similarly, Hoyt & Hollister (2014) posit that JHEIs are resiliently working to improve their brand image by effectively and frequently communicating with students to identify their needs, problems and concerns in order to provide better higher education services than their competitors.

Consequently, it has become clear that consumer misbehaviour is worthy of further investigation. This is evidenced by the monetary, physical and mental strains and damage, not to mention the discomfort it causes, not only to JHEIs but also to other consumers and society at large (Biddle, 2014; Mire & Owens, 2014; Owens et al., 2015). A number of researchers profess that consumer misbehaviours have cumulative direct and indirect monetary costs on JHEIs (Dagenais-Desmarais & Courcy, 2014; Linstead et al., 2014; Mishra, 2014). Akkawanitcha et al. (2015) and Baccarani & Brunetti (2011) reinforce this argument by suggesting that the people most affected by consumer misbehaviours are other customers and frontline staff who are emotionally; mentally; and physically abused. Furthermore, they reiterate the domino effect of such contagion on other staff. The collective and cumulative influence of such consumer misbehaviours could potentially influence a consumer's decision, leading them to seek alternatives. Subsequently this leads to increased consumer discontentment with service providers, high staff turnover, non-attendance, and pecuniary loss to JHEIs (Liang et al., 2015). It is against the backdrop of these arguments that the researcher seeks to understand the types, causes/drivers, consequences and influences on the brand image of Higher Education Institutions in Jordan and proffer solutions to the abuses and losses suffered by service providers, other consumers, the government and society as a whole.

1.3 The Rationale of the Research

In spite of the numerous studies conducted on student misbehaviour in HEI campuses, this field of study still presents complexities as no one study has been able to concretely assess its impact, particularly with reference to the JHEIs (Mahasneh, 2012). This thesis aims to examine how the misconduct of students has an active role in determining the perceived brand image of JHEIs. Since the drop in the ranking, the Government of Jordan has taken an avid interest in taking corrective action; the international competition has become extremely intense and the negative image associated with Jordan makes it difficult to stay in the running. Not surprisingly, the JHEIs are now looking to devise strategies to address the service delivery quality and related aspects (in this case the perceived brand image) as a means of gaining an edge over competition in this ever increasingly challenging marketplace (Brown & Mazzarol, 2009). Nevertheless, it appears that little formal research has been undertaken that addresses the significance of customer satisfaction drivers and the perception the brand image (Zhang, 2015). In addition to this, comparatively little research exists on whether a negative brand image of education in a certain area has an increased likelihood of generating a tangible loss in terms of consumer loyalty and consumer satisfaction; this issue is particularly poignant regarding the institutes that are dedicating substantial resources to this end (Brown & Mazzarol, 2009).

Numerous studies have established that consumer misbehaviours in JHEIs are gradually downgrading the quality of education and making it difficult for service providers to deliver the right kinds of service consistently (Rundshagen, 2014; Greer, 2015; Lucas, 2015). However, consumer misbehaviours effect on the quality of education in JHEIs is yet to be explored, as no study has been able to present empirical evidence on the causes of consumer misbehaviours using a Jordanian perspective.

We know that brand image and how it is perceived is the core component of a long duration of consumer loyalty and the higher equity associated with brands (Duncan, 2002). Therefore, to create a positive impact on the consumer and ensure their loyalty, there is the need to attribute adequate significance to the brand image of the Jordanian Higher Education system. It has been established that in higher education, consumers consider image far more important as a primary determinant of how they select an institution for study than the conventional awareness of its relevance in terms of

quality of delivery (Mourad et al., 2011). Hence, there is a need for universities as a whole to understand the standpoint of students and their social needs before carving out appropriate strategies that suit these needs (Lamboy, 2011). The relevance of this study is extremely significant as higher education is currently part of a very competitive environment. This is enhanced by the pertinence of branding, which has also increased to promote the reputation of institutes and inevitably to generate additional revenues for the JHEIs by means of selling a positive brand image, attracting more students from overseas and local regions.

1.4 Research Aim, Questions and Objectives

1.4.1 Research Aim

The aim of this study is to investigate the influence of consumer misbehaviours on the perceived brand image of JHEIs, and more specifically on international students who are both existing and potential customers.

1.4.2 Research Objectives

In order to achieve the above research questions, the following four research objectives are formulated:

- 1) To critically explore the types of consumer misbehaviour in Jordanian Higher Education Institutions, with analysis of the causes of consumer misbehaviours in JHEIs.
- 2) To understand the challenges confronted by the Jordanian higher education sector due to consumer misbehaviours.
- 3) To critically analyse the implications of consumer misbehaviours on the brand image of Jordanian Higher Education Institutions.
- 4) To investigate potential solutions to help mitigate consumer misbehaviours in JHEIs.

1.4.3 Research Questions

The specific questions of the research include the following:

- 1) What are the types of consumer misbehaviours in JHEIs?
- 2) What are the drivers/causes of consumer misbehaviours in JHEIs?
- 3) How do JHEIs deal with the challenges confronted by consumer misbehaviour?

- 4) How do consumer misbehaviours affect the brand image of JHEIs?
- 5) What are the likely solutions for addressing consumer misbehaviours in JHEIs?

1.5 Thesis Contribution to Knowledge

The research objectives and questions lend themselves to a qualitative methodology. Qualitative empirical semi-structured interviews with various international students were conducted in four Jordanian universities in order to gain in-depth understanding of the phenomena and its influence on the brand image of JHEIs. On fulfilling the above research objectives, this thesis aims to contribute to the existing body of knowledge on consumer misbehaviours and its influence on the perceived brand image particularly in the context of the JHE sector. Given the lack of literature regarding consumer misbehaviours in the higher education sector from a marketing perspective, it is imperative that studies are carried out in this area (Veres & Jackel, 2010; Jäckel, 2011; Jäckel & Lehoczky, 2013; Chahal & Dalrymple, 2015; Douglas et al., 2015). In addition, this is the first study that looks at campus violence from a marketing perspective. Moreover, many studies have tackled campus violence but used quantitative survey methods with Jordanian students only and did not use international students (Bani Arshead, 2009; Okour & Hijazi, 2009; Al-Louzi & Farhan, 2010; Alsubaihi & Rawajfeh, 2010; Al-Adwan, 2012; Ghoneem, 2012; Buckner, 2013; Momani et al., 2013; Yaseen & Ajlouni, 2013). Moreover, this is the first study that uses qualitative data collected from international students in Jordan regarding their perceptions of consumer misbehaviours. This is because the researcher aims to provide a more exploratory and in-depth critical understanding of the phenomenon of consumer misbehaviours at JHEIs, their drivers and the challenges that JHEIs are facing resulting from these issues.

The higher education sector is considered to be at the heart of domestic and worldwide economies; no nation can be developed without a flourishing higher education sector and Jordan is no exception (Ivy, 2001; Venkatesh, 2001; Brown & Oplatka, 2006; Ivy, 2008). International students contribute immensely to HEIs and their host country (Lillyman & Bennett, 2014; Nami & Marandi, 2014; Omoruyi et al., 2014). These contributions have affected all aspects of the Jordanian economy negatively. The brand image, as it relates to safety of the educational marketplace of HEIs and their

host country, has been identified as one of the factors that determine the patronage of international students (Jiewanto et al., 2012; Chen, 2013; Alwi & Kitchen, 2014; Momen et al., 2014). It becomes imperative that JHEIs develop a positive brand image to be able to enhance their international students' patronage. Therefore, in the light of the importance of protecting international students and creating a safe educational marketplace, this research will enhance the theory that is predominantly rooted in Western countries. This is achieved by studying consumer misbehaviours in the Jordanian context, which has a significantly different cultural and economic environment. Brand image can act as a powerful source of competitive advantage (Melewar & Akeel 2005). The findings of this research are of practical value to higher education institutions (HEIs). The implementation of strategies by HEIs to increase their brand image and strengthen institutional identification among potential students might have a positive effect on student enrolment, thus empowering institutions to magnify and achieve both growth and financial goals.

The branding phenomenon is common with respect to the higher education sector. Governments and HEIs across the globe have begun devising appealing policies focusing particularly on quality education delivered in a neat, clean and, most importantly, safe environment (Erisher et al., 2014; Makgosa & Molefhi, 2012). With the advancement of globalisation, higher education has become a tradable commodity. HEIs have hence started marketing practices in order to position their institutes in international markets, simultaneously conducting analyses of their strengths and weaknesses in addition to identification of unique selling points (Chen & Chen, 2014). Service industries specifically need a brand image that reflects reliability and credibility. Studies have revealed that three key issues are essential for strong brand value: service delivery, quality and image (Elliot & Shin, 2002). Furthermore, the trustworthiness of the brand is developed by a combination of these three components together. This research study is particularly significant in its scope as it covers the aforementioned themes and has the advantage that these findings are generalisable and can be applied to HEIs, not only in Jordan but also in other countries, which have a similar environment and education system.

1.6 Overview of the Thesis

This overview briefly describes the content of each chapter in the thesis, highlighting the key elements that will be discussed in each of these chapters, which are presented below.

Chapter Two: The Jordanian Context

Chapter two provides information on the context in which this research is conducted, the higher education sector in the Hashemite Kingdom of Jordan. The focus deepens to consider higher education in Jordan, and specifically consumer misbehaviours within a Jordanian context. It also presents an overview of the concepts of understanding brand image in general and within the higher education sector in particular. It then addresses brand image as an influence on consumer behaviour. The chapter concludes by highlighting the importance of brand image in higher education.

Chapter Three: Literature Review

A rigorous and critical literature review relevant to the subject under investigation is presented in this chapter. The first major section of the literature review provides an understanding of customers in higher education, particularly stressing on the stakeholders i.e. the potential and existing potential students of the service. This section also discusses how best students are described. Furthermore, the definition of consumer misbehaviour is also included in this section, drawing the attention of the reader toward the determinants of such a construct. Emphasis is laid on the types of misbehaviours exhibited by students and the impact it creates on the overall Higher Education Sector.

Chapter Four: Research Methodology

This chapter describes the research design and methodology of the study. It explains the philosophy applied in conducting this research and the methods used for collecting and analysing data. It describes the process of how research is conducted to reach the final results. The chapter then moves on to discuss how a set of criteria were followed to guide the research. The chapter concludes by highlighting the challenges and limitations of the study.

Chapter Five: Research Findings and Discussion

This chapter presents a qualitative empirical analysis of the data collected using semi-structured interviews from twenty-five international students in four Jordanian universities. Respondents' perceptions and attitudes were examined, organised, categorised, synthesised and interpreted according to the research objectives and questions before being discussed in light of the reviewed literature and thematic analysis of the data collected.

Chapter Six: Conclusions, Practical Contributions, and Recommendations

The aim of this chapter is to summarise the outcomes for each objective emergent from chapter five. This chapter also outlines the major theoretical and practical recommendations for academics and practitioners. In addition, suggestions for further work are provided and reflections and limitations are then presented.

1.7 Summary

This introductory chapter has offered a brief background to the present study. It has highlighted the reasons why this study is valuable to JHEIs and, hence, explained its importance whilst illustrating the aim, research objectives and questions to be achieved. The expected contributions to knowledge have been identified and an outline of the forthcoming structure of the thesis has been given. The following chapter will provide a backdrop for the study by discussing the research context in Jordan.

CHAPTER TWO: THE JORDANIAN HIGHER EDUCATION CONTEXT AND THE ROLE OF BRAND IMAGE

2.0 Chapter Introduction

Chapter two provides information on the context in which this research is conducted, the higher education sector in the Hashemite Kingdom of Jordan. More importantly, the focus then is on higher education in Jordan, and specifically on consumer misbehaviour within a Jordanian context. It also presents an overview of the concepts of understanding brand image in general and within the higher education sector in particular. It then addresses brand image as an influencer of consumer behaviour. The chapter concludes by highlighting the brand image in higher education. See Appendix 6F for general information about Jordan.

2.1 The Development of Education in Jordan

Jordanian higher education was established in 1951 by instituting community colleges in major cities. In 1962, the university education program started and the first courses were delivered in 1963 in Amman by establishing Jordan University (Kanaan et al., 2010). At that time, there was only one Jordanian Government University in the capital Amman and no private universities were established until 1989 as higher education in Jordan was owned, managed, and supported purely by government finances (Istaiteyeh, 2012). In 1989, the first private university in Jordan was established by the name of 'Al-Ahliyya Amman University' (Kanaan et al., 2009). Since then there has been an increase in the demand for higher education at government universities, and it has become clear that building private universities will enable the country to meet demand (Assaad, 2014). Just over 2.5% of Jordan's total population is enrolled at universities, a ratio similar to the United Kingdom (World Bank Group, 2012). The increasing number of university students and reduction in government subsidies has driven public-sector universities into severe decline both in terms of proficiency and in terms of financial stability (Istaiteyeh, 2012). This has provided an opportunity for private universities to be established by entrepreneurs who profit from setting up this kind of business, which relieves the high demand pressure of numbers on government universities. Appendix 3 shows the number of international students in Jordanian public and private universities from 2008 to 2013.

Since 1951, the Jordanian higher education sector has experienced significant changes starting with a one-year post-secondary training class for teachers (Istaiteyeh, 2012). The first university majorly started operation in 1962, when the University of Jordan was established (Aladwan et al., 2014). Between the establishments of the first public university and in between 1987, three public universities were created (Benner, 2013). Between the years, 1988 and 1992 one public university and nine new private universities were established. The reasons for this surge were the increasing demand for Jordanian higher education services by the return of Jordanian migrants from Kuwait and other Gulf countries during and after the gulf war in 1990/1991, as well as the continuing population growth rate in Jordan from 3.7% in the mid-1980s to 3.6% in 1990 and 3.8% 2014 (Nugent, 2014). Finally, the tertiary education gross enrolment rates increased from 13.1% in 1985 to 63% in 1991 and to 95% (UNESCO, 2006; Ivy, 2008). Based on JHESR data, Jordanian universities experienced extraordinary growth in the number of students enrolled in all undergraduate and graduate study programmes, growing by 12% since 1993 (Luck, 2013). The total number enrolled in graduate studies at public universities in High Diploma 14%, MA\M.Sc. 71%, and Ph.D. 14%. Here we can see that master program of graduate studies is attracting the highest number due to the demand of the expanded private sector particularly MBAs in business, marketing, banking, etc. (Badran, 2014). Students' enrolment in private universities in Jordan 2012/2013 totalled 66,655 students, in 18 universities. Growth of private universities was 18% per year from 36642 students in 2000 to 66,655 students in 2013. Appendix 4 shows the total number of Jordanian Students in Public and Private Universities, which was 310,606 students in 2012-13 (Badran, 2014).

Education reforms started in the early 1990s and the King of Jordan, Abdullah II, has accelerated the reform process with a vision to make Jordan the regional technology hub and an active player in the global economy (Aladwan et al., 2014). In 2002, the National Vision and Mission for Education developed and authorised the direction for Jordan's general education. The overall strategy was proposed in October 2002 by the Forum and was endorsed by the Economic Consultative Council (ECC). Specific development plans were consolidated by the national development strategy and the Forum, the Social and Economic Transformation Plan, the General Education Plan 2003-08 (McKeown, 2015; United Nations, 2009). The good education system has played a substantial role in the development of Jordan from a mostly agrarian to an

industrialised country (Kamar et al., 2011). In 2003, the budget dedicated to education was 6.4% of total government expenditure, whereby in the same year, education expenditure as a percentage of GDP was 13.5% while in 2014 the annual expenditure on higher education was 4.5% of GDP (Badran, 2014). The heavy spending on education gave Jordan the third lowest illiteracy rate among all Arab countries. For example, in 1994 the primary gross enrolment ratio was 71% while in 2006 the ratio went up to 98.2%. Along with these high enrolment and transition rates, Jordan has achieved 90% in literacy and 98% in primary and secondary enrolment (United Nations, 2009; McKeown, 2015). The Ministry of Education in Jordan has made it compulsory for students to be computer literate, especially on scientific and mathematical courses so they are able enhance their regular studies result by using computers. The education system in Jordan is recognised as a world-class system and is of international standard. Appendix 5 shows general information regarding the number of schools and teachers in the public and private schools, a report by the ministry of education in 2014 as reported by Al'rai Newspaper.

Based on this significant growth of student numbers, the economic contribution of higher education export to the Jordanian economy is significant (Carrington & Wood, 2007), especially as a source of foreign exchange reserves for the national economy. Moreover, Higher education exports provide an indirect benefit to the balance of payments (Asteris, 2006). Educational services are not limited to just tuition fees, but extends, for example, to travel costs of international students in the host country and all living expenses. This activity decreases public universities' reliance on the Ministry of Higher Education's (2015) diminishing financial support. Furthermore, the rationalisation of higher education systems has lately resulted in profound cuts in budgets for higher education and hence driven universities to look for other sources of funding due to the reduction of the Gulf countries' financial aid to Jordan (Yaseen & Ajlouni, 2013). The revenues from fee paying international students are an attractive alternative source, which enhances university services in an otherwise tight budgetary environment (Mazzarol & Hosie, 1996; Oleksiyenko et al., 2013). In Jordan, the ratio of public higher education budget to government budget was 13% of the state government budget in 2013 (MoHESR, 2013).

It was reported in the nature journal (2006) that, Jordanian higher education has more researchers per million people among all Arab and Islamic countries who are members of the Organisation of Islamic Cooperation (Butler, 2006). Through this, it can be made evident that education, and more specifically higher education, plays a fundamental role in building a knowledge-based economy, as many economies around the world are connected to the development of the higher education system (Jackel & Veres, 2010). In 2006, the World Bank reported Jordan as a leader among all Arab countries in higher education and in the Middle East (Kanaan et al., 2010).

Naidoo (2015), proposed in his research study of higher education brand image that higher education institutions have to make positive images of their products in order to be more competitive and more attractive to consumers. They have to be more creative and develop a distinctive image and identity to create competitive advantage in crucial competitive markets (de Haan et al., 2015). This is because; education plays a distinctive role in its development, and should not be ignored. This image influences students' selection of a university and students' motivations to consider an institution, so it is extremely significant in building these positive images in the eyes of the higher education stakeholders (Ivy, 2001; Douglas et al., 2015; McKeown, 2015).

Despite the hard work within higher education to build impressive improvements in the education system, there are a number of important and unrelenting challenges that have recently surfaced. Among these challenges is *campus violence* (consumer misbehaviour), which may have a damaging effect on the student-perceived brand image and reputation of the institution that in turn could damage the Jordanian higher education sector. In response to increasing violence and consumer misbehaviour on Jordanian campuses, colleges and universities are struggling with how best to address the issues surrounding consumer misbehaviour. Certain types of violence tend to occur at higher rates on college campuses than in other parts of the community. Having a large number of young students attending one campus may represent fertile ground for violence, which may affect the brand image of not only that institution but also Jordanian higher education as whole. Indeed, all Jordanian universities, public as well as private institutions, have experienced an escalation in violence including tribal violence (Yaseen & Ajlouni, 2013). As for the increased number of enrolled students in these institutions, the number of violent incidents among these students has also

increased. On March 18th 2012, the King met the Presidents of all the student unions of the universities to discuss the phenomenon of violence on Jordanian campuses. The King urged the Presidents of all Jordanian Universities to address the issue of violence at their universities, describing it as the “redline”. He recommended that students engage in the development and the reform process and relinquish violence; a phenomenon which he said “*does not represent the Jordanian values and threatens our educational process*” (Jordan Times, 2013). Moreover, this kind of violence does not only have a negative effect on Jordan as a country but also on the brand image of Jordanian higher education (Jordan Times, 2013).

2.2 Brand Image in Higher education

2.2.1 Understanding Brand Image

Brand Image as a phenomenon, has been reviewed by several authors over the years; these reviews have several descriptors, qualifiers and meanings. In the context of this study, efforts will be geared towards addressing brand image within the service sector, linking it with the HE sector and more precisely with the JHE sector. This study will review several literatures within these perspectives as shown in Table 2.1.

Table 2. 1: Provides the Literature on the Concept of Brand Image

Authors and years	Definition of Brand Image
Schmitt (2012)	A collection of ideas, feelings and attitudes that consumers have about brands
Keller (2008)	Brand image is consumer’s perception about the brand, as reflected by brand association held in the consumer memory.
Aaker (1996)	How customers and others perceive the brand.
Kapferer (2008)	The image refers to the manner in which [a brand’s] public decodes all the signals emitted by the brand through its products, services and communication programme.
Biel (1993)	That cluster of attributes and associations that consumers connect to the brand name.
Dobni & Zinkhan (1990)	Brand image is a perceptual phenomenon formed through consumer interpretation and is largely a subjective.
Lee (1990)	A symbolic meaning commonly shared by the majority of consumers
Park et al. (1986)	Brand image is the understanding consumers derive from the total set of brand-related activities engaged in by the firm.
Newman (1985)	Perception of consumers about the total attributes of a product.
Herzog (1963)	General impression and perception of consumers about a brand
Noth (1988)	The symbolic meaning engraved in the service or product.
Levy (1973)	Product or service purchases’ symbolic implication
Sommers (1964)	Recognition and perception of consumers about the symbolic

	characteristics of a product
Sirgy (1985)	Brand image resembles the personality of human beings
Levy (1973) Gardner & Levy (1955)	Overall product or brand impression that the consumer holds including feeling, recognition and attitude towards brand. Consumers' attitudes, emotions and opinions toward a brand form the brand image, which illustrate the brands' psychological or cognitive components.

Source: Adapted from Zhang, (2015, p.60).

Image is defined as an abstract entity representing something concrete (Ditcher, 1985). Akin to the above definitions, the shorter Oxford English dictionary defined image as “an artificial depiction or imitation of the external form of any type of object” (Boorstin, 1961; p. 201). The entire notion is believed to be a replacement or replication of reality. Later, studies suggested that images are defined as ‘archetypes’ and are a representation of a concrete article or unconscious demonstration of original ideals which have emerged over the course of societies and history (Jung, 1969). O’Loughlin & Szmigin, (2005) cited Padgett & Allen, (1997) stated that brand image is also referred to as the characteristics and functional ramifications of, as well as the symbolic implications associated with, a particular service.

Holistic approaches to creating brand image borrow from Gestalt psychology. Gestalt psychologists consider perception as an active process; when people are given partial information about things, they “fill in the gaps” (Fournier et al., 2008; Cho & Fiore, 2015). This suggests that consumers absorb information from a variety of sources and, as a result, create their own overall picture. Dowling (1988) points out that humans rely less on specific facts than on total impressions, thus a brand image “*describes not individual traits or qualities but the total impression an entity makes on the mind of others*” (Dichter, 1985, p. 77). It has powerful influences on the way people perceive things and it should be a crucial concept in shaping our marketing, advertising, and communications efforts. Therefore, more attention must be paid to the overall impression, the “harmony,” (i.e. the functional or emotional appeal) of an advertising or marketing campaign, rather than to its specific claims.

Key authors suggest that brand image benefits comprise of three classes: symbolic; experiential; and functional benefits (Park et al.1986; Keller, 1993; Knox & Freeman, 2006). The relevance of functional benefits was found to be associated with the

intrinsic benefits of the consumption of products or services and typically tally with the attributes related to product (Sondoh et al., 2007). For instance, experiential benefits are described as what the use of a product or service feels like and generally corresponds to the attributes relevant to the product. On the other hand, symbolic advantages were found in synchronicity with the primary needs to gain society's consent or personal expression, outer-centred self-esteem and are essentially matched with non-product related characteristics.

Functional and emotional approaches of brand image can be divided into two groups: rational and symbolic (Bhat & Reddy, 1998). Rational approaches portray consumers as trying to obtain the greatest utility in choosing or consuming goods and services (Schiffman & Kanuk, 1997). In doing this, customers may go through a variety of rational process-gathering information, judging the importance of each available attribute, identifying the optimal brand, and so forth (Fournier et al., 2008; Khanna et al., 2014). It is plausible that rational approaches are appropriate only, if at all, for goods and services that consumers value for their utilitarian benefits, and that they have little place for goods and services that satisfy emotional needs (Bhat & Reddy, 1998; Michel & Rieunier 2012).

Consumption based on the emotional and symbolic benefits of a product, as perceived by the individual, is termed emotional (Schiffman & Kanuk, 1997) or hedonic consumption (Fournier et al., 2008; Chapleo, 2011). Such consumption is not motivated by the intrinsic properties of the product or services, rather by what such products or services suggest. This is supported by a number of conceptual and empirical studies (Johar & Sirgy, 1991; Fournier et al., 2008; Chapleo, 2011). For example, people reading advertisements only after they have purchased the product bear witness to this. That people sometimes show irrational behaviour, however, does not suggest they are totally, or always, irrational. Indeed, symbolic and rational elements together can create a gestalt (Schiffman & Kanuk, 1997). Such "combined images" may also help consumers decide between competing brands. Moreover, although some brands are seen as either mostly functional or mostly emotional, Bhat & Reddy (1998) show that some strong brands, such as Harvard or MIT, can have both functional and symbolic attributes. Indeed, most brand images have both rational

and symbolic components (de Chernatony & Cottam, 2006; Brečić et al., 2013; Li et al., 2014).

2.2.2 Image Constructs

This part of the review is focused on examining the image elements and the factors, which are involved in an individual's formation of images, especially perspectives on the formation of several image constructs. There are various methods to this area, hence it is commonly agreed that there are many elements that have an influence on the formation of image.

As explained in the previous definitions, image is a multi-dimensional paradigm. Several researchers agree that, as a whole, the image construct is created through the cognitive (perceptual) and emotional (affective) evaluation of every individual in conjunction with further variables such as psychological features, prior experience, socio-demographic factors and sources of information (Parameswaran & Glowacka, 1995; Landrum et al., 1999; Lozano et al., 2013; Alwi et al., 2014). Hence, it can be argued that the image has an essential role in understanding the developing educational marketing strategies and educational behaviour. Additionally, the image is projected as a two-dimensional construct which consists of both holistic impressions and attribute-based as the two core components. Within those mechanisms, measuring psychological and functional features should be determined. Furthermore, when measuring image in this context, traits that are both common (psychological and functional) and unique (distinctive, events, beliefs, characteristics, or sensations) should be considered (Dowling, 1988; Arpan et al., 2003).

A number of studies have revealed that a brand with a positive image is likely to boost the consumers' purchase intention and improve upon the brand loyalty and recognition (Chang et al., 2012). Therefore, the brand image acts like a representation of the product's complete information. Even though the image of a brand relates to the personal perceptions of the consumers rather than the brand itself, loyalty is indeed a major benefit of being a high-quality brand; this ensures that the brand stands out in a crowded and competitive market while creating their own kingdom (Keller, 2003).

A positive brand image is not only the representation of brand characteristics, capturing the attention of people, it also encourages favourable merits and brand values,

in addition to winning the customer's loyalty (Kotler, 2002; Chang et al., 2012). Furthermore, it has the added advantage of improving any undesirable images. Alternately speaking, the influence of brand image on consumers is great, and to promote the brand and its image, effective marketing strategies are highly relevant.

Extensive study has been associated with brand image since the 20th century because of its significance in building brand, brand loyalty, association and equity (Zhang, 2015). Organisations now require an in-depth insight into consumer behaviour in the ever-increasing competitive world and educate consumers of the concept of the brand to establish productive marketing strategies (Zhang, 2015).

Doubtlessly, the images taken as an object's projection are illuminated by the individuals obtaining it. It is apparent that individual perception shapes these images, in addition to being composed by the collaboration of beliefs, ideas and impressions of such projection. This is also termed as an abstract perception, which is held responsible for compromising numerous perceptual influences (Diamantopoulos et al., 2011; Aghekyan-Simonian et al., 2012). Due to the theoretical nature of the image, these are considered a complicated discourse and are not typically understood easily with any generally viewed standpoint; it is a terminology that is blurry, prone to changes and has been differently associated with advertisement and consumerism, cognitive maps, expectations, memories and attitudes (Pearce, 2005). As the images are not the same to all individuals with respect to the collaboration of perceptions, memories, attitudes and beliefs, it is hence crucially necessary for an image to be perceived favourably. This could be easily determined by a favourable image, which will likely influence the decision of the student towards applying for higher education studies abroad or to make a transaction (Alves & Raposo, 2010; Williams & Omar, 2014).

2.2.3 Brand Image as an Influencer of Consumer Behaviour

Brand image can be manipulated to become positive by establishing distinct brand association with the memory of customers that they possess about the brand via marketing campaigns (Kotler, 2002; Keller, 2003). To this end, before the response of a consumer can be recorded in relation to the branding campaign, building brand knowledge and making the consumers understand it is very important (Keller, 2003;

Zhang, 2015). The advancements of the 21st century have led to a proliferation of brands on the market whereby the purchase decisions of consumers are largely dependent on the image of the brand instead of the product itself (Jamal & Goode, 2001). As a result, consumers prefer the brand when they find their self-concept to be consistent with the brand image. This calls for the definition of self-concept theory according to which an individual's self-concept implies a collection of perceptions he/she has regarding himself/herself, including the components for instance personality, appearance, capabilities and shortcomings (McConnell & Strain, 2007; Leary & Tangney, 2012). From the marketer's perspective, investigating the consistency between the consumer's self-concept and the image of the brand is extremely important in order to understand that consumers may exhibit different self-concepts in various social contexts (Shavelson & Bolus, 1982; Leary & Tangney, 2012). However, irrespective of the context, consumers will have positive thoughts about the brand if the brand image is consistent with their self-concept.

Having reflected on the discussion, which establishes the importance of brand image and self-concept, it can be argued that this is also applicable to HEIs (Chang et al., 2012). Considering the above discussions in an HE context, it can be likened to how brand image influences international students' behaviour, where a positive brand image will influence international students in a positive way and a negative perception of the brand image will influence international students negatively. The above explanation buttresses the rationale as to why JHEIs need to focus on creating a positive brand image to enable them to attract, recruit and retain international students. With the knowledge that when a positive brand image is established, there is every tendency that this will influence international student perception of JHEIS positively, this positive perception could bring about student retention, satisfaction and loyalty (Brown & Mazarrol, 2009). A number of studies reveal that consumer's behavioural intentions have been vastly associated with two predictors i.e. customer loyalty and customer satisfaction (Sondoh et al., 2007). The key indicators relevant to customer satisfaction are expectation disconfirmation and performance-specific expectation of the customer. When the expectations are exceeded by the performance of the product the satisfaction level increases, whereas when the product performance does not match up to the expectations a decrease in satisfaction level is observed (Christodoulides & de Chernatony, 2010). As product performance is a significant element of brand

image, organisations need to infer the prospective impact of brand image on the satisfaction of consumers by determining the perceptual difference regarding a particular brand between the non-users and consumers of the brand (Kapferer, 2008).

Brand image is determined to be a significant influence on consumer satisfaction. Studies have revealed that the congruence between the self-image of the consumer and the brand image is likely to improve not only the satisfaction level but also the preference of the customers toward the brand (Cretu & Brodie, 2007). As aforementioned, JHEIs are in the desperate situation of needing to improve the brand image of this sector as the literature has revealed the significance of brand image to ensure greater sales and retain customers. This is further backed by the studies of Brown & Mazzarol (2009) who found that the image dimension was responsible for creating value, satisfaction and loyalty among students (Khanna et al., 2014; Chawla et al., 2015). Hence, it can be seen that it is important for HEIs to consider the importance of developing a positive image before consumers. The next section of this chapter will address brand image association and variables that relates to HE brand image.

2.2.4 Brand image Association and Variables

Aaker (1991, p.111) defined brand association as *“anything linked in memory to a brand.”* This includes feelings, products, characters, symbols and life-styles as well as certain objects and activities. Aaker (1991) also explains that associations generate value to both customers and firms in helping to process and access information but they are costly for the company to initiate. Associations help to separate one brand from another by differentiating the product/service and positioning of it and *“a differentiating association can be a key competitive advantage”* (Aaker, 2009, p. 135). Associations represent bases for buying decisions and for devotion to the brand (Aaker, 1991). In support of Aaker, Arnold (1992, p. 12) claims that:

“The need met by a product is vital for understanding the critical success factors facing a company, but brand differentiation is more usually driven by positioning to meet consumer wants. In particular, the intangible or emotional wants of consumers are the source of loyalty to a brand”.

Arnold concludes that customer loyalty and their admiration is the key to success. Brand associations also provide a reason for a customer to buy; some engage in the product attributes or benefits, which give a consumer a specific reason to use that brand. Arnold (1992) argues that brand associations can also relate to the credibility of and confidence in that brand. They can create and link positive feelings and attitudes to a brand (Arnold, 1992). Brand image is a combination of perceived attributes of the brand and brand associations (Keller, 2003).

Brand image as conceptualised by Keller (1993), who states that it is simply the perception of a brand as it is projected by the associations the consumer holds about it in his memory. Keller (1993) proposes that such brand associations encompass brand benefits, attributes and overall attitudes of the brand (Keller, 2003; Van Gelder, 2003; Khanna et al., 2014). More specifically, a study by Shutina (2008) identifies six associations that make up the brand image in the higher education sector: strength, uniqueness, expectations, perceptions, experiences, and evaluations. This theory can be further linked to aspects of the Keller model (Shutina, 2008).

➤ **Strength**

The strength of brand image is identified by the scale and intensity of the brand signal. The strength is determined by the ability of the signal to reach students and stakeholders in HE. The level at which students can process the brand signal defines its strength (Keller, 2003).

➤ **Uniqueness**

This is a very important association of brand image; the message of the brand has to be different and unique to separate it from the clutter and competition among different institutions. A unique image develops longer associations with students and stakeholders and makes them able to differentiate brands from other brands, universities, and even countries (Keller, 2003). It is also important that unique images should be marketed effectively using all the relevant marketing communication channels (Duncan & Caywood, 1996).

➤ **Expectations**

Expectations of a brand determine the depth of image (Keller, 2003). This is the extent to which students and stakeholders expect the brand or university to deliver a product or service, the greater the expectation, the greater the brand image. Students and stakeholders' expectations are based on standard attributes such as quality of education, qualifications and experience of faculty, different courses offered and innovative and up-to-date programmes (Smith, 2003; Landers et al., 2015).

➤ **Perceptions and associations**

A strong brand image entails positive awareness and perceptions about the brand (Gordon et al., 1993). In the education sector students and stakeholders associate positive perceptions with universities that provide high quality tertiary education, introduce up-to-date academic programmes that are in line with best international practices, and make continuous improvements to existing programmes (Nilson, 1998; Keller, 2003; Van Gelder, 2003).

➤ **Experience**

Actual experience of using a product or service creates a high level of brand association and a favourable image. Personal experiences of students, alumni of the university and stakeholders' involvement, shape experiences of the brand (Nilson, 1998; Keller, 2003).

➤ **Evaluation**

Evaluation involves rough processing of the brand image by the consumer (Keller, 2003). Students are exposed to brand activities through various marketing channels and brands within the education sector. Evaluation of these brands is based on the combined effect of the brand's perception, past experience with the brand and expectations of the brand (Hoyer & Brown, 1990).

Maurya & Mishra (2012) cite that the reactions exhibited by people are not towards reality; they are more a reaction to perceived reality. Brand image is described as the image in the minds of the customers concerning the brands' psychological and functional characteristics (Isaac, 2000). Some other standpoints on brand meanings refer to brand image as everything that people associate with a brand (Wood, 2000). The consumers' idea of the product is another reference to brand image. This concept of brand being linked to the customers' perception is adhered by a number of authors (Isaac, 2000; Kapferer, 2008; Maurya & Mishra, 2012).

2.3 Brand Image in Higher Education

It is important to review brand image formation because this relates to Higher Education, which is the context of this study. According to Chen & Chen (2014), the brand image of higher education institutions has deeply influenced student inclination to enrol. When students receive positive or negative new information, they may amend their views, and subsequently their behaviours toward a university. The findings from Chen & Chen, (2014) reflect that the negative impact on the brand image reduces international student patronage. Results for students who were pleased with their universities showed positive effects on their willingness to recommend the university after graduation to other prospective students; such students tend to pursue a further degree in the same school and in some cases make donations to the University (Pampalon, 2010; Ko & Chung, 2014). Several factors have been identified to

influence the brand image of a university; for example, dissatisfaction. According to Zeithaml et al. (1996), problems of dissatisfaction and negative perception cause students to have a negative perception of the image of the institution. Such a negative impact might lead to students taking undesirable actions such as spreading word-of-mouth criticism; complaining to agencies, both external and internal; switching patronage to another organisation and reducing purchases from the organisation. Thus, it can be seen that the benefits of brand image cannot be over emphasised.

Customer product judgement can influence the brand image negatively or positively (Abosag & Farah, 2014). Image formation can be significantly influenced by the primary and secondary bases of gathered information about a given University, made accessible to international students. This information can influence an international student's judgement of JHEIs negatively or positively. This, in addition to any accumulated experience and socio-demographic characteristics. Image impacts consumers' purchase intentions indirectly by decreasing risk perceptions associated with the brand (Aghekyan-Simonian et al., 2012). The image of the JHEIs already established by international students will determine how they perceive the risk of selecting Jordan as a study destination. Brand image represents a reliable pointer to the content of information retrieved from memory, which could be due to an experience (Grohs & Reisinger, 2014). Cognitive, sensory and affective elements are important dimensions of brand image (Cho & Fiore, 2015). Thus, it is important that information available to international students, through word of mouth communication or their own individual experiences portray the brand image of the University positively. This would mean less chance of international students choosing other study destinations as opposed to Jordan, based on their evaluation of the available information. Especially as brand image reduces perceived risk and improves the evaluation of the service (Dall'Olmo Riley et al., 2014).

Diamantopoulos et al. (2011) suggests that a consumer's country-of-origin image impacts purchase intentions indirectly in that its influence is fully mediated by brand image. Brand image across host and home countries shows stronger associations between the brand personality dimensions and the cultural brands in the home countries (Guzmán & Paswan, 2009). Clearly making a positive influence on Arab students' consumer behaviour, Jordanian Higher Education (JHE) also has an

influence on international student consumers when selecting HE institutions, with their principles of service. Building on the findings of cultivating service brand equity (see Stahl et al., 2012), establishing a strong name for JHEIs could be done in a number of ways. Creating a distinctive service is necessary and can be achieved by adjusting the themes of the brand (de Chernatony & Dall'Olmo, 1998; Ghodeswar, 2008). These themes include: legal instruments, logo, company, identity system, image in students' minds, personality, relationship, adding value and evolving entity. Long-term brand image is affected by short-term investment in marketing activity efforts (Gray, 2006; Durkin et al., 2012). JHEIs will need to adopt marketing strategies that will help communicate the brand effectively and help in developing a relationship with current and prospective international students. Acquiring a brand with a better image would improve the existing image of its brand and this has an effect on brand loyalty (Lee, 1990).

When an image is created in a person's mind, it is always a result of a complex thinking process, which is affected by the person's earlier observations and experiences. Simply put, it implies everything that has been seen, heard or sensed before. In general, a human being is a creative and complex thinker who creates individual images in his mind (Stern et al, 2001). One of the major challenges in communications is to succeed in influencing a persons' thinking at a deeper level and in the right way. Thinking is also related largely to culture. This means that different values, norms and attitudes of a society affect people's behaviour (Stocchi et al. 2015). An individual human character also largely affects a person's behaviour and buying behaviour. Further investigation of the role of the individual's personal characteristics can be carried out by evaluating the role of socio-demographic characteristics in contrast to the perceived image. Results show that cognitive and affective assessments made by individuals are influenced by socio-demographic characteristics (Yuille & Catchpole, 1977; MacInnis & Price, 1987).

With reference to Jordanian higher educational institutions, a student's inclination towards enrolling is determined as deeply influenced by the brand image of higher education institutions (Chen & Chen, 2014). The behaviour of students with respect to the Jordanian Higher Education System (JHES) is found to be changeable depending upon the nature of information they receive (positive or negative) which in turn changes their standpoints and ultimately their behaviour. A number of researchers

point out that, throughout their university career, the students with a positive satisfaction level exhibited a willingness to create a positive buzz for the university once they graduated (Azad et al., 2013; Ko & Chung, 2014). Subsequently, the Jordanian educational system can take lessons from the observed conjecture that problems which affect the consumer attitudes and corporate image negatively create an unfavourable impact on organisations (Chen, 2010; Chen et al, 2012; Hanzaee & Asadollahi, 2012; Schnittka et al, 2013). As brand equity is driven by brand image, the attitudes of consumers are influenced by their perceptions; these could be either negative or positive. An example would be an organisation going through crisis that negatively affects its image; such situations will influence the consumers' attitude in a negative way. This shows that brand image can cause severe damage to the organisation when it is viewed negatively whilst it can also bring about goodwill to the organisation when the image of the organisation is positively perceived. Cash flows, purchase intentions, growth, market share and profits, as well as other elements of the organisation, are also influenced by the brand image (Yoo et al, 2011; Chen et al., 2012). Furthermore, brand image plays a crucial role in determining the attitude of the general public towards the institution (Yeh, 2015). The Jordanian education system pays significant attention to the fact that undesirable coverage and perception has could potentially damage the university image (Hemsley-Brown & Goonawardana, 2007; Quintal et al, 2012). As a result, the next section will be addressing the role of image in a student's decision-making process.

2.3.1 Decision making and Role of Image

In the decision making process the key component is found to be 'image'; this particularly applicable to the student selection process. The key component is the students' perceived images of particular institutions as these influence their preference in choosing one institution over the other or one country over the other.

The main contributors in the developing intentions for continuing higher education are highlighted with the concept of push and pull factors (Rembielak-Vitchev et al, 2009; Wilkins et al, 2013). The factors of push are the internal causes and socio-psychological causes encouraging students to study abroad in recognised universities and countries such as the US, the UK, Australia, and Jordan etc. The pull factors, on the other hand, are referred to as the intentions that arise from the institution

attractions, rather than the internal necessity of the students (Rembielak-Vitchev et al, 2009). The attention of numerous researchers is drawn towards the issue of factors that influence a student's choice of university, particularly in the case of the Jordanian Higher Education System, which can reap large benefits from this research. Some of the factors include institution status, age, facilities, location, and family income (Hassan et al, 2008). The reasons listed as the most significant by the students include: value, cost of education, significance of education, relatives, peers and associates, degree and majors, resources and facilities, material aspects; and information about institutions (Wagner & Fard, 2009). A crucial part is played by these factors to determine the selection of a Higher Education Institution. Kumaravel & Kandasamy (2012) state that the institute's image and academic repute, cost to attend the university and the accessibility to the preferred major were the most noteworthy components. The most significant ones were found to be friends, family involvement and supervision centre materials (Ecclestone, 2001). Six pull aspects were determined, which influence the students in choosing a host country: personal recommendations or referrals given by the parents, gatekeepers, relatives and friends to the study destination; the awareness level and knowledge of the repute of the destination with reference to the quality and recognition of the institute; the cost issue encompassing the fees, social costs, living and travel expenses, for instance safety, crime, racial biases; an environment which is pertinent to perceptions regarding the study climate in the country of choice; social connections, whether the friends and family have been there or any contact lives in the country of choice; geographic proximity of the prospective countries to the parent company of the student (Mazzarol & Soutar, 2002). The emphasis of this study will however be focused on image though there are several other determinant factors of the selection process.

To gain a university degree, significant time and money is required from students pursuing higher education. Hence, it is reasonable to presume that adequate information will be sought after by the students that will enable them to form unique images of various institutes and make informed decisions (Yorkston & Menon, 2004; Balmer, 2013). Communication controlled by universities and communication not controlled by universities (Including information obtained by means of personal relationships) collectively represents the information.

The literature lays stress that a significant role is played by the institutes themselves to create their corporate identities, in addition to the corporate images as per the view of stakeholders (for instance Abimbola et al., 2012; Wilkins & Huisman, 2013). Abimbola et al. (2012) propose that institutes can employ marketing and institute communication to have a positive impact on the stakeholders' held images. Globally, universities are undergoing enhanced competition and diminished public funding levels. The Jordanian education system, akin to other foreign countries, have found that to adopt market orientation they need to pay higher attention to the image of their universities. This has moved JHEIs towards focusing their ideals and preferred identities more clearly, and enhancing the communication quality and volume with their stakeholders. Sojkin et al. (2012) posits that information quality and quantity, regarding an institute, is one of the influencers of the student decisions while Moogan et al. (2001) state that the University giving easy, accessible and understandable information has higher chances of recruiting students. It was determined by a number of researchers that the favourable medium of students looking for information about universities is online media (Cox et al., 2014). Smaller gaps are expected to be visible between the preferred identities and conceived identities among successful institutes. Nevertheless, the scope of this study does not include corporate identities and researching ideals.

Although institutes deliver and plan communication, the impromptu communications that are not controllable by universities, for instance word-of-mouth and media coverage, also influence the formation of corporate image. Sweeney et al. (2014) propose that most of the image is not just determined by the institute but by the environmental aspects as well (for instance audience member's demographic factors) and personal aspects (for instance the magnitude of personal impact experienced) pertinent to the stakeholder.

Image is operationalised from a range of perspectives encompassing personal (socio-economic background), institutional (sports facilities, academic programmes, technical facilities, campus size, landscaping and buildings), and environmental (entry requirements, financial reasons, location and relative quality) aspects. It was determined that all opinions, all attributes, all knowledge pieces regarding the institutes were usable for constructing a distinct university image, for instance relating

to education quality, sports programmes, academic programmes or environmental aspects. Overall, institutional image—the sub images pertinent to institutional aspects – was greatly influenced by the images of campus landscaping, campus size and academic programmes. Ross & Allen (2012) and Arpan et al., (2003) proposed that in a survey of existing institute students, the magnitude of news coverage, athletic aspects, and the academic aspects of the university were determined as the key predictors of the university image.

A single image conceptualisation is not easy for a university because every department, every collection of professors and every college develop their personal images. Arpan et al. (2003) stated that various and multiple images could be held simultaneously by the stakeholders as all stakeholders' employ various criteria when an institution is being evaluated. Coelho et al. (2014) elucidate that the institute images are measurable and interpreted in numerous various ways. Meanwhile corporate image encompasses emotional and functional elements as compared to the single image concept (Kennedy, 1977; Jalilvand & Samiei, 2012; Chen, 2014). The functional element is associated to tangible features, which are easily measurable (for instance product characteristics), whereas the emotional element is focused with psychological features, for instance the feelings and attitudes of an individual towards the institute. These are an outcome of personal experiences, in addition to the processing of different information sources. Nguyen & LeBlanc (2001) stated that the image of the corporation is the outcome of a cumulative procedure, through which an individual compares the different characteristics of an institution.

When services are purchased by consumers, costly products and those that have a long-term influence on their lives, they tend to pay higher attention to evaluating their corporate image. The HE experience tends to fall within this context, considering the cost and time associated with it. As the aim of the consumers is to satisfy their basic needs, with respect to self-enhancement, self-distinctiveness and self-continuity, it shows their assessment of the image of an institute will rely on the magnitude. In addition, the institution's image is perceived to be akin to their own, the magnitude in which the institute is distinct in ways valuable to them, and the magnitude to which the institute is associated with prestige among shareholders held in valued opinion (Wilkins & Huisman, 2013).

Slater et al. (2013) indicated that construction of corporate image is influenced by institutional, social and personal aspects. At any certain time, different images of an institute are held by stakeholders, groups and individuals as they will all have various experiences, they will concentrate on various characteristics of the institutes and will refer to various information sources. Added to that, multiple images can be held by an individual simultaneously and various images over a period of times as the information gained is updated and processed. Sung & Yang (2008) posits that the attractiveness to any University is greatly determined by the perception of the University's image at a particular time. At any certain times period, institutions can be held in different images by stakeholders, groups, and individuals as different experiences are enjoyed by each of them; they focus on various characteristics of institutes and will refer to various information sources. Pampaloni (2010) added that corporate image construction is also affected by institutional, social and personal factors.

A study conducted by Sung & Yang (2008) found that the image of university attractiveness could be measured by three variables:

- External prestige: high opinions of acquaintances, coverage by media is positive, society looks upon as a prestigious one.
- University's personality: stable, warm, practical and friendly
- University's reputation: to have student care, well-managed, financially sound, and being socially responsible as top priority.

These are important elements, which have been studied as dimensions to these variables by the two researchers and are very valuable considering brand image in Higher Education.

Finally, Kazoleas et al. (2001) concluded that interpersonal relationships i.e. referrals and opinions of friends and family members are the main influencers of the process of university selection. They further conclude that these influencers may narrate their personal experiences and build up an image of the university rather than the promotional tactics used in media and communication techniques. Thus, a university's image is dependent on these seven factors: financial reasons; overall image of

university; programme repute; research and teaching quality; financial reasons; environmental factors; and extra-curricular activities.

According to Bibby (2011), the consumer image has multiple perspectives, which are affected by institutional, personal and environmental factors. This can be understood by the example that if a university in Jordan has positive success stories and has key leaders who have graduated from the institution; this will increase the perception of quality of the institution (Stensaker et al., 2014). However, if a friend of a prospective student tells him that the professors do not give quality education and classes are not of good standards then a negative perception will arise in the mind, which in turn leads to image disruption.

Arpan et al. (2003) state that there are numerous factors which are considered by students which include academic quality, name recognition, sports facilities, social life, physical environment and university news coverage. However, in the end, there are two main components, which yield as a solution; sport-related factors and academic factors. It is important to note that his research was conducted in the U.S. where sports and all other extra-curricular activities are considered as the culture of the university (Arpan et al., 2003).

It is imperative that this study justifies the adoption of the term “brand image” rather than “brand reputation”. The concepts of image and reputation as key terminologies within the branding discipline are accorded several meanings where in some cases they are entirely misinterpreted (Bick et al. 2003; Stocchi et al., 2015). Image researchers come from different disciplines but they find themselves addressing a common set of questions, such as: What do individuals know or believe about an institution? How do individuals respond to what they know or believe about an institution? How can an institution shape and develop what individuals know or believe about the institution? (Brown et al., 2006). Considering the aim of this research, centred around exploring the influence of consumer misbehaviour on the perceived image of JHEIs. The study addresses the question of how individuals respond to what they know or believe about an institution. Reputation has been argued to be determined by external stakeholders with much emphasis on their actual perception (Gioia et al., 2000; Balmer et al., 2011). In this case, the external

stakeholders will be addressed as international students. The view of determining the reputation of an institution by an external stakeholder was buttressed by Zellweger et al. (2013) where they argued that the perception of the external stakeholders determines the reputation of the institution.

Barnett et al. (2006) claim that institution reputation is the result of image development over time. This implies that an institution's reputation is created when stakeholders (international students) hold consistent images and have consistent experiences. In this case, the research will be mainly concerned with international students' perceptions and it can be argued that these have not been built over a long period. Hence, the brand image of JHEIs is something that can more easily be determined. Bendixen & Bendixen (2007), in contrast, differentiate image from reputation by arguing that image is the immediate impression of an institution, whereas reputation is a stakeholder's overall assessment of the institution's ability to meet pre-defined criteria.

Researchers in marketing discipline generally prefer to use the term 'image' to refer to the actual perceptions of external stakeholders to an institution (Brown et al., 2006), which is the definition accepted in this study because this study is primarily concerned with how International students as stakeholders perceive the JHEIs. The table below summarises literatures on brand image with emphasis on the service industry.

Table 2. 2: Summarised Literatures on Brand Image with Emphasis on the Service Industry

Authors and Years	Findings
Abosag & Farah (2014)	Customer product judgement can affect the brand image negatively or positively.
Aghekyan-Simonian et al. (2012)	Image impacts consumers' purchase intentions indirectly by decreasing risk perceptions for online apparel shopping – product brand image and online store image.
Alwi & Kitchen (2014)	Brand image can be shaped by cognitive and affective attitudinal component in the context of business schools.
Azad et al. (2013)	Brand image has strong influence over brand equity in Islamic Bank in Bangladesh.
<u>Bennett & Gabriel (2003)</u>	More favourable brand image results in higher number of donations in the UK charitable organisations.
Bian & Moutinho (2011)	A well-communicated brand image should help to protect the brand from competition and establish brand position in counterfeit branded products.
Biel (1992)	Brand image consistency helps develop and reinforce brand equity in the long run.
Blombäck & Axelsson (2007)	Corporate brand image can be especially important when buyers need to identify new subcontractors. This process is only partly formalized, and due to limited resources and perceived risk, buyers need to rationalise the selection process.
Carrillat, Harris & Lafferty (2010)	Image transfer occurs when the congruence between brand images increases due to pairing process (an event's image and concurrent sponsors' image).
Chrysochou (2010)	The selection of marketing mix elements should be adapted to internal and external factors that influence the degree of conveying a healthy brand image. Public discourse needs to be taken into account since it serves an important role on the overall formulation of how the brand image is conveyed.
Cho, Fiore & Russell (2015)	Cognitive, sensory, and affective are important dimensions of brand image of fashion brands.
Coelho et al. (2014)	Facebook presence has influenced the brand image leading to high sales in an international competitive environment.
Cretu & Brodie (2007)	The findings of manufacturers marketing to small firms indicate that the brand's image has a more specific influence on the customers' perceptions of product and service quality while the company's reputation has a broader influence on perceptions of customer value and customer loyalty.
Dall'Olmo Riley et al. (2014)	Brand image reduces perceived risk and improves the evaluation of the new good or service.

Diamantopoulos et al. (2011)	Country-of-origin image impacts purchase intentions indirectly in that its influence is fully mediated by brand image.
Graeff (1997)	Increasing the favourability of the brand evaluations of consumers who have self-images that are congruent with the brand image could increase market share.
Greifeneder et al. (2007)	Incidental mood states may powerfully determine the extent to which brand information is used in evaluating extension products. Specifically, brand information was shown to be most influential under happy mood states, while no such influence occurred for sad mood states.
Grohs & Reisinger (2014)	An event image includes the perceptions of an event, as reflected by the event's associations held in consumers' memory. Therefore, perceptions of the event image positively affect perceptions of the sponsor image.
Gross & Wiedmann (2015)	A positive brand image influences the sponsor team/sports league.
Guzmán & Paswan (2009)	Brand image across host and home countries shows stronger associations between the brand personality dimensions and the cultural brands in the home countries
Gwinner & Eaton (1999)	Professional sports sponsorships instead primarily strengthen brand image by providing links to specific brand benefits and attributes.
Hsieh (2002)	Brand image perceptions could be affected by national characteristics
Hunt & Keaveney (1994)	Long-term brand image is influenced by short-term marketing activities efforts. Price promotions could have negative and positive effects on the brand image, which may lead to dissatisfaction or satisfaction
Nakamoto & Nelson (2003)	Strong brand image is important, or is perhaps even a precondition, for successful global manufacturing that can bring competitive cost advantages
Kim et al. (2015)	Online game's brand image influences quality perceptions either directly or through brand belief. Compared with brand image, country or origin does not directly affect perceptions of game quality but seems to have indirect and weaker effects
Knox & Freeman (2006)	Brand image does positively associate with employees recruitment intentions and that there are significant differences in the perception of this image internally and externally
Kwon et al. (2015)	Brand sponsorship, in general, increases image congruence between sponsoring brands and sponsored sporting events. Also, the increase in image congruence was enhanced when functional similarity was high

Lau & Phau (2007)	Brand personality fit is positively related to brand image fit, and both of them have no influence on dilution of brand affect
Lee & Ganesh (1999)	When the brand image is positive, consumer evaluation of the binational product is likely to be favourable. When the brand image is negative, consumer evaluation of the binational product is likely to be unfavourable
Lee et al. (2011)	Acquiring a brand with better image, it will be improving the existing image of its brand, which effect on brand loyalty and brand association.
Lin & Lee (2010)	Teenagers purchase intention's brand image is positively related to brand attitude, and brand image is positively related to purchase intention. Congruency of celebrity and brand is positively related to brand attitude.
Michaelidou et al. (2015)	Individuals' perceptions and images are based on ethical and moral principles. They expect charities to be ethical and righteous which value their time and money donations.
Michel & Rieunier (2012)	The significant role that brand image and typicality play in affecting donation behaviours
Maehle & Supphellen (2015)	The results of advertising strategies for brand image repair show that advertising alliance is considerably more effective in upgrading positive brand personality traits than single-brand advertising. Importantly, this superior effect remained one week after exposure.
Müller & Chandon (2004)	The impact of a World Wide Web site visit on brand image in the motor vehicle and mobile telephone industries indicates that some positive brand associations increase significantly after the visit and that attitude towards the WWW site has an impact on attitude towards the brand.
Park & Rabolt (2009)	Global cultural values play a significant role in explaining different perceptions of brand image both directly and indirectly.
Persson (2010)	Brand image determinants of price premium can be conceptualised into six dimensions: brand familiarity, product solution, services distribution, relationship, and company associations. However, relationship dimension seems to be the one most strongly associated with price premium brands.
Pina et al. (2010)	Individual characteristics and cultural traits vary among nations and could have different impacts on extensions of the brand image globally.
Popoli (2011)	Brand image is influenced by positive or negative opinions of stakeholders on the degree of social responsibility demonstrated by the company. Therefore, the relationship between CSR strategy and brand image and equity does not present the same dynamics in the global context as in the local context.

Roth (1995)	Cultural power distance, culture individualism, and regional socioeconomics affect the performance of functional, social, and sensory brand image strategies.
Salinas & Pérez (2009)	Brand extensions that seem successful in terms of consumer acceptance can produce brand image dilution.
Stocchi et al. (2015)	The main finding of the empirical analysis suggests that deviations in brand image associations from the double jeopardy pattern are rather rare and have a limited impact on brand loyalty. Of the empirical analysis suggests that deviations in brand image associations from the double jeopardy pattern are rather rare and have limited impact on brand loyalty.
Van Reijmersdal et al. (2007)	Brand placement effects brand image and brand image changed in the direction of the program.
Yagci et al. (2009)	When relevant attributes are used, ABC ads are less effective than WBC ads owing to lower ad believability when the sponsor brand has a low image but not when the sponsor brand has a high image. Yet, when irrelevant attributes are used, ABC ads are less effective regardless of the image of the sponsor brand.

2.4 Summary

This chapter has presented information on the context in which this research is conducted; the development of the higher education sector in the Hashemite Kingdom of Jordan. It has also presented an overview of the concepts of understanding brand image in general and within the higher education sector in particular, followed by a discussion on brand image as an influencer of consumer behaviour. The chapter concluded by highlighting brand image in higher education and distinguishing brand image from brand reputation in order to explain why the term ‘brand image’ is most suitable for this research topic. The next chapter will cover the related literature on understanding Higher Education customers: A Synthesis of consumer misbehaviour.

CHAPTER THREE: CONSUMER MISBEHAVIOUR IN HIGHER EDUCATION

3.0 Chapter Introduction

The literature review chapter is conducted in order to understand the definition of a customer in the Higher Education sector. Emphasis is also placed on the Higher Education stakeholders, especially concerning who the customers are and how best a student can be described. Challenges faced by the Higher Education sector are also reviewed. Consumer misbehaviour has been defined and described in detail considering their drivers, types and impacts on both the Higher Education sector and the services sector. In addition, studies that explore the definitions, forms and consequences of dysfunctional customer behaviour, were contemplated. This section introduces the concept of consumer misbehaviour; the aim of this chapter is to examine existing literature, which provides an insight into the consumer misbehaviours students experience during their stay on campus. In addition, the fundamental concepts and theories of consumer misbehaviour are studied.

3.1 Background to the Literature

This thesis studies the impact of consumer misbehaviours on a JHEI brand image from the viewpoint of international students. This necessitates the study of the drivers and types of student consumer misbehaviours, JHE brand image perception and consequences of consumer behaviours as it influences the perception of international students. The study adopts the definition of consumer misbehaviours as deviant consumer behaviour (Mill & Bonoma, 1979), aberrant consumer behaviour (Bitner, 1990; Strutton et al., 1994), problem customers, consumer misbehaviour (Fullerton & Punj, 1997; Ritson & Dobscha, 1999; Harris & Reynolds, 2003), inappropriate behaviour (Fullerton & Punj, 2004), customer rage, marketing heretics and anomie (McColl-Kennedy et al., 2009; Hill & Capella, 2014; White, 2014), jaycustomers (Lovelock, 1994), dysfunctional customer behaviour (Harris & Reynolds, 2003); and customer sabotage (Ghodeswar, 2008; Hepler, 2012). Thus, this research attempts to tackle a knowledge gap by integrating the concept of consumer misbehaviours and the perceived brand image of JHE. This research will contribute to the existing body of knowledge by offering a conceptual framework for linking consumer misbehaviours

and perceived brand image, particularly in the context of the higher education sector. Table 3.3, at the end of this chapter, presents a conceptual framework depicted from the Literature based on the research objectives.

Furthermore, from the literature review, this study found that there are several reasons why the HE sector experiences difficulties with students (Blythman & Orr, 2002; Attree, 2006; Altbach et al., 2011; Holmberg & Strannegård, 2015). Most of these studies were carried out in developed nations and none relate to JHE, considering its cultural difference, which is the area that this study will be considering specifically; the difficulties JHEIs experience with students. Several constructs will be used to address these difficulties. The next section will address consumer misbehaviours and the knowledge of consumers.

3.1.1 Consumer Knowledge of Consumer Misbehaviours

In addressing consumer misbehaviour, this study will consider the consumer knowledge of consumer misbehaviours and application of its meanings within the HE sector as well as definitions of the drivers and types of consumer misbehaviours within the context of the HE environment. Defining and understanding the knowledge of consumer misbehaviours tends to differ amongst several authors, though it was commonly defined as deviant consumer behaviour (Mill & Bonoma, 1979), aberrant consumer behaviour (Fullerton & Punj, 1997; Harris and Reynolds, 2003; Fullerton & Punj, 2004), problem customers (Bitner, 1994, p. 98), consumer misbehaviour (Fullerton & Punj, 1997; Fullerton & Punj, 2004), customer rage (McColl-Kennedy et al., 2009), marketing heretics and anomie (White, 2014; Farah & El Samad, 2015), jaycustomers (Lovelock, 1994), dysfunctional customer behaviour and customer sabotage (Harris & Reynolds, 2003). Another author categorised consumer misbehaviour as customers with fraudulent behaviour and did not necessarily define them (Ghodeswar, 2008). This study will consider the customer's knowledge of consumer misbehaviours and apply their implications within the HE sector.

3.1.2 Significance of Consumer Misbehaviour

Despite consumer misbehaviour being identified as a significant yet ignored subject, the formal research on consumer misbehaviour still falls short of adequate research criteria (Fullerton & Punj, 1997; European University Association, 2007). Insufficient research is conducted on consumer misbehaviour types and on the broader implications it holds for the culture and experience of the consumer (Drennan et al., 2007). The significance attached to this phenomenon is due to consumers' experience, which is influenced by consumer misbehaviour because it is an inseparable component of the experience. Consumer misbehaviour represents the untamed and dark side of the consumer, resulting in either physical loss or psychological damage, or both, to other consumers (students in this case), marketing institutions (HEIs) and to marketers (Vukasovič, 2015). Such misconduct inevitably victimises other consumers and institutes, which do not exhibit, misconduct themselves. In addressing how consumer misbehaviour affects the experience of students, it is important to identify the drivers and types of consumer misbehaviour.

3.1.3 Drivers and Types of Consumer Misbehaviour

Literatures have identified several types of consumer misbehaviour which include customer disappointment and dissatisfaction (Harris & Reynolds, 2004); unhappiness and disappointment with the service provided (Huefner & Hunt, 2000); the business not treating customers well (Wilkes, 1978), arguments that the lack of fear of punishment encourages consumers (Albers-Miller, 1999), economic gain, self-esteem gain; and revenge or retaliation (Reynolds & Harris, 2005). Taking advantage of situations, absence of moral constraint, search for thrills, the frustrations of unfulfilled aspirations, psychological problems and abnormalities, provocative situational factors and negative attitudes towards exchange institutions are all factors that encourage consumer misbehaviours (Fullerton & Punj, 1997; Shoham et al., 2015). This study specifically investigates their drivers, challenges and consequences within the JHE sector.

Several types of jaycustomers were also identified: thieves; vandals, rule breakers; belligerent; family feuds, and deadbeats (Lovelock, 1994). Moreover, Harris & Reynolds (2004) categorised different types of consumer misbehaviours as covert

types; financially motivated types; non-financially motivated types; and overt types. Jackel & Veres (2010) identified six types, namely: model students; agitators; violators; role players; arguers; and idea originators as jaycustomers found in the HE sector (Jackel & Veres, 2010; Douglas et al., 2015). Since some of the listed types are found in the service sector, it will be imperative to see how they could function within the HE sector which itself is a service-based industry. Therefore, this study will look at filling the knowledge gap by identifying these types of consumer misbehaviours and discussing them in the JHE context.

3.1.4 What Drives Customers to Misbehave?

A number of internal reasons exist for motivating consumers to exhibit misbehaviour and the fact is that customers do actually get stimulated by certain causes to display misbehaviour (Harris & Daunt, 2013). Understanding these motivations doesn't ensure that misbehaviour management will be easy or that it can aid in preventing it; however, if understood well, it provides the researcher with sufficient knowledge that is deemed valuable in sensing misbehaviour (Harris & Dumas, 2009). Such knowledge, once achieved, will no doubt be helpful in becoming aware and assist in taking corrective actions to avoid consumer misbehaviour. Certain motivational aspects causing consumers to misbehave include: lack of learned ethical constraints, unfulfilled aspirations, pathological socialisation, opportunism, compulsion, unfulfilled aspirations, differential association and seeking thrill (Isin et al., 2010).

3.1.4.1 Anticipating Behaviour in Exchange Settings

The norms, with respect to behaviour in exchange settings, are determined upon anticipations regarding conduct. Effective exchange relationships are formed with efficiently formed sets of anticipations regarding the conduct of the parties engaged. Such expectations demonstrate implied trust that the consumer behaviour will stay within the boundaries of respect and orderliness. Typically, this trust is implied as '*impersonal trust*' by sociologists i.e. trusting people with whom personal acquaintance is not probable. Alternatively speaking, people believe that consumers will exhibit proper conduct. The orderliness, impersonal trust and openness of the ideal exchange environment are, however, disrupted by consumer misbehaviour.

3.1.4.2 Expectations Network

With reference to an exchange setting, anticipations regarding the means of consumer conduct their behaviour forms a network which is sub-divided into three networks (Fullerton & Punj, 1997): (a) that is formed from the marketer expectations regarding consumer behaviour; (b) that comprised of the expectations of consumers regarding the conduct of other consumers; and (c) that made up of consumer expectations of the conduct of marketer (Fullerton & Punj, 1997 cited in Harris & Daunt, 2013). In terms of this study, these three networks refer to: the students' expectations of HEIs of Jordan, the expectations of local and international students from one another and the expectations of students (both local and international) towards the conduct of JHEIs.

3.1.4.3 Impact of Consumer Misbehaviour

In an exchange setting, more precisely a HEI setting, the norms of these sub-networks are found in consonance with one another, in addition to the harmonised conduct of marketers and consumers i.e. institutes and students respectively (Daunt & Harris, 2014; Vukasovič, 2015). Openness, orderliness and trust are the basis on which fruitful exchange relationships are attributed. These exchange settings are open to almost everyone without them fearing for their security. In the exchange setting, there is an implicit alliance between the consumers with other consumers and the marketer; the consumers existing within the exchange setting together also find the existence of a 'social contract' among themselves (Makgosa & Molefhi, 2012).

To this end, any act of misbehaviour on part of consumers upsets the exchange environment by violation of any of these contracts. These norms are susceptible to violation of orderly behaviour, which is applied to consumers by marketers and the norms, which are applied by the consumers on each other (Momen et al., 2014). Furthermore, the trust between the marketers and consumers and between the consumers themselves is challenged by such violations.

There have been studies which have attempted to understand consumer misbehaviours and their impacts (Mills & Bonoma, 1979; Strutton et al., 1994; Bandura, 1997; Fullerton & Punj, 1997; Ritson & Dobscha, 1999; Lovelock, 2001; Harris & Reynolds, 2003; Fullerton & Punj, 2004; McColl-Kennedy et al., 2009; Al-Shweihat & Akroush,

2010; Jackel and Veres, 2010; Vitell & Muncy, 2013; Gerlinger & Wo, 2014; Cooper & Yan, 2015). The important of understanding the impact of consumer misbehaviours on the brand image of HEIs, as discussed in previous sections, is clear. Authors over time have argued that the impact of consumer misbehaviours does not end at them deliberately causing problems for the firm (Lovelock, 1994; Lovelock & Wirtz, 2007; Lovelock & Wirtz, 2010). They go as far as sabotaging the reputation of the organisation before other current and prospective customers (Harris & Reynolds, 2003, 2004). Hence, this act of sabotage destroys the reputation of the company and the perception of its brand in the eyes of other customers (Reynolds & Harris, 2009; Daunt & Harris, 2012b; Daunt & Harris, 2014). Reynold & Harris (2009) argue that the actions of these customer behaviours are widespread within the service industry. More specifically, several authors have contributed to the literature on branding within HE (Nguyen & LeBlanc, 2001; Melewar & Akel, 2005; Temple, 2006; Chapleo, 2007).

Although neither of these studies have considered how consumer misbehaviours could impact the HE brand, this makes it necessary for this study to consider how the activities of consumer misbehaviours affect the brand image of JHE, thus, considering how it affects the brand perception of JHEIs. The consequences and the influences are either positive or negative on other customers, workers and business (Lovelock, 1994), with material, emotional, and social repercussions for individuals, firms, private and public institutions and the community in general (Budden & Griffin, 1998). The domino influence, harmful or useful, on both consumers and business was also touched in the literature review (Harris & Reynolds, 2003; Harris et al., 2005; Shoham et al., 2015); direct financial cost of consumer misbehaviours could be high and could have an indirect negative influence for both customers and businesses (Kowalski, 1996). With this in mind, this research attempts to tackle a knowledge gap by linking the concept of consumer misbehaviours and the perceived brand image of HEIs, specifically JHEIs.

Having discussed what consumer misbehaviours are and their characteristics as well as the features, they possess, it is thus important to see how they impact on the brand image of HE as discussed in previous sections. Authors over time have argued that the impact of consumer misbehaviours not only affects the consumers that misbehave, but

also other customers, employees and the surrounding community. It is therefore of utmost importance to understand higher education customers.

3.2 Understanding Higher Education Customers: A Synthesis

Customers are those persons who evaluate service quality (Kotler, 1991); Juran (1988) argues that anyone on whom the work has an impact is a customer while, Corts (1992) states that everyone is a customer and equally everyone serves customers. Essentially, one who receives or benefits from the outcome of work or one who purchases a product or service is a customer. In addition, Maguad (2007) states that there are two types of customers, internal and external. The internal customers are seen to include the teaching research staff and the administrative staff (Pereira & Silva, 2003). Whether one considers students as internal or external customers has an important bearing on how the service is provided and the relationship that might exist between all university staff and students. Stukalina (2012) describes one school's approach to defining internal customers as instructors and students, who are suppliers who produce a product (knowledge) for future customers; and as such, they must work together to produce the best product.

Motwani & Kumar (1997, p. 133) put forward their ideas as follows:

"The customer of HE is the student as customer of knowledge and service, and the future employer or graduate school as customer of the student product, and society as a whole as taxpayers and beneficiaries of the education operations and the institutions".

In classifying students, Sharrock (2000) identifies the following types:

- 1- Customer-Student is knowledgeable; he/she pays to acquire customer-defined instructional services from the university system, and is an external customer.
- 2- Client-Student is uninformed, paying to acquire expert guidance and instructional services from the university system.
- 3- Citizen-Student has certain rights within the university system as a co-member of the university.
- 4-Subject- Student is a subordinate of the hierarchy of the university.

However, providing customer satisfaction is the main purpose of marketing (Kotler et al. 2015). An understanding of the changing needs of students in their different roles as customers, clients, citizens and subjects can only help to guarantee all round greater satisfaction for the students. Therefore, whatever label is selected to name students, the primary motivation behind the customer focus is to deliver customer satisfaction. This can only be done through a thorough understanding of their needs and wants at any given time.

The significance of marketing in the higher education sector is emphasised and accentuated by a number of authors; a larger focus on the human is specifically significant for this (Pereira & Silva, 2003). Customers are henceforth classified into primary, secondary and tertiary classes according to what is understood by order of importance. Researchers believe that students are the primary customers, education authorities and employers are the secondary customers and validating bodies, employers, families and ex-students etc. are the tertiary customers (Ceobanu et al., 2008; Munteanu et al., 2010; Bichsel, 2012).

To this end, sixteen major public³ groups have been identified, individuals who enjoy a prospective or real interest in the effect on a university. These include: existing students, potential students, alumni, accreditation organisations, administration and staff, government agencies, general public, mass media, parents of students, trustees, local community, competitors, faculty and suppliers (Munteanu et al., 2010).

Maguad (2007) describes these as the most important customers in Higher Education, not just regular customers. He further describes them as beneficiaries who have needs to be fulfilled and who benefit directly from the quality of the system. Vuori (2013) classifies students as customers, bearing in mind the performance of the teaching role of the faculty. At the same time students are not seen as individuals benefiting from public goods nor are they actors of an academic process, they are seen as customers or clients (Kogan, 2000; Morley, 2003; Cosenz, 2014). It is stressed that students differ from usual clients in being completely free to choose knowledge (Kogan, 2000; Morley, 2003; Tavares & Cardoso, 2013).

³ A distinctive group of individuals and/ or firms having a real time or prospective interest in and/ or effect on a firm

Higher Education is recognised as a major service in today's environment, where the students are seen as customers and consumers (Gummesson et al., 2012; Warwick & Moogan, 2013; Wilkins & Huisman, 2014). Furthermore, Brochado (2009) describes students as consumers who are concerned with acquiring tangible benefits, which have a valuable qualification. Similarly, Manthorpe et al. (2010), state that students should not just be seen as customers but also as consumers. Thus, in recent years, more institutions of higher education have changed their perceptions towards students considered as clients or consumers (Cardoso et al., 2011). Ensby & Mahmoodi (1997) further consider students, parents, and potential employers to be the customers of Higher Education because they purchase the product or service education.

On the other hand, it could also be considered that students are the product and employers are the customers (Dominici & Palumbo, 2013; Tight, 2013). They argue that it is necessary to develop processes to ensure that the student's knowledge and skills meet the expectations of their employers. According to Liu & Yu (2014), students are regarded as the primary beneficiaries of an education while the secondary beneficiaries (stakeholders) are parents, the marketplace and society in general. It is also argued that the customer should be identified for each transaction.

Most administrators perceive students as the customer of the academic staff members in the classroom, a metaphor, which is thought by many academics to be too commercial (Johnson & Hirt, 2011). Satisfying customers (students) and giving them what they want will not necessarily lead to a high quality education, since what the student wants may simply be to pass the examinations and graduate, which implies a concern with short-term satisfaction only, opposed to a long-term vision of education (Ensby & Mahmoodi, 1997). Unfortunately, students are increasingly seeing themselves as customers and are therefore behaving accordingly (Tavares & Cardoso, 2013). Finney & Finney (2010) argue that students who perceive themselves, as customers are more likely to feel entitled and see complaining as beneficial. In addition, they are likely to hold attitudes and engage in behaviours that are not conducive to success.

Students have been described in several ways; they can be seen as clients, customers, beneficiaries and consumers. Popov et al. (2012), state that students in the higher education context should be perceived as a collaborative partner rather than as a customer. Continuing, they assert that considering students as a partner it becomes easier for the institution and the student to establish the relationship that exists between them. Franz (1998) asks the question: if students are not customers, then who is the customer? Is it the parents, employer or the board of trustees? In a way, it is all of them. Society is the customer. The task of education is to equip men and women in such a way as to help them become effective participants in society. It might then be questionable as to who the students are. Some authors think students are products (Tavares & Cardoso, 2013; Saunders, 2015). They come to the higher education institution as raw material, full of potential, in need of shaping and polishing into a usable form.

Kanji et al. (1999) divide customers into different groups that affect processes of education:

- Existing and potential students;
- Employees;
- Employers;
- Government; and
- Industry

According to Kanji et al. (1999), these customers can be classified into primary and secondary groups on basis of their location, which indicates the dual-level customer groups of the HE in which it can be understood that students are the internal and external customers and education is the product. In addition, Koris et al. (2014) state that, students expect to be treated as customers in some cases, but not all categories of educational experience that an HEI offers.

In contrast, there are different views of the student being referred to as a consumer or customer. Svensson & Wood (2015) strongly disagree that it is both unacceptable and threatening that the business marketing principles are accepted in the Higher Education context. Altbach (2015) identifies Higher Education as a service and not as a product and claims that it should not be marketed this way. This has also been

reported by Lumpe et al. (2012) who state that education should be based on the positive relationship between institutions and students. However, faculty and administrators in the HE sector find it difficult to refer to students or anyone else as a customer, in the same way as considering themselves as customers driven would be (Lewis et al., 1994). Canic & McCarthy (2000) argue that using the term customer to address students is likely to awaken many emotions, misconceptions and pre-conceptions. Further, students as customers have caused a misinterpretation of the relationship between universities and students (Darling-Hammond, 2012). In the light of this, students should not be viewed as customers of the university but as citizens of the university community (Svensson & Wood, 2007; Svensson & Wood, 2015), while Pitman (2000) argues that Administrative staff tend to relate closely to students, perceiving them as internal customers. In addition, it has been argued that students must be treated with the respect and dignity they deserve and not be called customers but co-workers. Shaping students as co-workers in the educational venture presents them with the dependability for their own education (Franz, 1998; Michael, 2013). It also transforms the role of the teacher from marketer or manufacturer to coach and the task of teaching from packaging knowledge to collaborating with people. However, shaping students as co-workers is not a guarantee of equality. Furthermore, educational institutions should bear in mind that in the case that students are considered as partners in the education process then courses, majors and programs should be designed based on that consideration (Tat et al., 2008). In addition, based on empirical studies, Obermiller et al. (2005) find that faculty commonly prefer identifying students as products whereas students, in contrast, would prefer to be recognised as customers.

International students in Jordan can be treated as customers or consumers because they pay for their tuition and can change their destination of education when desired. HE management tends to perceive and treat international students as customers especially as they tend to provide different services according to the specific needs of the students (Ensby & Mahmoodi, 1997; Brochado, 2009; Manthorpe et al., 2010; Cardoso et al., 2011). Bearing this in mind, in this research, the researcher will perceive international students in Jordan as consumers. Having understood how the student is being perceived and described by several authors then it is important to understand education marketing in higher education.

3.2.1 Higher Education Marketing in the Literature

The earliest literature on education marketing was based on marketing models used in the business sector, mainly in the US but also in countries such as Australia, Canada and the UK (Oplatka & Hemsley-Brown, 2004). Kotler & Fox (1985, p. 6) define education marketing as, “The analysis, planning, implementation and control of carefully formulated programmes designed to bring about voluntary exchanges with a target market to achieve organisational objectives.” Later definitions of education marketing drew more on the concepts from the services marketing field but this trend started in the 1980s. For example, Lovelock (2010) identified five criteria to describe and examine education services: the ‘people based’ nature of the service ‘transaction’ (e.g., co-creation/production); the (long-term) relationship between the education provider and the student; the level of customisation (e.g., small tutorials versus mass lectures); the nature of demand relative to supply (e.g., availability of resources – staff and physical resources – and under/over-capacity); and the method of service delivery (e.g., traditional on campus, distance/web-based, offshore).

During the 1990s, much of the higher education marketing literature focused on the promotion element of the marketing mix and on marketing communications (Gatfield et al., 1999; Hesketh & Knight, 1999). Although marketing researchers began to consider students as consumers, educational researchers and practitioners were typically, and in many cases, still are, opposed to the notion of students as customers. For example, Barrett (1996, p. 70) wrote “It is both regrettable and ominous that the marketing focus, explicitly borrowed from business, should be accepted and even welcomed.” In contrast, Kotler & Pfoertsch (2006) argue that the key to successful marketing lies in identifying the core business of the organisation and then aligning the development process in a way that reflects the needs of customers.

In countries all around the world, marketisation policies and market-type mechanisms have been introduced in higher education systems (Jongbloed, 2003). The literature indicates that the higher education market is now well established as a global phenomenon, particularly among western nations (Binsardi & Ekwulugo, 2003; Hemsley-Brown & Oplatka, 2006). In response to the processes of globalisation, deregulation and marketisation; and in order to gain a competitive advantage, HEIs have increasingly adopted marketing theories and concepts that have already been

proven effective in the business world (Hemsley-Brown & Oplatka 2006). In addition to the issue of increasing competition, HEIs have also had to deal with funding issues and pressures from a diverse range of stakeholders, demanding or expecting, for example, widening participation (Altbach, 2015).

Sojkin et al. (2012) argue that students will increasingly become informed consumers making rational choices, and much of the literature on marketing for higher education examines student choice and decision-making, specifically the decision-making of international students (Mazzarol & Soutar, 2002; Hemsley-Brown & Oplatka, 2006; Wilkins et al., 2011). Hemsley-Brown & Oplatka (2006) argue that, although research on higher education marketing draws its conceptualisations and empirical frameworks from the more established services marketing field, the higher education marketing literature remains largely incoherent, lacking theoretical models that reflect upon the particular context of higher education. The next section will present some of the challenges faced by higher education.

3.2.2 Challenges Faced by Higher Education

In considering the challenges faced by Higher Education, it is important to consider its funding and the role of administration, knowing that HE must offer services for many different students and provide a wide variety of interests. Giroux (2013) argues that HE institutions are likely to face a number of challenging issues. Many unpredicted shocks, whether social, economic, political or environmental, can face universities, forcing them to take precautions and make themselves prepared to handle such situations (Garrison & Kanuka, 2004; Altbach et al., 2011).

If the JHE is to compete in this globalised market, it must be built on developing human capital and investing in a knowledge-based economy, where knowledge is the main mechanism and the most important force for economic growth to enhance competitiveness (Elasrag, 2010). Globalisation should reduce costs for both the transportation of information and communication that will enhance knowledge and increase regional integration. In Jordan, reduced government funding due to hardships in the Jordanian economy, as well as the decrease in family income, have affected the nature of HE institutions, changing the process of learning into a product (Scott, 2005;

UNDP, 2013b). As a result, employing and retaining the best people in the HE sector is a significant challenge, especially as HE tends to be affected by burdens that stem from several challenges in Middle Eastern countries, as result of unexpected political, economic and social problems and disasters. In the case of Jordan, scarcity of natural resources such as petroleum and water hurt the country's economy and increase its debt (Badran, 2014).

Other challenges faced by HE include students enrolling in the system being unprepared, without the skills required to learn and work independently, thereby pressuring the system to offer extra support so as to enable students to achieve success and make progress (Blythman & Orr, 2002; Attree, 2006). Khader (2010) identifies guaranteeing the progress of students from different backgrounds as one of the major challenges faced by JHE. Other challenges include setting up new designs to represent expansion of systems, responding to several diverse social changes and the increase in educational spending (Baldwin, 2009). Among these challenges is campus violence perpetrated by consumer misbehaviours. In achieving its aim and objectives, this study will concentrate more on campus violence instigated by consumer misbehaviours.

3.3 Consumer Misbehaviours

3.3.1 Common Names for Consumer Misbehaviours

Theorists have used many terms and phrases to describe consumer misbehaviours, such as: “deviant consumer behaviour” (Mills & Bonoma, 1979), “aberrant consumer behaviour” (Fullerton & Punj, 2004), “problem customers”, (Strutton et al., 1994), “consumer misbehaviour” (Fullerton & Punj, 1997), “jaycustomers” (Lovelock 1994, 2001), “inappropriate behaviour” (Harris & Reynolds, 2003) and “customer rage” (McColl-Kennedy et al., 2009 p. 222). Table 3.1 shows the best-known terms for dysfunctional consumers' behaviour and their associated definitions.

Table 3. 1: Common Names and Terms and Definitions Related to Consumer Misbehavior

	Terms	Definitions	Authors
1-	Deviant Consumer Behaviour	“Behaviour in a marketing context that society considers inappropriate, illegal or in conflict with societal norms”	Mills & Bonoma (1979, p. 445)
2-	Aberrant Consumer Behaviour	“Behaviours in exchange settings which violate the generally accepted norms of conduct in such situations”	Fullerton & Punj (1993, p. 570)
3-	Problem Customers	Customers “who are uncooperative, that is, unwilling to cooperate with the service provider, other customers, industry regulations, and/or laws”	Bitner & Mohr (1994, P. 98)
4	Consumer misbehaviour	“Acts by consumers which violate the generally accepted norms of conduct in consumption situations, and disrupt the order expected in such situations”	Fullerton & Punj (1997, p. 336)
5-	Jaycustomers	“Consumers who act in a thoughtless or abusive way, causing problems for the firm, its employees, and other customers”	Lovelock (1994) (2001, p.73)
6-	Dysfunctional Customer Behaviour	“Actions <i>by</i> customers who deliberately or not deliberately, clearly or not clearly, proceed in a manner that would interrupt otherwise functional service encounters”	Harris & Reynolds (2003, p. 145)
7-	Customer Rage	“A type of anger encompassed by a spectrum of negative emotions including ferocity, fury, wrath, disgust, contempt, scorn and resentment”	McColl-Kennedy et al. (2009, p. 222)
8-	Customer sabotage	‘Any (costly) actions that one customer takes that adversely affect the output of another’	Chowdhury & Gürtler (2015, p.137)
9-	Fraudulent Behaviour	“The illegal access to the product and the use of its services”	Wilkes (1978, p. 68)
10-	Opportunistic behaviour	“The deceit-oriented violation of implicit or explicit promises about one’s appropriate or required role behaviour”	John (1984, p. 279)

Source: Adapted from Keefe (2010, p. 21)

A common encompassing term given to the above forms of consumer dysfunctionality is consumer misbehaviour. Consumer misbehaviour is defined by Fullerton & Punj (1997, p. 336) as “acts by consumers which violate the generally accepted norms of conduct in consumption situations, and disrupt the order expected in such situations”. The motives for customer misbehaviours are sociologically supported by or connected with customer disappointment and dissatisfaction (Harris & Reynolds, 2004). Huefner

& Hunt (2000) also believe that consumers' misbehaviour is a response to, and an indication of their unhappiness and disappointment with the service provided and they have identified six common retaliatory behaviours in retail business: creating a cost or loss, vandalism, trashing, stealing, negative word of mouth, and personal attack. Similarly, Wilkes (1978) argues that the customers' reasons for misbehaving are often that the business does not treat them well. Albers-Miller (1999) argues that the lack of fear of punishment encourages consumers to misbehaviour and to act in an irresponsible way.

Fullerton & Punj (1993) regard customer misbehaviour incidents from two central points. Firstly, consumers exhibit demographic, social, psychological and other characteristics when the behaviour occurs. Secondly, there are the characteristics of market institutions and exchange settings (products delivered, surrounding setting, safety style, level, the behaviour and attitudes of a member of staff handling the customer service unit and social perception of a marketing unit). The characteristics of customers and the exchange setting are two important sets of areas, which need to be studied carefully in exploring misbehaviour of consumers as a whole. In support of Fullerton & Punj (2004), Harris & Reynolds (2003) argue that people tend to portray deviant consumer behaviours in their actions.

3.3.1.1 Deviant Behaviour (Disaffection)

Recently, marketing theory has built a connection between the environment (service scape design) and consumer misbehaviour (Areni, 2003). Environmental psychologists widely argue that the cues and signals derived from the physical design of outlets affect the cognition, emotions and behaviour of individuals' psychology (Parameswaran & Glowacka, 1995; Wirtz & Kum, 2004; King et al., 2008; Kashif et al., 2015). Maintaining an association between physical design and misbehaviour is understandable within physical psychology (Rock, 2014; Clinard & Meier, 2015). Yi & Gong (2008) recommend that the material layout and design of buildings could affect the magnitude and frequency of deviant behaviour perpetrated against and within such firms. Abusive behaviour is also the focus of Macintyre & Homel (1997). A study as cited by Daunt & Harris (2012b) reveals that when we have more crowds, the chance of aggressive behaviour increases as is the case in most public universities

in Jordan which makes them a fertile ground for consumer misbehaviours (Finney, 2014).

There are many other factors mentioned in the literature, which lead to an increase in antisocial behaviour. Voorhees & Brady (2005), for example, show an association between high ambient temperatures and episodes of consumer aggression. Areni (2003) also notes a relationship between the type of music broadcast and incidents of antisocial behaviour whilst, on the other hand, cleanliness is highlighted by Homel & Clark (1994), in that the cleaner the environment, the less stressful the environment is perceived. Furthermore, the perceived exterior environment, the customers' interpretations of physical exterior organisational features such as the building's architecture, entrances, and the surrounding location (Bowen et al., 1999), are very important. Buildings that appear run down and damaged may inadvertently encourage various forms of bad behaviour.

3.3.1.2 Aberrant customer behaviour

Fullerton & Punj (1993, p. 570) utilise the term 'aberrant' and define it as "behaviour in the exchange setting which violates the generally accepted norms of conduct in such situations and which is therefore held in disrepute by marketers and most customers". However, Fullerton & Punj (1993) identify that deviant behaviour by patrons is representative of consumer behaviour generally, rather than representing that of a physiologically or psychologically inept group or an intentionally deviant splinter band of society. However, the term 'deviance' is not adopted exclusively by researchers whom exploring the dynamics of deviant customer behaviour. Rather, a number of alternative labels are employed and applied interchangeably such as "dysfunctional" (Harris & Reynolds, 2003), "deviant" (Mills, 1981), "jaycustomer behaviour" (Lovelock, 2001), "aberrant" (Fullerton & Punj, 1993).

Freestone & Mitchell (2004) created an appealing model of aberrant customer behaviour as described by others (Bitner et al., 1994; Yagil, 2008; McColl-Kennedy et al., 2009). Freestone & Mitchell (2004) propose that important drivers of aberrant customer behaviour are the personality and nature of the customers; they are influenced by psychology, demographics and social group (Abdelhadi et al., 2014).

Fullerton & Punj (1993) identify traits and predispositions that may influence consumer misbehaviour including *demographic characteristics* that affect abnormal purchaser behaviour, such as age, sex, education and financial situation; *psychological characteristics* such as personality traits, level of moral development, unfulfilled aspirations, propensity to thrill-seeking, psychological problems, and attitude towards big businesses; *social and group influences* such as differential association; and the consumer's *state of mind* or antecedent state. On the other hand, for Moschis & Cox (1989), social influences involve a selection of group-level matters such as socialisation, custom pattern and peer pressure. Nevertheless, the Fullerton & Punj (1993) model also focuses on a different series of related aspects that will influence the amount of aberrant consumer behaviour, including: the physical surroundings, the kind of products/ services presented the level of prevention, as well as the perceived image of the firm. Essentially, exploring individual antecedents is the focus of many studies.

Walsh et al. (2014) study the reaction of customers' dissatisfaction and service demands, and found that customers sometimes respond badly and are willing to use force when they are threatened. Freestone & Mitchell (2004) suggest that people who are high in emotional obstructionism become more judgemental in viewing service scope with a negative approach due to their predominantly negative attitudes; this may ultimately result in acts of dysfunctional consumer behaviour. Robinson & O'Leary-Kelly (1998) propose that people who hold anti-social leanings or personality traits are unconsciously driven to certain kinds of environment that encourage this kind of behaviour. Similarly, Bove et al. (2009) recommend that within certain physical surroundings, particular personality traits may be more predominant while Williams & Dargel (2004) argue that individual personality and tendencies influence the way in which people screen and how they respond to physical cues.

3.3.1.3 Problem Customers

Bitner et al. (1994, p. 98) define problem customers as consumers who are “*unwilling to cooperate with the service provider, other customers, industry regulations, and/or laws*”; they go on to categorise another three more forms of problem customer

behaviour. First, “drunken” behaviours by clients that subsequently disturb the surroundings of the business and violate the satisfaction of other clients’ service encounters. Second, “uncooperative” consumers are those who generally exhibit offensive and difficult behaviour and are pushy toward the service provider. The last form is patrons who act in a “verbally or physically abusive” manner toward employees or other customers. Patterson and Baron (2010) outline the four types of problem users who may act in a brutal or aggressive way towards staff. These include:

- Alcohol and drug users;
- Young people and vandals;
- Irrate customers; and
- Psychiatric patients

3.3.1.4 Consumer Misbehaviour

According to Fullerton & Punj (2004), misbehaviour is activity that violates commonly accepted norms. Common forms of consumer misbehaviour include vandalism, verbal and physical abuse, shoplifting and financial fraud involving insurance, credit cards, cheques, etc. Fullerton & Punj (1993) propose a list of 34 acts of purchaser misbehaviour, with five broad types. These include misconduct, focused in opposition to the entire firm’s stakeholders, and damage to physical premises or electronic equipment. They add that deviant consumer behaviour is an attribute of consumer behaviour overall, rather than the behaviour of an emotionally or physiologically ineffectual group or purposely abnormal fragment of society. Misbehaviour has been classified into three types: affecting customers, employees and service companies (Harris & Reynolds, 2004; Daunt & Harris, 2014). Berry & Seiders (2008) also list “unfair customers” (customers connected to misbehaviour), into verbal abusers, blamers, rule breakers, opportunists and return alcoholics. It is worth noting that management in the service sector report that customer misbehaviour decreases staff self-esteem and inspiration (Harris & Reynolds, 2004).

Harris & Reynolds (2004) forward categories of “oral abusers”, “physical abusers”, “undesirable customers”, “vindictive customers”, and “sexual predators”, highlight the often disheartening experiences of frontline staff who must deal with such misbehaviours on a daily basis in a face-to-face manner, while the identified

categories of “property abusers”, “service workers”, and “compensation writers” that emphasise the strain that customer misbehaviours places on organisational property and systems. Offering an alternative perspective, Lovelock (2001) distinguishes between six types of anecdotally derived service jaycustomer which are termed “the thief” who sets out to steal goods, “the rule breaker” who purposely ignores established rules and codes of conduct, “the belligerent” who voices threats, obscenities, and insults at employees and fellow patrons, “the family feuders” who argue between one another, “the vandal” who intentionally rips, burns, and damages organisational property, and “the deadbeat” who consumes service without intending to pay.

Yagil (2008) has categorised several service-based consumer misbehaviours. Similar typologies and names are also presented by several authors (Fullerton & Punj, 2004; Daunt & Harris, 2014; Douglas, 2014; Greer et al., 2015). Nevertheless, these classifications propose important visions of the wide range of customer misbehaviour. The typology of consumer misbehaviours is most used for dysfunctional or misbehaviour (Hughes & Tadic, 1998; Gettman & Gelfand, 2007; Yagil, 2008). Fullerton & Punj, (2004) identify four types of shoplifter: rebels, reactionaries, enigmas and informs. Insights have also contributed to the categorisation of shoplifters in marketing literature; Bernstein, (1985) offered five broad types and Bandura (1986) labelled another five: professionals, impulse shoplifters, habitual, alcoholics, and kleptomaniacs. Keefe (2010) reports on consumer misbehaviour and understanding its nature during service encounters. He identifies six mutually exclusive types of consumer misbehaviour, ranging from minor infractions of appropriate conduct (e.g. raising the voice at the service provider) to serious and often illegal acts of violence (e.g. physically assaulting a service provider). These types are verbal abuse, physical aggression, refusal to participate, needless engagement, fraudulent behaviour, and property abuse. Each of these types has several forms of misbehaviour and each form has sub-forms. These six types fall into two main super-ordinate groups: interpersonally directed.

The overriding majority of research, which examines the indicators of consumer behaviours focuses on the study of an individual form of misbehaviour. Documented forms of deviant behaviours by customers include: computer related crimes (Denegri-Knott & Molesworth, 2010), drunkenness and alcohol (Hogan & O’Loughlin, 2014;

McMurran et al., 2011), counterfeiting (Albers-Miller, 1999), credit card and cheque fraud (Bernstein, 1985). However, there are six forms of customer misbehaviour, which attract the most consistent attention from both scholars and practitioners (Rose & Neidermeyer, 1999): theft and shoplifting, resistance, vandalism, illegitimate complaining, aggression and violence and compulsive consumption. Additionally, Bandura (1997) lists five forms of vandalism of an organisation's belongings by consumers: vindictive, acquisitive, tactical, juvenile, and play with motivations ranging from monetary gain to individual joy seeking. Martin, (1959) identifies three types of vandalising behaviour comprising of: Predatory vandalism (destruction for material gain), vindictive vandalism (vandalise to express anger) and wanton vandalism (vandalism for enjoyment). The motives, according to Cohen (1973) form a range from attempting to draw attention to an issue (ideological vandalism), to fun (play vandalism), to the expression of rage and frustration (malicious vandalism).

Bray & Del Favero (2004) focus on hotels, with three major kinds of unlawful activity by patrons: violent crimes including physical fights with frontline employees and other visitors; robberies; and property crimes, referring to theft from vehicles parked within the hotel car parking, theft from rooms, and vandalism of hotel belongings. There are also drug offences when consumers sell drugs to other customers in the hotel. Finally, a study by Harris & Daunt (2013) in the retail sector argues that customer's misbehaviour impacts on customers-service employees, management and their strategies. Three main effects of dysfunctional customers on frontline employees are uncovered: physiological, cognitive and attitudinal. These are connected with four main management challenges: conflicting pressures, recruitment and retention, counselling and motivation, and time expenditure. Finally, data analysis finds evidence of six main ways in which managers attempted to reduce or to alleviate harmful customer misbehaviour: selective recruitment of employees, changes to training and induction procedures, enhanced rewards, work-team design, increase counselling, and alterations to the servicescape.

Harris & Reynolds (2004), investigated varied forms of customer misbehaviour, the authors forward three categories of consequences. First, Harris & Reynolds (2004) note organisational consequences, which encompass the direct and indirect financial costs associated with cleaning up and compensating the victims of customer misdeeds.

Second, positive and negative consequences for fellow customers are highlighted. Specifically, the authors reveal evidence of patrons who copy the misbehaviours of fellow customers for gain and those who experience spoilt consumption effects. Third, discussion of the impact of customer misbehaviour on frontline employees is offered. Identified consequences include: eroded morale, physical scarring, post-traumatic stress, emotional harm, and emotional labour.

Aligned with the work of Harris & Reynolds (2003), two noteworthy studies highlight the consequences of customer misbehaviour from a societal standpoint. First, in exploring occurrences of air rage, Hunter (2006) observes that as incidents of violent behaviour within society increases, so does the general acceptance of such acts; he therefore suggests that episodes of air rage are becoming routine, rather than representing the exception. Building on this argument, Fullerton & Punj (1997) assume a macro perspective in arguing that misbehaviour by customers is, in part, a consequence of the modern culture of consumption. Akin to Hunter (2006), Fullerton & Punj (1997) stress that the increasing indifference of consumers and, more specifically, organisations towards acts of customer misbehaviour is concerning. Moreover, Fullerton & Punj (1997) highlight how such societal ambivalence reinforces misbehaviour, forming a cycle of deviance, which becomes progressively entrenched within the culture of consumption. Hence, from a long-term outlook, the consequences of dysfunctional customer behaviour are disconcerting at both the micro and macro level.

3.3.1.5 Dysfunctional Customer Behaviour

Dysfunctional customer behaviour refers to “activities by customers who purposely or accidentally, explicitly or implicitly, perform in a behaviour that in some way disrupts otherwise functional service encounters” (Harris & Reynolds, 2003, p. 145). Dysfunction covers many kinds of behaviour, such as addictive and compulsive consumption, vandalism, and retaliation (Hirschy & Braxton, 2004; Salomonson & Felleson, 2014), client struggle, violent behaviour, and complaining which all require further consideration. Dysfunctional service behaviour causes anti-consumption and dysfunctional customer behaviour, which eventually leads to a poor-quality of service (Liao et al., 2015).

According to Harris & Reynolds (2003), consumer resistance is the broadest form of consumer misbehaviour acts, which refers to the intentional acts of consumers to oppose the efforts of organisations. Most often with the aim to cause some form of harm to the organisations or their products. Such actions can be performed in either an overt or a covert manner by both individuals and collective customers (Herrmann, 1993). Consumers can resist in either an overt or covert manner, or both, and can be individuals or groups (Tinson et al., 2013). The effects of customer resistance can range from causing direct or indirect destruction to both the brand and the firm; cooperative forms of consumer resistance such as abandoning products, services, or organisations can be exceedingly destructive for a firm and can inevitably create a harmful public perception and bad image. Schneider et al. (1980) offer a typology of five “customers from hell”: abusive egocentrics, insulting whiners, hysterical shouters, dictators and freeloaders. While, Zemke & Anderson (1990) describe five personifications of the ‘customer from hell’ that include ‘freeloading Freda’ and ‘bad-mouth Betty’.

Belding (2000) identifies nine types of customer from hell and prescribed ‘L.E.S.T.E.R.’ to employees interacting with misbehaving customers. Belding (2000) recommends, Listening, Echoing, Sympathising, Thanking, Evaluating, and Responding (somewhat subservient) customer interface tactics. With the creation of high tech systems, most services are becoming quicker; more advanced and may even offer free service. However, some clients still use these services in an abusive manner. Bitner et al. (1994) tested 774 critical service encounters by using a critical-incident technique; four dysfunctional consumer behaviours were acknowledged from the perspective of members of staff: drunkenness, verbal and material abuse, breaking rules and regulations, and unwillingness to cooperate.

Karatepe et al. (2009) identify customers’ verbal interactions of anger that violate staff members’ social norms: profanities, yelling, terrorisation, condescending remarks and mockery (Sampson & Laub, 1990). It was revealed in several studies that verbal aggression is the most commonly used customer misbehaviour. For instance, one study showed that 74% of front-line providers in both railways and airlines face vocal violence (e.g. irony, snobbish remarks and profanities) (Puddifoot & Cooke, 2002). Furthermore, 70% of patrons intentionally verbally abuse customer service workers

for economic benefit in front of other customers (Harris & Reynolds, 2004). The more misbehaved the customers are, the more dissatisfied the customer service is deemed to be (Lorraine et al., 2007).

Concentrating on the activities of “unfair customers”, Berry & Seiders (2008) contemplate what managers can do about customer misbehaviour. Discussed approaches include firing undesirable customers, preparing for rude customers through learning from past episodes and responding to customers’ unfairness in a firm manner so not to reward misbehaviour. This small group of studies contrasts markedly in size with a much broader and developed body of literature that identifies managerial tactics for dealing with misbehaving employees (see Thomlinson & Greenberg, 2010). In this sense, the focus of previous research on managerial strategies and tactics with relation to deviant behaviours has almost exclusively concentrated on the management of deviant employees.

3.3.1.6 Inappropriate Consumer Behaviour (Opportunistic behaviour)

Inappropriate behaviour is defined by John (1984, p. 279) as “*the deceit-oriented violation of implicit or explicit promises about one’s appropriate or required role behaviour*”. According to Zourrig et al. (2009), all human behaviours happen within socio-cultural/normative surroundings that influence impact selection. Consumer activities also progress the acts of decision-making units engaged in the acquisition, consumption, and disposition of goods, services, or ideas. Most consumer behaviour studies have focused on normal behaviour; others have concentrated on the unethical actions connected with the acquisition of goods; most customers who shoplift easily fit within the societal typical of misbehaviour.

3.3.1.7 Direct and Indirect Customer Revenge

The concept of revenge is related to this study, to elaborate the responses, which have been received. The definition of customer revenge is where a customer applies some injury or retribution to an organisation because of damage caused by the firm to the consumer (Zourrig et al., 2009). Clients can be more aggressive and do more damage in retaliation, rather than passively complaining.

A definition of retaliation is behaviour designed by the customer to punish the firm because of damage felt by the customer (Kraut, 1976; Wells & Foxall, 2012). In fact, as revenge spreads by negative word of mouth, insulting employees and vandalising a firm's property, this would be classified as consumers causing damage to organisations because of undesirable or unsatisfactory service (Zourrig et al., 2009; Obeidat & Mohammad, 2014). Having discussed consumer misbehaviour from a service perspective it is important to talk about consumer misbehaviour and campus violence in an educational context.

3.4. Consumer Misbehaviours and Campus Violence

3.4.1 Consumer Misbehaviours in an Educational Context

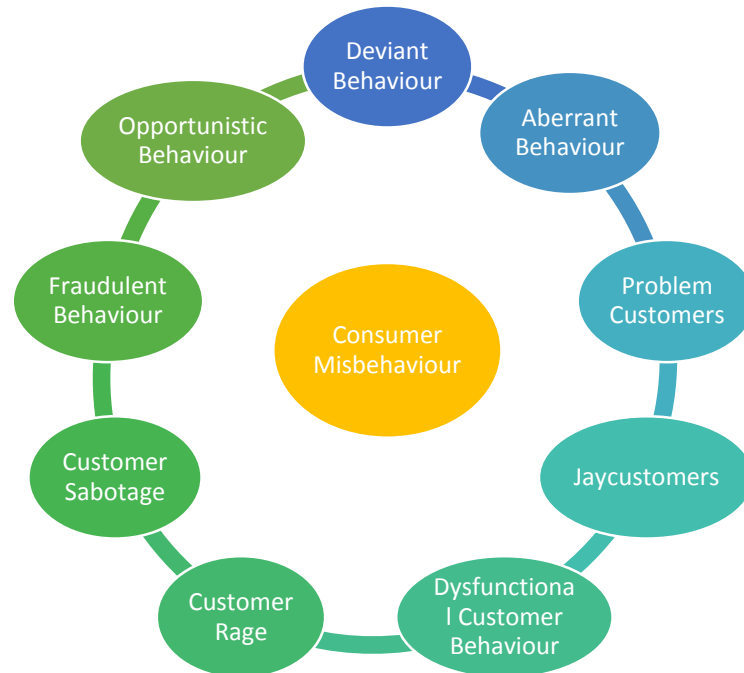
Recently, violence has become a common phenomenon in Jordanian communities, particularly in universities. Consequently, this subject has drawn the attention of many community organisations and those in the field of human sciences, such as sociologists, psychologists and educationists (Al Fdeilat, 2013; Buckner, 2013; Faek, 2013; Tubasi, 2013) but it is lacking a marketing perspective. Many studies have been conducted on Jordanian campus violence to explain the many facets of human behaviour, mainly violence and its sources. However, they have not talked about an international students' point of view and their perceptions of JHEIs brand image, in order to explore campus violence, it is important to understand it from different perspectives. The word "violence" is defined by Thieblot et al. (1983, p. 23) as *"non-privileged physical interference with the person or property of another, or the threat, expressed or implied, of such interferences"*. The following definition of violence is based on a World Health Organisation report (WHO) by (Nabors & Jasinski, 2009, P.70):

"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, or deprivation".

The above definition of violence considers all types of violent and aggressive behaviours; it also covers the wide variety of acts of omission and commission that constitute societal violence. From a more specific educational perspective, Fullerton &

Punj (1993) *customer misbehaviour* is defined as those behavioural acts exhibited by consumers that disrupt the usually acceptable norms of behaviour in consumption scenarios⁴ and upset the order anticipated in certain conditions. It has been identified from the literature that there are many types of consumer misbehaviours within the higher education sector as shown in (figure 3.1).

Figure3.1: Types of Consumer Misbehaviour Activities in Higher Education



Sources: Adapted from (Veres & Jackel, 2010; Jäckel, 2011; Jäckel & Lehoczky, 2013; Chahal & Dalrymple, 2015; Douglas, 2014; Douglas et al., 2015).

Misconduct in the academic setting can take many forms, all of which undermine the educational process. These acts of misconduct include plagiarism, cheating, unauthorised collaboration and false allegations of misconduct and fabrication of data or research (Crocker & Park, 2004; Veres & Jackel, 2010). Academic misconduct is a significant issue because of its long-term negative implications, which could hurt the reliability of the future workforce, and there have been many efforts to amalgamate individual and situational levels of analysing the study of educational misbehaviour. Nagin & Paternoster (1993) establish that students who engage in misconduct may exhibit misbehaviour in their future work-related jobs (McCabe et al., 2006).

⁴ Consumption situations refer to exchange situations as majority of the consumer behaviour is exhibited within such conditions.

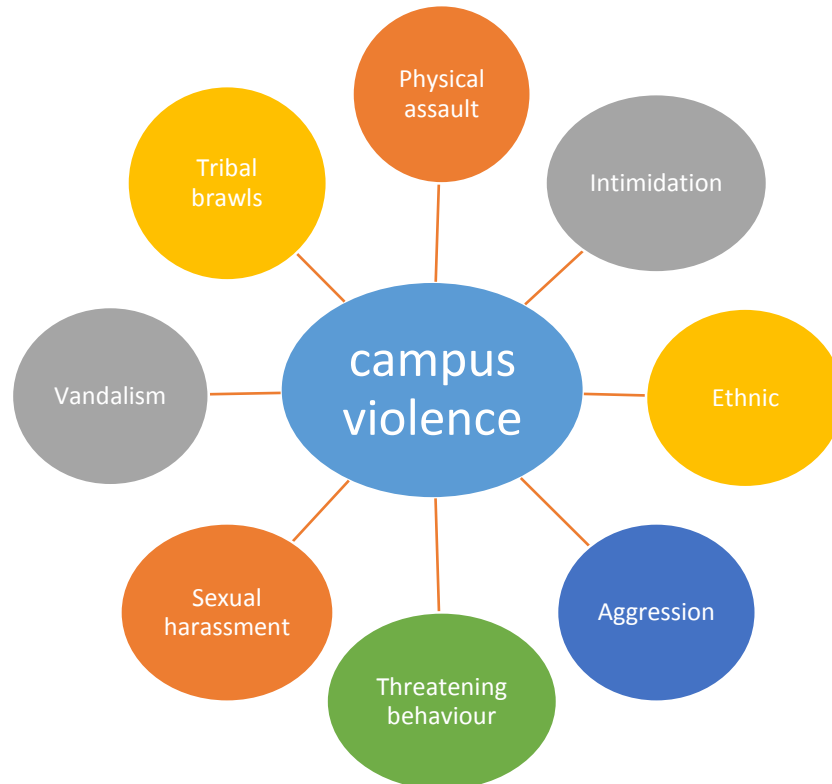
Many college and university staff are seriously concerned about classroom incivility. Incivility is defined as “*any speech or action that disrupts the harmony of the teaching-learning environment*” (Clark & Springer, 2007, p. 93). There are many types of incivilities in and outside the classroom: students arriving late while the class is in session, being absent from classes, talking, sleeping or reading in class, and cheating on tests and homework assignments (Nordstrom et al., 2009). However, not many students are deliberately disruptive and, in fact, undesirable behaviour may be subjective (Bray & Del Favero, 2004; Wells & Daunt, 2015). In the United States, this particular issue is becoming more important with a rise in reports of threatening incivilities since the 1990s, including aggressive behaviour (e.g. stalking, intimidation) and attacking lecturers physically and verbally (Kuhlenschmidt & Layne, 1999). It is believed that the high school education system does not offer academic challenges to students who are unprepared for the higher education level where their potential is not realised and their time is unregulated, leading to uncivilised behaviour (Bettinger & Long, 2005). Dill (2007) believes that staff can add to the problem and be part of the classroom incivilities; according to experimental studies by Clark & Springer (2007, p. 93), “Without doubt instructors were the most crucial initiators of [classroom incivility]” Their behaviour includes “*condescending negativism, inattentive planning, moral depravity, particularistic grading, personal disregard, uncommunicated course details, and uncooperative cynicism*”, (Clark & Springer, 2007, p. 93) all of which would be an incentive to invoke student rudeness and incivility.

Both faculty and students can be deeply affected by classroom incivility. Hirschy & Braxton (2004) state that features such as race, sex and ethnicity can be involved. As a rule, students believe their professors to be in charge of the classroom and capable of controlling disruptive behaviour (Kuhlenschmidt & Layne, 1999; Douglas, 2014), so it is crucial to investigate the cause of classroom incivility. Regrettably, few studies have investigated the reasons and consequences that influence how regularly bad behaviour occurs and how to control it successfully. McCalman (2007) argues that incivility is likely to take place in the classroom when the instructor’s qualifications do not meet the students’ expectations (e.g. by being from another country). Kuhlenschmidt & Layne (1999) suggest that the university instructor’s experience, and physical features such as body size or voice, could also have an impact. Prior studies have indicated that classroom surroundings also play a role in student incivility. Specifically, the vast

majority of researchers agree that classroom incivility is affected by the size of the class, especially in big lecture rooms. Furthermore, Sun & Shek (2012) highlight cultural differences as an influence on campus misbehaviour.

It has been identified from the literature that there are many types of consumer misbehaviours within the Jordanian higher education, as shown in (figure 3.2).

Figure3.2: Types of Consumer Misbehaviours in Jordan Higher Education



Sources: Adapted from (Al Fdeilat, 2013; Buckner, 2013; Faek, 2013; Tubasi, 2013).

In relation to a more extreme form of violence, Al-Shweihat & Akroush (2010) propose five reasons for violence: personal skills; social background; cultural background; academic background and aspects related to study. Similarly, they posit that students' specialisation is largely determined by their cultural and academic backgrounds. In addition, Alsubaihi & Rawajfeh (2010) show that the primary individual factors influencing students' participation in violence are fanaticism towards tribes and friends; their feelings towards university regulations being unjust; their uncertainty about the future; and feelings of rejection from the opposite sex.

Family violence and breakup are also important factors that lead to incidences of violence between university students. A study of 1,560 students conducted by Okour & Hijazi (2009) examines the relationship between dysfunctional and aggressive families and violent behaviour of university students in North Jordan and shows that over the previous three years (2006-2008) 11.9% of students participated in campus violence across all three universities and the figure for students from families suffering from dysfunctional misbehaviour was 16.5%. Therefore, it can be said that the involvement of students in arguments and disagreements at universities was extensively affected by observation of and exposure to family fighting. Students themselves categorised family, close neighbourhood, media, school, and finally college campuses as contributors to violence.

Another study, conducted from the students' point of view in Jordanian universities and carried out by Krug et al. (2002), identifies violent behaviours as anger due to disagreement among friends, troublemaking within lectures, incitement to disrupt or disable lectures, degrading of other fellow students by using profanities, throwing of books and tools at colleagues, and bringing sharp tools to use for violent purposes. The outward manifestations in a violent student are intentionally causing fear and anxiety to other students, damaging college property and attacking faculty members (Giordano, 2001).

Abu Zuhri (2005) illustrates that the tendency to commit violence in the Palestine territory in the West Bank and Gaza universities is high. Religion, age, university and location are variables showing a high association with violence, and therefore, more attention should be paid to students' extra-curricular activities in order to reduce violence on campus. Specifically within the context of Jordan, Al-Louzi & Farhan (2010) show that tribal tendency, being male; being unafraid of penalties, poorly chosen friendships and poor use of free time are the most common reasons of campus violence. Additionally, the authors reveal that institutions are becoming hidden shelters for out-of-control fighting and destruction of university property; as a result, they have a negative image in the eyes of foreign students. Feelings of insecurity on the campus can also result in a negative image in the mass media, with bad impressions created, not only of these institutions but also about Jordan as a whole. Some of these findings are reinforced by previous research on the subject (Raskin et

al., 2001). Ghoneem (2012) indicates that the gender, academic year of students and the educational achievement plays significant roles in campus violence, while economic status and study major do not have any impact. Another study by Momani et al. (2013) indicates that family factors, educational factors, media factors, and psychological factors are the major reasons for violence and this is because violence is attributed to sex, place of residence and income. Violence is found to be more common amongst male students, students from desert areas and students with a low income. Furthermore, the results indicate that third and fourth-year students are most violent whereas first and second year students are the least violent (Momani et al., 2013).

Al-Adwan (2010) shows that eighty percent of students believe that the friendly relationship between violent students and the authorities is the main cause of campus violence in Jordanian universities; seventy-eight percent think that most fights take place between students registered in the humanities disciplines and seventeen percent in the scientific disciplines. Furthermore, ninety believe male students are behind campus violence and only 5% believe that female students are responsible.

Shorbaji (2008) conducted a study of 487 students at Tais University with regard to campus violence and students' attitudes towards religion and commitment to civil rights. Findings show that the thoughts and behaviour towards violence are not positively correlated, and the percentage of violence amongst male students is high in comparison to that of female students. Less religious students have a tendency to carry out an act of violence as compared to those who are more religious.

A study conducted by Mahafza (2014) aims at identifying causes of student violence as perceived by university students. Data was collected from four public and private universities. Findings reveal that the most common causes of student violence on campus are: Students' enrolment in the universities despite their low grades from high school, poor use of free time and lack of extra-curricular activities in addition to high competition among students during election time, and students feeling they are treated unjustly by the university rules and regulations. Lastly, fanaticism towards tribes, relatives and friends and weakness of moral and religious motive among students are also causes of campus violence. Mahafza (2014) also proposes a solution to reduce

campus violence, by launching awareness campaigns among students concerning the negative aspects of student violence.

Recently, Alshoraty (2015) conducted a study aimed at identifying reasons for university students' violence at Jordanian Universities from the viewpoint of the Hashemite students' perspective. Findings show three main reasons are thought to be behind campus violence. Personal (weak commitment to Islamic values, weak resort to psychological and educational counselling, forming student groups on the basis of kinship and areas, and student frustration caused by low grades). Then there are reasons related to society (defending the honour of family or tribe, wrong socialisation, tribal support for students who resort to violence, prevalence of the culture of tribal solidarity and finally, university reasons, such as the policy of exceptions in university admissions, lack of concentration on skills of critical thinking and problem solving, weak culture of dialogue, and lack of concentration on the values of tolerance and forgiveness.

Kohler (2013) indicates that consumer misbehaviours in the Jordanian context may take the form of fights, caused by a passing glance, slur or an unintentional push when students walk past each other on campus. Such fights, if not nipped in the bud, progress into a more disturbing phenomenon leading into tribal and ethnic clashes. A faculty member is quoted within the article for saying, *"...tribal violence at universities is reaching an alarming level; it has reached a level where we are reminded of the sectarian violence in Lebanon and Iraq"* (Kohler, 2013).

Nearly four years ago, academics and social experts were told by the JHEIs to develop a complete strategy on how to fight campus violence. It was found that weakness in enforcing the law encouraged troublemakers to incite frequent disturbances with impunity. This shows that the law needs to be enforced even if law enforcers have no will to do so. According to one professor at the University of Jordan, *"...many things could be done to reduce the violence, but no one is offering to do so"* (Kohler, 2013). This violence can then be taken to extremes, as evidenced on May 31st 2013 when four students were killed and 25 injured in an armed clash between affiliates of two tribes at Ma'an's Al Hussein Bin Talal University. The University was forced to shut

down for two weeks and Special Forces were stationed within the city and around the university for two months (Kohler, 2013).

Consequently, it was declared that admission policies had contributed to campus violence. According to the Prime Minister Abdullah Al-Insour, universities had been obliged to accept exceptionally underprivileged students, refugees and some unqualified students supported by the Royal Court, seeding the ground for future trouble. These students *“cannot cope academically, but they still feel they can violate the system because they were not accepted based on merit ... They become frustrated and take it out on other students.”* As consequence, there is a constant and deep concern that tribal tensions in the universities will turn into a wider societal problem (Tubasi, 2013).

A speech by the secretary general at the Ministry of Higher Education Al Adwan states that, *“This is the second consecutive year that we are suffering from violence across university campuses, and this phenomenon is not limited to some universities but [is a] nationwide problem”*. The death of a 21-year old engineering student, Osama Duheisat, in a tribal brawl April 2013 at Mutah – a public university in the impoverished southern city of Karak – gave rise to widespread protests outside the campus, which had catastrophic implications on the city and the surrounding communities. It is sometimes felt that campus violence amongst Jordanians will be a social phenomenon and not only those concerning the universities because most of these fights extend off campus and become tribal fights, according to Al-Adwan cited by (Tubasi, 2013). On 6th May 2013, the Lower House met to discuss this deadly phenomenon and called for a harsh punishment against consumer misbehaviours on campuses, asking the government to revise the JHE system. They emphasised the need to enforce strict punishments for consumer misbehaviours, calling for more fairness in the admission criteria and encouraging students to engage in extra-curricular conduct (Jordan Times, 2013a).

On May 13th 2013, King Abdullah stressed the need for implementation of the law to encourage everyone to believe in the rules of law as the most fundamental pillar of statehood and the real guarantee of citizens’ safety, the country’s stability and democracy; he states that:

“Violence and breaking the law at universities and the community has grown at an alarming rate to the point that there needs to be immediate action by the three authorities to put an end to this phenomenon, which is affecting the daily life of every citizen in the Kingdom” (JordanTimes, 2013a).

A prompt reaction to the King’s speech came on May 18th 2013, by the Ministry of Higher Education, promising to work with all Jordanian universities in reducing consumer misbehaviours. The Minister, Amin Mahmoud, addressed the current series of tribal violent acts sweeping through the Kingdom’s higher educational institutions, a phenomenon that already caused five deaths in the first quarter of the year. He listed steps that the Ministry would take in conjunction with universities to prevent a reoccurrence of violent outbursts, which has become an alarming phenomenon, reflecting violence in the larger Jordanian community. Mahmoud states that, *“These events were shameful and painful ... but they can be stamped out and prevented”*. He recommends radical changes to the admission system and criteria that universities in Jordan currently use, stressing that the problem is that so many students were studying in their own governorates, which makes them group together and call friends and kinship for help on campus when they have fights. He said that the Ministry of Higher Education would seek to encourage students to attend universities outside of their governorates as a preventative measure (Buckner, 2013). Additionally, it seems that higher education institutions are experiencing a near-crisis level of violence on campus that poses a threat not only to students’ learning and well-being, but also to the country’s aspirations of building a university system in line with its knowledge economy rhetoric.

Following the more recent incidents of campus violence, many countries were considering taking their students out of Jordan. For example, following the disorder in Ma’an, Saudi Arabia considered relocating students because of the increasing violence in Jordanian universities, according to the Saudi Cultural Attaché in Jordan. He agreed to the transfer of scholarships to other countries if the students wished. Saudi Arabia had more than 4,800 students in Jordan at that time, which equated to 14% of international students in Jordan. Similarly, students from Oman and Kuwait who had brawls with Jordanian students in the previous year decided not to return to Jordan (Al Fdeilat, 2013). Additionally, on May 7th 2013, Dr Amin Mahmoud stated that some countries had already begun *“contemplating the transfer of students from Jordanian*

universities to other countries because of the increased university violence". He adds that the number of non-Jordanian students studying at Jordanian universities had reached 35,000 that year and the total amount spent by these non-Jordanian students was around JD 250 million (Faek, 2013). Additionally, on May 8th 2013 the Prime Minister of Jordan, Abdullah Al-Insour, said that campus violence had its roots in social, economic and political factors, not to mention that it reflected the lack of good living conditions and unemployment, as well as competition for opportunities. He admits that there was something wrong with the central authority of the state. He therefore intended to address the fundamental reasons of campus violence and respond with "unrelenting vigour". He believed that aliens or outside hands were trying to interfere with the security of Jordan (Al-Samadi, 2013).

Having discussed the types of consumers' misbehaviours in the service sector particularly within Higher Education, it becomes obvious that the consumers' misbehaviours can become more detrimental than earlier ascertained. In particular, the activities of student misconduct and violence in the academic settings also highlighted possible ways consumers' misbehaviours influence the service encounter, but they can also influence the brand image of HEIs. Hence, it is important that this study investigate what possible consequences these outcomes could have on brand image. With this in mind, in the next section diversity and cultural grouping of Jordanian society will be discussed.

3.5 Diversity and the Cultural Grouping of Jordanian Society

The vast majority of Jordanians are Arabs, which include people from mainly Jordanian and Palestinian background; Bedouins, Arabic-speaking nomadic people of the Middle Eastern deserts, are considered a minority in Jordan. The Jordanian ethnic groups consist of 98% Arab, 1% Circassia and 1% Armenian (George, 2005). The religion of the country is Islam and therefore, 92% of Jordanians are Sunni Muslim 6% are Christians (most of them are Greek and Syrian Orthodox) and 2% are Shia Muslim (Homer & Wilcox, 2015).

According to <http://countrysmeters.info/en/Jordan>, as of June 2016, Jordan's population was estimated at 7.846 million people; 60% of the population are aged in the range of

15-64, 35.8% are under 15, and 5.1% over the age of 65 (Sharp, 2014). It was reported that the median age of Jordanians is 21.8. Most people live in big cities and so the urban population comprises 82.7% while 17.3% live in the countryside (Homer & Wilcox, 2015). Life expectancy at birth for men is 72.79 and for females 75.5. Jordan has a very low crime rate in comparison with the western world, the rate is at 5.0 per 1000 of the population (Department of Statistics, 2012) (Refer to Appendix 4). However, the Jordanian population has increased by 20% since 2011 due to the current Syrian civil war as more than 1.5 million Syrians have crossed to Jordan and more than 600,000 live in camps while the rest have moved to many Jordanian cities and villages (Luck, 2013).

Jordanian society consists of extended families and tribes and in this country, strong social ties and close relationships are the main characteristics of the community (Homer & Wilcox, 2015). Jordanian families and tribes are influenced by Islamic rules in relation to regulation of life. Arabic culture and Islamic rules are the most dominant elements for individual and group behaviour, social values, beliefs, attitudes, states laws, the political system and economy. Jordan's culture is similar to that of other Arab countries. They share some major features, among which are the influences of the Islamic religion, along with a collective tribal and family structure (Sharp, 2014). Collectivist cultures lean toward cooperation and cohesion with their in-group and family. In the Jordanian context, after Israel gained control over part of Palestine in 1948, many Palestinians escaped to become part of the socio-political system in the East Bank (Jordan) where the dominant socio-political order was "tribalism" (Walker & Firestone, 2009). Many of these new immigrants were well educated and highly skilled, which gave them considerable cultural and economic power in the society in Jordan as it gained stability (Rowland, 2009; Hager, 2015). Notwithstanding, the Arabic culture has unique features, particularly Jordanian culture which scholars argue that the Arab societies have their unique cultural and social environments (Barakat, 2008; Kilian-Yasin & Al Ariss, 2014).

3.5.1 Family as a Social Institution Influencer

The family is the primary institution in Jordan society and within it affiliations are related to religion, class, and culture (Barakat, 2008). Family life relies mainly on the Arabic culture, which is mostly derived from the Islamic teachings drawn from the Holy Quran and the sayings of the Prophet (PBUH); this is regarded as a basic social structural unit, which provides a healthy, secure and encouraging environment for parents and their children. Family life is the setting in which virtues such as love, mercy and kindness evolves. It is clear that Islam and Arabic ideology are the main sources of identity for the vast majority of Jordanian people, followed by family, which is also significant. Social life in Jordan revolves around the allegiance of the individual towards the family.

The dignity and honour of an individual are closely related to whether or not the kin group has a good reputation. All members of the family undertake responsibility in order to bring about the success or failure of the individual (Barakat, 2008). In Jordan, family leaders have absolute power over extended families. The notion of family in the life of Arabs relates to the mutual relationships and commitments, which are interdependent and reciprocal. As noted by Barakat (2008, P.97), “the Arabic word ‘*ahl*’ refers to the notion of support and provides security, support in times of individual and social stress”. In Jordan, for instance, as in any country in the Arab World, every member of the family has a role to play. While the father is a provider, the mother is a homemaker. As for the children, they are dependents at the beginning but become supporters when their parents become very old. This, in part, accounts for the fact that, in Jordan, some parents describe their children as ‘*sanads*’ supporters (Barakat, 2008). One of the most important and most effective influences children have in their lives comes from their families. The family can have both a positive and a negative influence.

3.5.2 Tribalism vs. Jordanian Nationalism

Bedouins constitute only about 7% of the Jordanian population but reside in or utilise a large part of the land. Their traditions, such as values, hospitality, honour, frankness, bravery and openness have an impact on the traditions of Jordan. Consequently, these values and traditions have become an integral part of society in Jordan (Sabri, 2012). Furthermore, tribal leaders are in control of the situation and individualism has no place. It has been observed the process of detribalisation was taking place in Jordan in the 1980s; there was a decline of the impact of tribal affiliation on the individual's sense of identity and this was because of the awareness generated by education becoming a major force in this process. Clans and tribes were replaced as a primary reference group by the extended family (Sabri, 2012).

However, Barakat (2008) found that the tribal system is still strong in society, despite the government's efforts to weaken or control its role. In the late 1990s, the government came to realise the importance of such a role as a support to its policies. In addition, co-operation was also recorded between the government and the tribes concerning the implementation of certain programmes that did not negatively affect upon the role of the tribes. In accordance with this, it should be noted that allegiance to the family and the tribe is deeply rooted in Jordan (Kilian-Yasin & Al Ariss, 2014).

Tribalism can be a double-edged sword. It promotes loyalty, unity and cohesiveness among tribal members who share kinship relations; while simultaneously it spreads prejudice and favouritism because it discriminates against others who do not have similar kinship affiliations. According to the Blackwell Dictionary of Political Science, tribalism can be defined in two ways: the anthropological meaning refers to the type of society which preceded the primitive state where groups of pastoralists connected by kinship, formed regular organisations in which leadership would later develop and these might be called clans or tribes (Massad, 2012). The term is also used to describe a sort of political system in which nepotism and clientelism predominate. Inherited political families are prominent, programmatic and ideological conflict is still not in tension. Policies tend to be implemented by trading favours (Massad, 2012). In fact, the dichotomy and fluctuation in the concept of tribalism has

caused Jordan more confusion on local and national levels regarding how the state system should work through its institutions.

According to a recent tribalism study, conducted by USAID (2010) that evaluates the relationship between traditional and modern institutions in Middle Eastern countries, Jordan is not a highly tribalised country. According to Al Oudat & Alshboul (2010), the relationship between the state and the traditional institution of tribalism, or the 'asha'eriyah', in Jordan is very special due to the security strategy that harnesses the traditional institution of tribalism to work as a defence mechanism for the regime. Retrospectively, the tribes have been the foundation on which the Jordanian government is grounded, as they form the fundamental part of the Jordanian army and the security apparatus that keeps the regime protected without relating the 'tribe' or the 'ashirah' to the importance of the nation state (Al Oudat & Alshboul, 2010).

On the contrary, the regime defends the tribal honour and the institution of the monarchy as one entity, rather than defending the concept of the nation-state, which created an alliance between the regime, tribes and the institution of monarchy that is represented in the slogan of "Jordan First". This enables the state system of political authority to make use of the traditional political authority by promoting tribal loyalties towards the monarch and his regime. Hence, the regime has gained control over the tribes through its reliance on their support and loyalty that was promoted towards the monarch, not the state. Yet, this alliance has produced incompatible and ill-assorted situations, relevant to the issue of loyalty that has never applied to the Jordanian nation (Al Oudat & Alshboul, 2010).

3.6 Consumer Misbehaviours and Higher Education Brand Image Perception

Consumer misbehaviours are financial and social perspectives, which have been discussed indirectly in previous paragraphs. This means the features, which are present in the minds of the consumers (mainly students) are to be considered by HE in order to develop customer maps, which will enable them to authorise different policies.

Firms encounter a number of problems due to the impact created by consumer misbehaviours. The reputation of the institutions is sabotaged in view of current and prospective customers because of these misbehaviours (Lovelock, 1994, 2007; Lovelock & Wirtz, 2010; Douglas et al., 2015). Subsequently, the reputation of an institution or firm is destroyed, in addition to the damage the brand image has to undergo in the eyes of customers (Harris & Reynolds, 2003, 2004). Social media sites are the most common places for brand image sabotage to occur, when negative reviews are posted by different current customers about institutions and dysfunctional customers become the cause of damaged image of universities or places. Mainly this is done by their comments or messages in chat rooms (Hagel & Armstrong, 1997).

It has been argued by Reynolds & Harris (2009) that the service industry has a wide diversity in consumer behaviour. This is linked with higher education as it also falls into the service industry premises (Rembielak-Vitchev & Conway, 2010). Consumer behaviour being integral part of the service industry makes misbehaviours an important part of the HE educational industry. This is because such misbehaviours negatively impact the perception of brand for institutions in JHE as well. McNally & Speak (2002) have successfully defined brand according to higher education, stated as: a perception which is generated or maintained by the prospective or current consumer with reference to experience of any business activity (or service) of an academic institution. This has to be dissuaded because the consequences of such misbehaviours by students pose a threat to perception and image of brand and hence can be applied in this sector of higher education (Rembielak-Vitchev & Conway, 2010). This action has a sensitive impact on the image of the brand and hence should be considered by JHE to avoid such misbehaviours but should not be emphasised on external sources. Consequently, it is the duty of the management to take care of such activities before this phenomenon spoils their image.

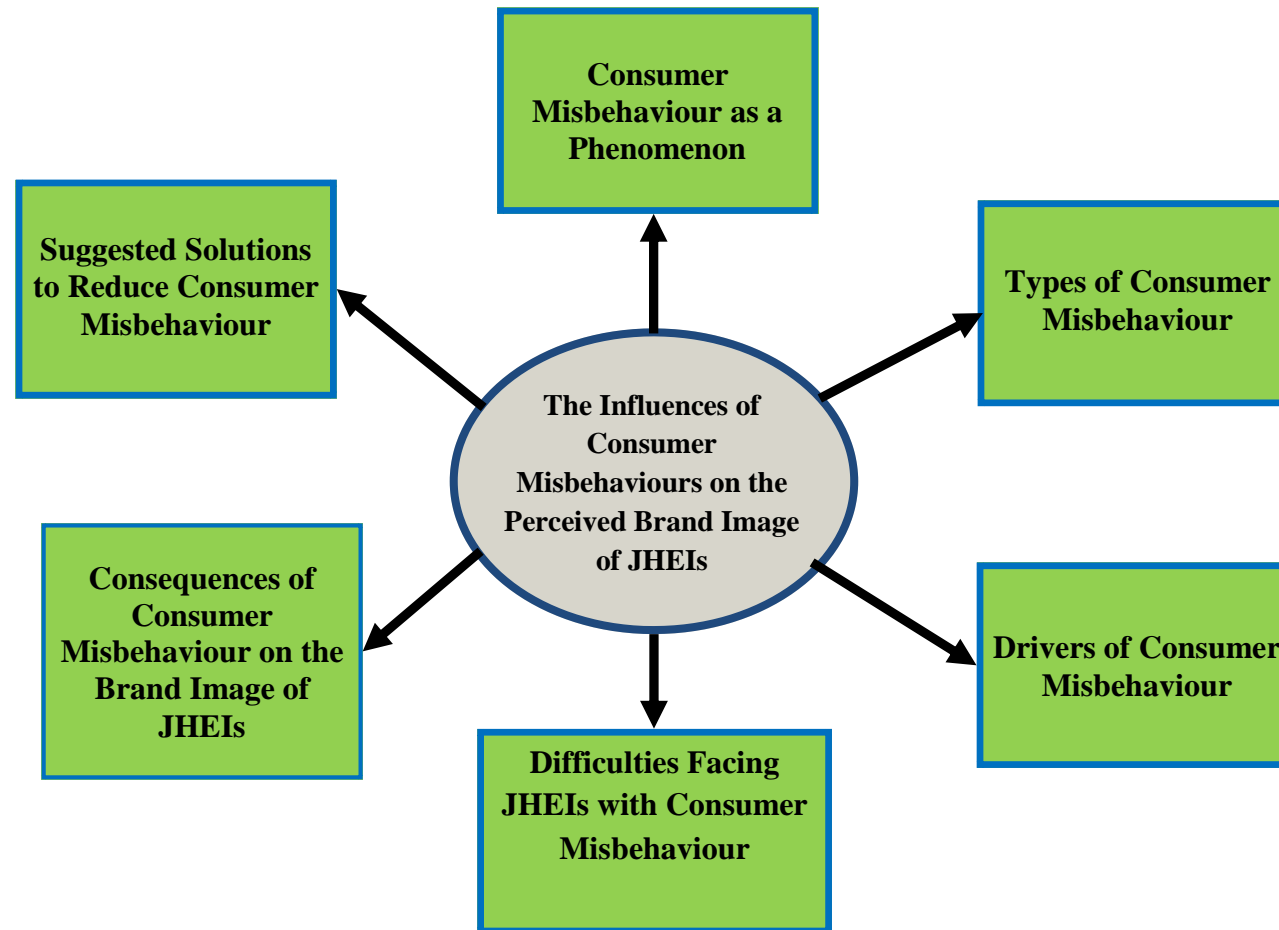
To sum up, it can be said that value can be generated through image in terms of assisting consumers to process their information, brand differentiation, jotting down reasons to buy, provide positive vibes, and delivering a foundation for extensions (Faircloth et al., 2001). Brand image creation and maintenance is a very significant component of the marketing program of the organisation and its branding strategy (Nandan, 2005). Hence, it is extremely important to grasp an understanding of the image formation development as well as its implications for instance loyalty and satisfaction. Therefore, it justifies the need of investigating this attribute with reference to JHE and consumer misbehaviour.

3.7 Summary

This Chapter presented a detailed literature review on the influence of consumer misbehaviours on the brand image of higher education. It also highlighted the definition of a customer in the Higher Education sector, with emphasis on the Higher Education stakeholders, especially concerning who the customers are and how best a student can be described. Challenges faced by the Higher Education sector were also reviewed. Consumer misbehaviour has been defined and described in detail, considering its drivers, types and impacts on both the Higher Education sector as well as the services sector. In addition, studies which explore the definitions, forms and consequences of dysfunctional customer behaviour, were contemplated. This section also provided an overview of research into services marketing and introduces the concept of consumer misbehaviour. Most of the literature related to consumer misbehaviours in the service sector is from Western countries, and a few studies were reported from the developed countries, with even less conducted within the Arab World. There is no study of this type looking at campus violence due to consumer misbehaviours from a marketing perspective in Jordan, a country having a significantly different cultural and economic environment (the research context) in comparison to other countries. Furthermore, diversity and the cultural grouping of Jordanian society were reviewed. The development of consumer misbehaviours and brand image were covered. This chapter concluded by building a model of the conceptual framework: the influence of consumer misbehaviour on the perceived brand image of JHEI's, which were depicted from the literature review chapter.

Having discussed what consumer misbehaviours are, and their relevant characteristics as well as the feature they possess, it is thus important to see how they influence the brand image of HE, as discussed in previous sections. The research contributes to the existing body of knowledge by offering a conceptual framework for linking consumer misbehaviours and perceived brand image (see figure 3.3 overleaf), particularly in service marketing, in the context of the higher education sector. Therefore, this thesis attempts to tackle a knowledge gap by integrating the concept of consumer misbehaviours and the perceived brand image of JHE. The next chapter will introduce the methodology chapter of the thesis.

Figure3.3: Conceptual framework: The Influence of Consumer Misbehaviour on the Perceived Brand Image of JHEIS



Source: Adapted from Bitner et al. (1994a); Lovelock, 21994; Fullerton & Punj (1997); Harris & Reynolds (2003); Harris & Reynolds (2004); Yagil (2008); Lovelock & Wirtz, (2010); Ghoneem, (2012); Buckner, (2013); Momani et al. (2013); Akkawanitcha et al. (2015); and Douglas et al. (2015).

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 Introduction

This chapter describes the research methodology adopted to attain the objectives of the study, including the processes and procedures. Research methodology is extremely important in guiding the study such that the achievement of its objectives becomes possible (Bryman & Bell 2015). Therefore, this chapter discusses the philosophical position of the researcher, the data collection methods used and the techniques employed in analysing the data.

4.1 Research Philosophy and other Theoretical Underpinnings

This section of the chapter discusses the philosophical position of the research, the research plan and the ethical considerations used during the research process:

4.1.1 Definition of Research Philosophy

The philosophy of any researcher reflects the way he/she thinks about developing knowledge and contains critical assumptions regarding the ways in which the researcher views the world. Collis & Hussey (2013) define research philosophy as a sort of framework or guideline on how research should be undertaken, on the basis of people's philosophies as well as their assumptions about the nature of the knowledge and the world as a whole. Creswell & Clark (2007) indicate that a paradigm is the basis of beliefs that guides actions. Easterby-Smith et al. (2008) argue that it is critical to understand and follow the philosophical issues associated with research, emphasising that such alliance is essential in order to clarify design. In comparison, Eriksson & Kovalainen (2008, p. 16) define it as "a system of beliefs or worldview that guides a researcher in their work". Gill & Johnson (2010, p. 9) also cite the work of Easterby-Smith et al. (2008) and suggest three important reasons for understanding philosophical issues: "firstly, it helps to clarify research design; secondly, the knowledge can help to recognise which design work is best; and thirdly, it helps to identify and adapt research design according to different subjects and knowledge".

4.1.2 Ontology and Epistemology (Philosophical Position of the Research)

Ontology is the starting point of philosophical assumptions as it deals with the expectations researchers make about the nature of the reality to be investigated and narrates whether the subject under investigation is the product of consciousness or whether it exists independently (Remenyi, 1998; Easterby-Smith et al., 2015). Under such assumptions, the two extremes to be reflected on are whether: the world is objective and external to the researcher; or the world is subjective and only understood by examining the perceptions of human nature and structure (Bhaskar, 2013). In addition, post-positivism is termed as the most significant shift away from positivism (Lyon et al., 2015). Post positivism is differentiated from anti-positivism and a continuation of positivism via other ways. The essence of post-positivism is to endeavour to transcend as well as upgrade positivism, instead of rejecting all ideas of positivist nature and scientific method postulates (Adam, 2014). The meanings given to consumer misbehaviours' drivers and implications and their impact on the perceived brand image, may reflect different views from person to person.

Furthermore, the area of this research is not subjective rather it follows along the lines of an implied epistemological position. This is because the phenomena "consumer misbehaviours" with reference to campus violence does not have a universal frame of reference and, as a result, it is determined by different "world-views" and "perceptions" of what it implies for a particular community or group of people (Bryman, 2012). To this end, it is understood by the researcher that post-positivism has differentiated itself from the other positivism variants. For this reason, the post-positivist research design is deemed appropriate for this study; as it is recognised that there is no universal frame of reference for this research, there is no adequate foundation to yield empirical evidence and this evidence must, therefore, be elucidated through peoples' perceptions.

Myers (2013) describes epistemology as a science that encompasses the study of (1) the nature of reality; (2) the definition of truth; (3) the relationship between the researcher and the researched, and developing an understanding of the two; (4) what can be researched; and (5) what should/could be done with the researched.

In comparison, Stanley (2013) defines epistemology as a means of understanding how to deal with knowledge and coming to terms with what is real from a traditionally conversant viewpoint. The epistemological assumptions of a researcher are helpful in leading to the adoption of methods that are consistent with his or her initially accepted epistemology (Easterby-Smith et al., 2015). Therefore, having a clearer idea about the epistemological undertakings of the research study is essential. The two main philosophical traditions of providing an understanding and an explanation of a phenomenon in epistemology affirms that the nature of reality should be measured using either objective measures or subjective measures.

From the positivist perspective, the epistemological assumption is that the social world exists externally and that its properties should be measured through objective methods, rather than being inferred subjectively through sensation, reflection or intuition (Easterby-Smith et al., 2015). If the research philosophy reflects, the principles of positivism then the researcher will probably adopt the philosophical stance of the natural scientist (Saunders et al., 2015). A positivist researcher prefers working with an observable social reality so that the final product will be law-like generalisations similar to those produced by physical and natural scientists (Remenyi, 1998). (Comma was added) Based on the fact, that positivist researchers ignore that knowledge can be gained through human interpretation, and not necessarily a science oriented research, this study ruled out applicability of positivist assumptions as a guide to this research. This is because the study aims to assess human, views, interpretation and experiences concerning the phenomena of consumer misbehaviours.

The other extreme of epistemological assumptions is the view that “reality” is not objective and exterior, but is socially constructed and is given meaning by people. It focuses on the ways that people make sense of the world, especially through their experience with others via the medium of language (Easterby-Smith et al., 2015), focusing primarily on subjective consciousness. Under this extreme, it is assumed that properties of reality can be measured through subjective measures and determined by examining the perceptions of people (Collis & Hussey, 2013; Easterby-Smith et al., 2015). Therefore, within their epistemological assumption, conducting a qualitative study means that researchers try to get as close as possible to the participants being studied (Creswell, 2013). This research study requires a real-life, context-specific

investigation of a contemporary phenomenon by taking into account human interpretations and subjective views about consumer misbehaviours. For this reason, it takes up the assumption that reality should be researched subjectively because the interpretations of the participants contribute significantly to the knowledge of the phenomenon being studied (Myers, 2013). Sarantakos (2012) reiterates that under such philosophical underpinnings, it is assumed that different participants have their own views about this phenomenon; in other words, views may vary from person to person depending on how this phenomenon is perceived. However, considering that this study goes much deeper than simply judge the viewpoints of the consumer with respect to consumer misbehaviour, whereby no actual information is revealed about the concept itself, this approach is found inapplicable to this research.

It is therefore recognised that post-positivism is the most relevant approach to this study, as it identifies that all observation is fallible, prone to error, and that all theory is revisable. Post-positivism identifies that the ways of thinking and working that scientists adopt in routine life are not uniquely different (Creswell, 2013). Essentially, the process of common sense reasoning and scientific reasoning are the same. This research, as it addresses the perceived brand image of JHEIs, finds the application of post-positivism relevant; akin to the belief of the post-positivists, the researcher finds that the aim of science is to hold gradually to the aim of getting the reality right, even if that aim may fall a little beyond our grasp.

4.1.3 Positivism and Interpretivism

One of the main traditions that is responsible for the anti-positivist position is interpretivism, a philosophy that is concerned with the question of how individuals make sense of the world around them and how, in particular, the philosopher should bracket out preconceptions in their understanding of that world (Bryman, 2012). Collis & Hussey (2013, p.45) present the different assumptions made by the two schools of thought, as shown in Table 4.1.

Table 4. 1: Contrasting Implications of Positivism and Interpretivism

	Positivism	Interpretivism
The observer	Must be independent	Is part of what is being observed
Human interests	Should be irrelevant	Are the main drivers of science
Explanations	Must demonstrate causality	Aim to increase general understanding of the situation
Research progresses through	Hypotheses and deduction	Gathering rich data from which ideas are induced
Concepts	Need to be operationalised so that they can be measured	Should incorporate stakeholder perspective
Units of analysis	Should be reduced to simple terms	May include the complexity of 'whole' situations
Generalisation through	Statistical probability	Theoretical abstraction
Sampling requires	Large numbers selected randomly	Small numbers of cases chosen for specific reasons

Source: (Cunliffe & Easterby-Smith, 2004, p. 30)

Conversely, positivism reflects a position that affirms the significance of imitating the natural sciences, which is steadily linked with such an epistemological position (Bryman, 2012). Positivism encourages working with an observable social reality (Remenyi et al., 1998). Zhou & Nunes (2015) suggest that positivism is derived from the philosophy of science in which the researcher acts as a natural scientist, emphasising that under such circumstances, the researcher studies the topic comprehensively and objectively by following scientific methods of enquiry. Remenyi (1998) buttresses this argument by stating that, in the field of positivism, the researcher and participants are two different entities that do not influence each other during the research process. Bell & Bryman (2007, p. 16) reiterate that “positivism involves the principle understanding that only phenomenon confirmed in an objective sense can genuinely be warranted as knowledge (phenomenalism); they point out that the purpose of theory is to generate hypotheses that can be tested (deductive approach) and that knowledge is generated through the gathering of facts, that provide the basis for theories (inductive approach). Bryman & Bell further establish that science must be conducted in a way that is value free (objective) and that there should be a clear distinction between scientific statements and normative statements”.

Lyon et al. (2015) argue that, to generate a research strategy based on positivism, the data is collected and hypotheses are developed based on existing theory, which then lead to further theory development that can be tested by additional research. The positivist epistemology (or nature of knowledge) contends that reality is objective (Dobson, 2001). Kant (2014) emphasises that it exists external to one's perceptions and therefore can be measured precisely and independent of any socially constructed theory. Whetsell and Shields (2013) reiterate that this is important for theory testing as it promotes the notion of neutrality (i.e. theory free) observations that can be used to confirm or disconfirm theory. It has been pointed out that post-positivists appear to subscribe to a notion of an existing objective reality, even though they have attacked the notion of the explanation that reality is neutral (Curtin, 2012; Hodson, 2013). They argue that it is hard (or impracticable) to ascertain an autonomous examination of premise because a researcher's views will, at all times, be permeated with the premise s/he is trying to examine. Schwartz-Shea & Yanow (2013) note that the interpretive epistemology go even further by presenting multitude of realities; emphasising that interpretivists support the notion of multiple socially constructed realities. Therefore, a researcher and those researched will define their own reality, unique to the participants and to the time of the study (Guba & Lincoln, 1994). Maxwell (2012) warns that this perspective presents obvious difficulties to any theory generalisation (generalising what has been learned, either to other populations or to other points in time) as the sample size of the study is usually small in order to reflect the true picture of the entire population.

Realist ontology refers to the belief that there is a real world that exists independent of our belief and constructions (Perry et al., 1999; Weed, 2009). Ontology in this study is concerned with the evidences of social reality about consumer misbehaviours in JHEIs and the nature of relationships between the knower and the researcher (Myers, 2013). Epistemology, on the other hand, deals with the researcher's knowledge of reality in the context of methods, validity and scope.

Realism retains ontological realism, that there is a real world that exists independent of our perceptions, theories and constructions. Therefore, realism denies the possibility of attaining a single 'correct' understanding of the world as perceived by positivists. The 'real' in realism is classified in the domain of the actual and comprises events or

phenomena that happen irrespective of whether they are observed or not (Perry et al., 1999; Creswell, 2013).

Ontological realism can be useful for qualitative methodology, practice and implications as it can provide a new and useful way of approaching problems and generate important insights into the social contemporary phenomena such as consumer misbehaviours. Statements about entities that belong to the mental framework are also as testable by scientific methods as statements about any proposition. Sarantakos (2012) argues that 'mental' statements about one's beliefs, reasons or motives for doing something can be a valid explanation of the person's actions. The researcher's ontological position is realism because the researcher believes that there is a real world exists, which is independent of perceptions, theories, etc. In retrospect, the mental phenomena in the context of this study emphasises that consumer misbehaviour can be related to campus violence and student attrition, which negatively affect the brand image.

4.1.4 Choosing a Methodological Paradigm: Realism

A research strategy can be described as a way in which research question(s) will be answered in order to meet the research aims and objectives (Bryman, 2012). Lyon et al. (2015) observed the importance of adopting a clear research strategy as it helps the researcher to respond to specific research questions and hence assemble the study's objectives. They emphasise that the choice of research strategy will be guided by the research questions and objectives, the extent of existing knowledge, the amount of time and other resources available, as well as the research's philosophical underpinnings. Guba & Lincoln (1994) categorise scientific paradigms into four types: (1) positivism, (2) realism, (3) critical theory, and (4) constructivism. However, in this study emphasis will be placed on the realist perspective, as it is considered the most appropriate strategy in answering the research questions because it presents a true picture and reflection of the interviewees' opinions. Sobh & Perry (2006) noted that realist ontology is moved into the realm of belief, which professes that it is sensible and convenient to believe in the world of causes 'out there'. Healy & Perry (2000) emphasise that action, reaction and interaction requires a faith that there is a world of causes and that people can be agents in that world. However, Maxwell (2012) warns that this does not mean there are ways of describing this world that corresponds to it 'as it really is'.

Realism is a philosophical position that claims to provide an account of the nature of scientific practice (Zachariadis et al., 2013). The concept of realism can be defined as the existence of objects or entities outside the researchers' knowledge or theories of their existence (Bhaskar, 2013). Holland (2014) defines realism as the autonomously existing entities independent of theories about them and Ahida (2015) expands on the argument by defining realism as the real feature of the world, based on the views and opinions of the participants.

Realism has become one of the popular research philosophies used to investigate various disciplines, including marketing (Ramoglou, 2015). In general, all the categories of realism have a distinct feature, which denies that we can have any objective or certain knowledge of the world and accept the possibility of alternative valid accounts of any phenomenon based on context (Ahida, 2015). While realism is becoming popular, it is criticised for being unclear and used only by a minority of researchers (Næss, 2015).

Bell & Bryman (2007, p. 18) argue that realism shares two features with positivism: “a belief that the natural and the social sciences can and should apply the same kind of approach to the collection of data and explanation; and a commitment to the view that there is an external reality to which scientists direct their attention, and which can be separated from the researchers' descriptions of it”. Hyde (2000) notes that the realist perspective asserts that reality can be understood through the use of appropriate methods. However, he fails to recognise that there are enduring structures and generative mechanisms underlying and producing observable phenomena and events as reflected in the undermentioned quote (Bryman, 2012).

“Realist theory assumes that realism is out there and real but is only imperfectly and probabilistically apprehensible. A perception for realists is a window onto reality through which a picture of reality can be triangulated with other perceptions...” (Carson et al., 2001, p. 15).

Table 4. 2: Three Dimensional Frameworks for Categorising Four Scientific Paradigms

Paradigm	Deduction / Inductive	Dimension Objective/subjective	Commensurable/ incommensurable
Positivism	Deduction	Objective	Commensurable
Critical theory	Induction	Subjective	Commensurable
Constructivism	Induction	Subjective	Incommensurable
Realism	Induction	Objective	Commensurable

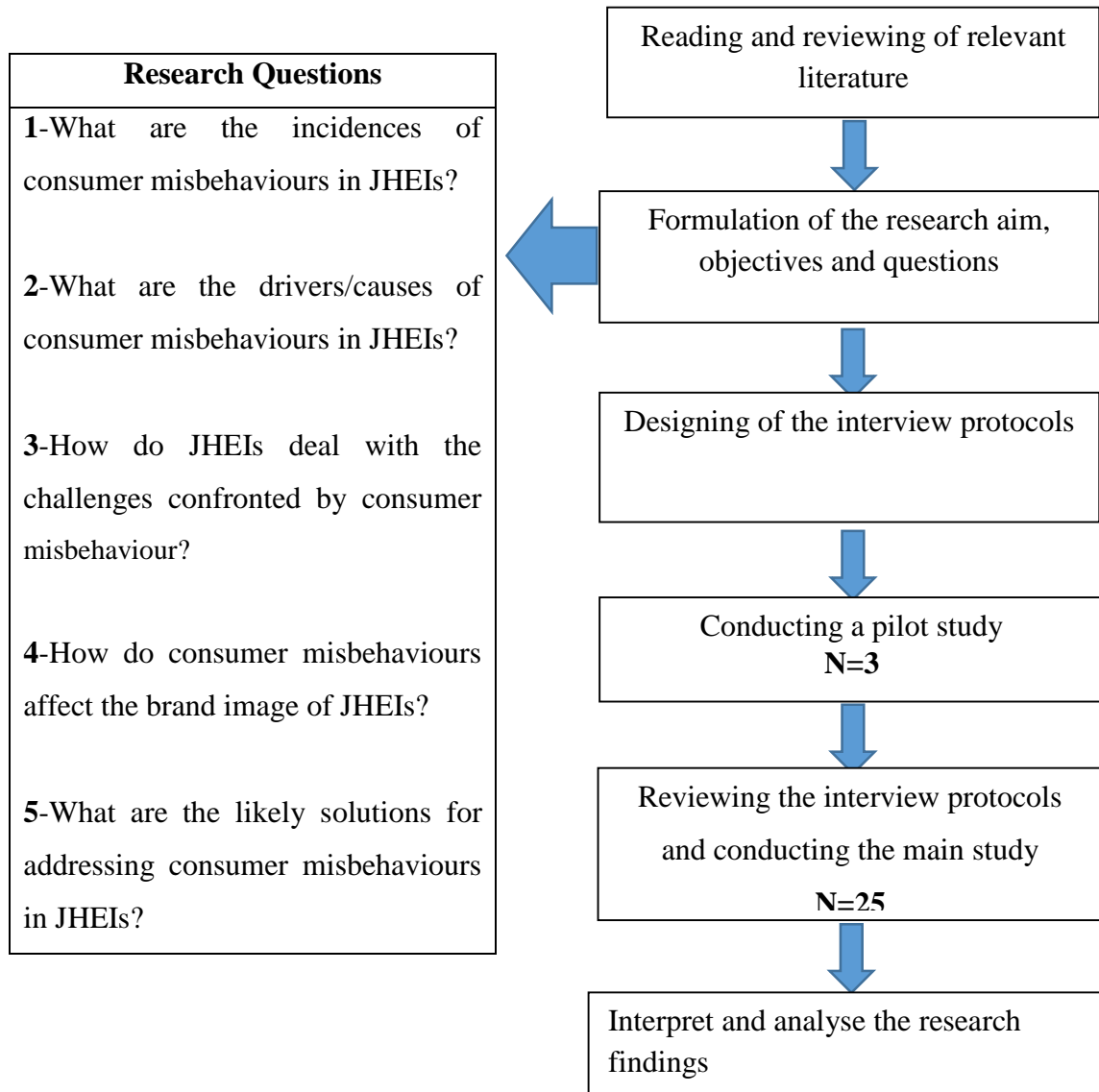
Source: Perry (1998, p. 786).

In this study, the realist perspective is justifiably used because it is considered the only appropriate research strategy because it can present a true picture of events within the natural settings of the interviewees using their own words and opinions. It is also the only instrument that can be used to answer the research questions and help in achieving the research objectives.

4.2 Research Design

The design of qualitative research is very dynamic as there are variety of qualitative research genres, each having its own assumptions, methods, procedures, and considerations (Mitchell & Jolley, 2012). Figure 4.1 depicts a step-by-step approach used in the data collection and analysis of this research:

Figure 4. 1: A typical step by step presentation of the research design



Source: By the Author

At the outset of the entire research process, the researcher initially read through and reviewed various literature sources on consumer misbehaviours to develop an in-depth understanding of the issues surrounding them. This was then followed by the

formulation of the research aim, objectives and questions to give a clearer picture of what the researcher seeks to find out in the field. After a protracted discussion with his supervisors, the researcher designed an interview protocol (see Appendix 9), which was pilot tested to determine its ease of applicability and comprehension by the respondents. This was eventually followed by the conduction of the main field study, carried out to obtain in-depth understanding of the inherent consumer misbehaviour issues plaguing the corridors of Higher Education Institutions in Jordan. Upon the researcher's return from the field visit, the findings were then interpreted and analysed.

4.3 Research Approach

The main purpose of the research approach is to identify the best way of understanding the nature of the problem (Maxwell, 2012). Bryman (2012) argues that there are two main approaches commonly used by researchers, including: deductive, where the researcher develops a theory and hypotheses, and then designs a research strategy to test them; and inductive, in where the data are collected and a theory developed as result of its analysis. In comparison, Howson & Urbach (2006) define deductive reasoning as a 'top down' approach, where the researcher works from information that is more general to something more specific. Creswell (2013) emphasised that, under such circumstances, the researcher uses a logical statement, a hypothesis, to test a theory. Jankowicz (2005) emphasises that the researcher begins with general premises and from these deduces, or derives, specific cases. Inductive reasoning, is therefore defined as the opposite, 'bottom-up'; Jirojwong et al. (2011) emphasise that it works in an opposing way to deductive reasoning by moving from the specific to the general, and eventually ending up with general conclusions or theories. It is argued that the inductive approach places a particular emphasis on events in order to gain a full understanding of the study context, based on a small sample of subjects; it is an approach in which practitioners study certain phenomena to arrive at conclusions (Lewis et al., 2015; Sekaran & Bougie, 2010). Collis & Hussey (2013) illustrate the process of the inductive approach in business research as observing phenomena, analysing patterns and themes, formulating relationships and developing theory. However, there is overwhelming support for the inductive approach as the most appropriate for qualitative research. Glaser & Strauss (2009) note that qualitative studies can also apply theories deductively when the theory can be used to inform the development of the interview protocol or aid in the analysis of

data. Patton (1990, p. 194) supports this argument and reiterates that qualitative researchers can adopt both inductive and deductive processes, as reflected in the following statement:

“As evaluation fieldwork begins, the evaluator may be open to whatever emerges from the data, a discovery or inductive approach. Then, as the enquiry reveals patterns and major dimensions of interest, the evaluator will begin to focus on verifying and elucidating what appears to be emerging, a more deductive approach to data collection and analysis”.

Table 4.3: The Major Differences between Deductive and Inductive Approaches

Deductive Approach	Inductive Approach
Scientific principles	Gaining an understanding of the meaning humans attach to events
Moving from theory to data	A close understanding of the research context
The need to explain the causal relationship among variables	The collection of qualitative data
The collection of qualitative data	A more flexible structure to permit changes of research emphasis as research progresses
The application of controls to ensure validity of data	A realisation that the researcher is part of the research process
The operationalisation of concepts to ensure clarity of definition	Less concern with the need to generalise
A highly structured approach	
Researcher's independence of what is being researched	
The necessity to select samples of sufficient size in order to generate a conclusion	

Source : Saunders et al. (2012, p. 120).

Consequently, due to the above argument, this research seeks to adopt both deductive and inductive reasoning in conducting the research by using theory to inform the development of the interview protocol or aid in the analysis of data, and presenting the reality of the phenomena of consumer misbehaviours as “real”. Deduction is used in identifying the themes in the literature and then induction is used in the field. Together, they aim to meet the research objectives.

4.3.1 Qualitative Vs. Quantitative Research

The objectivist approach is founded on explaining and predicting phenomena, while the subjectivist approach stresses understanding and describing the phenomena (Perry et al., 1999). Quantitative and qualitative approaches are derived from two different traditions of scientific philosophy (Punch, 2013; Chung et al., 2014). It is argued that the fundamental difference between quantitative and qualitative approaches lies in the issue of ontology and epistemology (Guba & Lincoln, 1994; Mertens, 2014). Also, Myers (2013) and Valdes et al. (2014) note that the quantitative approach stems from positivism, which has realist orientation and is based on the idea of God's view or an independently existing reality that can be described as it really is. Rubin & Rubin (2011) reinforce the argument by stating that the ontological position of the quantitative paradigm embraces the notion that objective reality exists independent of human perception (Sekaran & Bougie, 2010). Sale et al. (2002) and Nescolarde-Selva et al. (2015) proposed that the definitive truth exists and that there is only one objective reality. The notion that positivism embraces objective reality in quantitative epistemology, asserts that the researcher and the researched are independent entities and, therefore, the researcher can study a phenomenon without influencing it or being influenced by it (Denzin & Lincoln, 2002; Sale et al., 2002). Consequently, this dichotomy in argument has led researchers to view the epistemological approach as dualist or objectivist (Johnson & Duberley, 2000).

Jirojwong et al. (2011) and Scott (2014) suggest that quantitative positivist epistemology can be used as a conduit for separating facts from values. Therefore, researchers can achieve truth to the extent that their work matches facts or how things really are (Bhaskar, 2013). Consequently, the dualist perspective views reality as a matter of validity and views validity as correspondence between the data and the independently existing reality the data reflects (Guba & Lincoln, 1994). To eliminate threats from validity, researchers need to employ various strategies to ensure that values and prejudices are prohibited from influencing outcomes (Bristowe et al., 2015; Maxwell, 2012). Whetsell & Shields (2013) assert that, as consequence of perspective, objective reality phenomena can be probed in terms of their generalisable causal effects that allow prediction (Guba & Lincoln, 1994).

Consequently, the goal of scientific research is to measure and analyse causal relationships among phenomena within a value-free framework with the purpose of generalisation (Denzin, 1994; Parahoo, 2014). A quantitative approach can be described as experimental or manipulative: questions and hypotheses are proposed, then tested and verified while ensuring confounding conditions to prevent outcomes from being improperly influenced (Guba & Lincoln, 1994; Shah et al., 2015). Hodson (2013) emphasises that objectivity and generalisation are underlying methodological principles, and therefore suggested that the quantitative positivist approach requires methods grounded in statistical analysis. Curtin (2012) reinforces this argument by referencing techniques such as inferential statistics, hypothesis testing, mathematical analysis, experimental and quasi-experimental design randomisation, blinding, structured protocols, and questionnaires with limited range of predetermined responses as key to quantitative studies (Creswell & Clark, 2007). Gagnon & Barber (2015) suggest that a large sample ensures better representativeness and generalisability of findings as well as proper use of statistical tools.

Jankowicz (2005) argued that from social and psychological constructs, reality can be seen as inter-subjective creation, emphasising that reality is continuously recreated by interviewees based on their inter-subjective understanding of issues. In contrast to the quantitative epistemological perspective, things cannot be described as they really are but only on how they are perceived or interpreted (Guba & Lincoln, 1994). Gagnon & Barber (2015) argue that qualitative epistemology can be described as subjectivist because facts cannot be separated from values, emphasising that absolute objectivity is viewed as unattainable and that truth results from socially and historically conditioned agreement (Creswell, 2013; Schwartz-Shea & Yanow, 2013). Maxwell (2012) argues that qualitative methodological foundations lie on the epistemological premise that a researcher can only offer his or her interpretation (based on values, interests, and purposes) of the interpretations of others (based on their values, interests, and purpose). It was suggested that the aim of qualitative research is to obtain better understanding of the phenomena, based on the views of the interviewees (Bryman, 2012; Holloway & Wheeler, 2013). Luton (2015) admonishes that qualitative studies do not pursue objectivity and generalisability as both conditions are viewed as unachievable from ontological and epistemological perspectives. Guba & Lincoln, (1994) and Sale et al. (2002) opined that qualitative studies should lay emphasis on “transferability,” which as

he suggested can be used/transferred by others to described experiences of the phenomenon to their settings based on the depth and vividness of the descriptions.

Maxwell (2012) suggests that qualitative research is always associated with small sample size, which is used by the research to understand interviewees' frames of reference and worldviews, rather than to test hypothesis on a large sample. Tesch (2013) buttresses this argument by suggesting that the samples of qualitative research are evaluated based on their ability to provide important and rich information, not because they are representative of a larger group. Gagnon & Barber (2015) argue that the interpretative nature of qualitative study requires the researcher to employ methods such as hermeneutics, ethnography, phenomenology, and case studies. Much in the same way, Creswell (2013) notes that qualitative researchers usually employ various techniques in their data collection drive, including: observations; in-depth and focus group interviews; participatory activities in sociocultural phenomena; etc. Denzin (1994) points out that the "qualitative" approach lays emphasis on processes and meanings, which as he suggested are not examined or measured in terms of quantity, amount, intensity or frequency. In comparison, Strauss & Corbin (1998) note that the strengths of such a qualitative approach lie mainly in their success in ascertaining deeper underlying meanings and explanations of the phenomenon. Bryman & Bell (2012) buttress this argument by suggesting that qualitative research is more concerned with seeking insight into a phenomenon rather than statistical analysis. Moreover, Merriam (2014) emphasises that they key strengths of the qualitative research is that the researcher is highly involved, which gives him the ability to gain an insider's view of the field and consequently, helps the researcher to identify and capture issues that are often missed by quantitative or positivist researchers.

Maxwell (2012) and Edwards et al. (2014) state that qualitative descriptions can play important roles in identifying and proposing potential associations, causes, effects and dynamic processes involved in the data collected. In comparison, Punch (2013) and Patel et al., (2015) suggest that the lack of statistical involvement makes qualitative research more about descriptive and narrative styles, which can be helpful in gaining new insight. Consequently, the researcher selected a qualitative method because it offers the opportunity for the researcher to gain detailed, in-depth and new insights into the research perspective, which can provide a unique idea of the types, drivers, consequences and influences of consumer misbehaviours on the perceived brand image

of JHEIs. Therefore, it helps the researcher to adequately address the research objectives and answer the research questions.

4.4 Ethical Considerations

In line with the University of Salford's rules and regulations, ethical approval was granted by the Research Governance and Ethics Committee (RGEC) (see Appendix 8). This RGEC requires the researcher to obtain approval from respondents by sending letters to them, obtaining their consent to participate in the research by asking them to sign consent forms and informing the respondents about the interview schedule prior to the collection of any primary data (Merriam, 2014). All the international student participants were given a copy of the Information Letter stating the purpose of the research and informing them of their rights to withdraw, if for any reason, they do not wish to participate in the interview. In addition, the researcher asked for the consent of each interviewee for the use of audio recording during the course of the interview, to which all of them were found in agreement. To ensure anonymity and confidentiality, the researcher informed the interviewees that all the information obtained from them, including their personal details would be kept secret and used only for the purpose of the research. In keeping with this, the researcher assured the interviewees that their names would not be used in the thesis and that all inform obtained from them would be kept in a locked draw at all times, the researcher being the only one having access to them.

4.5 Data Collection Method

This section of the chapter discusses the sampling techniques used in collecting the data, the sample size considered appropriate for the research, the data collection method employed by the interviewer, how participants were recruited, the procedures used, and validity and reliability of the results.

4.5.1 Semi-Structured Interviews

Amaratunga & Baldry (2002 p.18) define an interview as that *“whose purpose is to collate descriptions of the life-world of the interviewee following an interpretation of the meaning of the described phenomena”*. In a similar fashion, Collis & Hussey (2013) describe interviews as a method of collecting data from selected interviewees to enable

the researcher to determine what the interviewees do, think or feel towards any given topic. This method provides rich data, which is relevant to the research purposes. As result of its ability to explore and gain in-depth information, the qualitative interview has been widely accepted by social science researchers as a form of inquiry (Merriam, 2014). Bryman (2015) argues that interviews are accepted as one of the most important methods of primary research. The primary goal of the interview is that it allows the opportunity for the researcher to gain access to in-depth information while allowing the respondents to stay at ease as they express themselves freely. The interview can be structured, semi-structured or unstructured (Lyon et al., 2015). A structured interview utilises a questionnaire and is commonly used in a quantitative study where the questions are all predetermined and identical. Semi-structured interview uses non-standardised questions, though the researcher would normally have a set of topics and questions to be asked. It allows the researcher to maintain the focus and the structure of the interview while asking for further details and clarifications where necessary (Merriam, 2014). Semi-structured interviews can be done face-to-face, by email or by telephone (Rowley, 2015). This is also referred to as a qualitative research interview. Meanwhile the unstructured interview is not formal and it has no predetermined list of questions to adhere to (Collis & Hussey, 2013; Lyon et al., 2015).

The interviewee is allowed to share any thoughts, belief, and behaviour about a situation; the downside of this technique is that it is time consuming. Bryman (2012) suggests semi-structured interviews are the most commonly used technique in qualitative research due to their flexible and fluid structure, which are usually organised around an aide memoire or interview guide with selected topics, themes, or areas to be covered during the course of the interview. Within this in mind, the researcher attended several comprehensive training sessions on how to carry out in-depth interview, which enhanced his ability to collect quality data. While carrying out a face-to-face semi structured interview, the researcher had a list of topics which he wanted to cover (Bryman, 2015; Lyon et al., 2015).

The researcher employed the same approach by formulating an interview protocol and by identifying relevant themes that in order to address the research objectives before going to the field. This approach helped the interviewer to get an in-depth understanding of the impact of consumer misbehaviours on the brand image of Higher Education

Institutions in Jordan. Seidman (2006) reinforces the significance of semi-structured interviews in research by proclaiming that it guides the conversation, but allows the participants to provide information that is important to them but not necessarily reflected in the interview questions, and as a result serves as an avenue in understanding details of people's experience from their perspective and point of view". Maxwell (2012) reiterates that the use of semi-structured interviews can help demonstrate how individual experience interacts with powerful social forces that pervade the context in which they live and work, which can help in discovering the interconnections among people who live in a shared context. Merriam (2014) and Murphy et al. (2015) buttress this argument by stating that semi-structured interviews provide an opportunity to understand the participants' point of views and allow their voices to be heard. This was reflected in this study, for example, when the interviewer asked the interviewees to narrate their experiences of incidences of consumer misbehaviours in JHEIs, they talked about their individual experiences and emphasised the drivers/causes of consumer misbehaviours in JHEIs.

Each of the individual interviews took approximately one hour and were primarily tailored around the following questions: What are the incidences of consumer misbehaviours in JHEIs? What are the drivers/causes of consumer misbehaviours in JHEIs? How do JHEIs deal with the difficulties of consumer misbehaviours? Why do consumer misbehaviours affect the brand image of JHEIs? In addition, what are the solutions for addressing consumer misbehaviours in JHEIs? Once the data was collected through individual interviews, audiotapes were transcribed and transferred from spoken to written word to facilitate analysis.

Table 4.4: Advantages of Semi-Structured Interviews

Flexibility	Generally, an interviewer strives to acquire data by modifying and adjusting questions to suit the situation. Any question can be altered, omitted or added as required (Minichiello, 1990; Robson, 2002; Lyon et al., 2015).
Certainty	Establishing a relationship between the interviewee and interviewer enhances the degree of interview certainty, as the interviewee is typically given a description of the study's aim, and asked to express any doubts or misunderstandings with reference to the interview questions and concepts (Fowler, 2013).
Control	The interviewer has more control over the number and the order of the questions, enabling "probing" if necessary (Saunders & Lewis, 2012).
Complexity	It is not always the case that shorter and easier questions are better, although simple questions do tend to be. Under certain circumstances, an interviewer may have to ask complex questions. Non-verbal communication, such as the facial expression of the interviewee should be taken into account by the interviewer. This may provide a higher level of confidence than questionnaire responses (Collis & Hussey, 2013).
Higher response rate	<ul style="list-style-type: none">- The higher response rate results from greater co-operation between interviewer and interviewees (Lyon et al., 2015).- Providing an opportunity for feedback to the respondent and ensuring the anonymity of the information provided by the respondent (Dinev et al., 2013).
Other advantages	<ul style="list-style-type: none">- They help to gain more detailed information into underpinning motivations, knowledge and beliefs; they also usually result in a higher percentage of completed answers, since the interviewer is there to explain exactly what is required; they facilitate the use of visual aids to demonstrate concepts, and are easier to arrange than focus groups (Fowler, 2013).- Can assist researchers to identify with the context of people's activities, which allows them to explain the purpose of the study, clarify any uncertainty and prevent misunderstanding (Creswell, 2012).- Interview methods are a powerful data collection technique when used within the context of a research strategy (Jankowicz, 2005).- Easterby-Smith et al. (2015) point out that the authenticity of semi-structured interviews depends on the extent to which the researcher has achieved a full understanding of the knowledge and meanings of participants. Lyon et al. (2015) state that the validity of in-depth semi-structured interviews is high.- Lyon et al. (2015) also argue that in-depth semi-structured

	interviews are used in qualitative research not only to reveal and understand the ‘why’, ‘how’, and ‘what’ but also to emphasise the explanation of the ‘why’. This thesis is focused on words rather than numbers, on interactions and perceived behaviour, culture change and on people’s experiences, attitudes and sequences of events.
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However, there are some drawbacks identified with semi-structured interviews. Amongst these drawbacks is the amount of time it takes to conduct each interview, which usually takes a long time as result of having to ask a large number of questions in a way the respondent will understand. In this study, the researcher had to mitigate this drawback by ensuring that questions asked were clear and concise to help the respondents gain understanding, hence helping time management (Thomas et al., 2014). Another drawback of semi-structured interviews is the possibility of asking sensitive questions during the interview process, which respondents might not feel comfortable answering, and as a result become biased while providing answers. In mitigating this, the researcher had to provide consent forms to the respondents where it was clearly stated that they have the right to stop the interview or decide on which questions to answer so as to put them at ease with the interview process (see consent form Appendix 10). The researcher did consider using structured interview as a technique to collect data. However, this was not adopted for several reasons, which include: structured interviews inevitably limit responses; the data obtained may not be reliable if there are faults in the way questions are asked or understood by the respondent; structured interviews can be very limiting in terms of allowing any real exploration or understanding of the responses given. Considering the advantages of semi-structured interviews and the weaknesses of structured interviews highlighted above, this study had to adopt the semi- structured interview method, which allows in-depth understanding and the use of prompts to bring clarity to the respondent when answering a question; this is in line with the qualitative approach of trying to gain in-depth understanding of the phenomenon.

As part of mitigating the drawbacks of semi-structured interviews, the researcher worked assiduously to build a warm and friendly relationship with the interviewees to eliminate any bias that would affect the outcome of the interview or the results obtained. Despite the aforementioned drawbacks of the semi-structured interviews, the in-depth semi-structured interview method proved useful and appropriate for the research.

4.5.2 Research Sample

Bryman (2015) suggests that sampling in qualitative research usually revolves around purposive sampling, which he described as a non-probability form of sampling. Sampling decisions are principally determined by the feasibility of putting together the sample as a whole, as well as the suitability of generating relevant and in-depth information (Flick, 2015). A convenience sampling technique was employed by the research in the data collection process due to its simplicity, cost effectiveness and its short duration of implementation (Zikmund et al., 2012). Bryman & Bell (2015) stress that convenience sampling is very easy to carry out with few rules governing how the sample should be collected, emphasising that the relative cost and time required to carry out a convenience sample are minimal with less difficulty in its implementation. Flick (2015) reiterates that the main advantage of the convenience sampling technique is its usefulness in documenting phenomenon as it occurs within a given sample and its ability to detect relationships among different phenomena. Maxwell (2012) warns that, irrespective of the tremendous advantages of convenience sampling, it can result in sampling bias, i.e. the sample is not representative of the entire population; he emphasises that since the sample is not representative of the population, the results of the study cannot speak for the entire population, which can affect validity and reliability of the study. However, the researcher ensured that these effects were reduced to the bear minimum by cross-checking the details of any interviewees selected.

Prior to conducting the interviews, the interview protocol was discussed with both the supervisor and with other PhD students working on related subjects. This helped to increase the authenticity and credibility of the interview questions and ensured that key areas of enquiry were covered.

The interview data was gathered from four universities, two of which were government owned and controlled and two were privately owned and controlled. All selected universities were accessible and allowed the researcher the opportunity to travel from one University to another. In an earlier study, Denscombe (2008, p. 41) reiterates that, *“it is reasonable for the researcher to select the one(s) which involves the least travel, the least expense and the least difficulty when it comes to gaining access”*.

The two government universities selected are Institutions (A) and (B), which were considered easily accessible and appropriate for carrying out the interviews. The former (institution A) is one of the oldest universities in Jordan with an overwhelming number of international students more than any other institution in Jordan. The latter (institution B) reflects the same picture of Institution A as it is also an overwhelming recruiter of international students. For reasons of confidentiality just as in the case of the two government institutions (A and B), the researcher coded the identity of the two private universities as Institutions C and D. The former (institution C) is one of the first as a private university to be opened in Jordan with an appreciable number of its student population coming from overseas, and considered one of the leading private institutions for recruiting international students. The latter (institution D) is one of the first private entities to be opened in the northern region of Jordan and has recently started enjoying an increasing number of international students willing to join the institution. According to the ministry of higher education reports, the selected four institutions have more than 40% of the international students coming to study in Jordan, whilst 40% of the local Jordanians also study there as students.

Regarding the number of interviews needed for qualitative research, (Oberle, 2002; Patton, 2002) argue that there are no rules governing sample size in qualitative research; emphasising that it depends on the purpose of the study and the time and resources available. Consequently, in this study the data generation process continued until a saturation point was reached, until the point where no new categories of themes emerged (Strauss & Corbin, 1998). The interviews were conducted between the 23rd June and 27th August 2013. The number of participants (i.e. international students who study in Jordan) selected from each institution was based on the number and size of international students recruited by each university, and the overall size of the university. A total of 25 students, 8 from institution 'A', 7 from B, 5 from C and 5 from D, were interviewed across the four selected institutions as reflected in table 4.5.

Table 4. 5: The Number of International Students Interviewed from the Selected Universities

Selected Universities	Public/ Private	Number of International students selected from each University
A	Public	8
B	Public	7
C	Private	5
D	Private	5

All participants were approached prior to the interviews, given a description of the research purpose and asked for their consent to participate in the interview. In order to increase the precision of the data recorded, the researcher ensured that the interviewees' permission to audio record all of the interviews was sought and received. These recordings were subsequently transcribed by the researcher (Patton, 2002). Each interview began with the collection of socio-demographic information and a discussion regarding the nature of customer misbehaviour. Each interview was audio recorded and later transcribed verbatim by the researcher. Participants were verbally probed through a set of open-ended questions to provide a verbal account(s) of their knowledge and their experiences of customer misbehaviour. Thereafter, rationales, motives, interpretations and explanations for behaviour were discussed. As recommended by Resnick et al. (2012) the researchers seized appropriate opportunities to follow potentially worthy lines of inquiry in order to encourage elaboration. During the course of the interview, the researcher carefully structured words using the right terminologies that were easily understood by the respondent and in turn helped them to develop a narrative (Bryman, 2015). The researcher also ensured that good listening was done while in-turn made the respondent comfortable to listen to him (Bryman & Bell, 2015). The researcher started with basic questions, followed by the core questions that were directly linked to the research questions developed from literature (Bryman & Bell, 2015).

In total, out of the twenty-five international students that participated in the interview, eighteen were male and seven were female, which is the same ratio as the international students overall (see Table 4.6 below). Some of the interviews were conducted on campus, some in the participants' apartments, some at a hotel and two at the researcher's home. On average, the typical time spent for each interview was about an hour. The researcher had to travel to different cities in some cases to conduct interviews

as some of the interviewees lived and studied in different cities. The researcher also travelled over 1,700 kilometres by road during the course of conducting the interviews.

Table 4. 6: Respondent Groups from Four Universities; Two Public and Two Private

Partici pants	Country	Age	Major	Name of University	Duration in Jordan (year)
1	Malaysia	23	Education	A	3.5
2	K.S.A	22	Arabic Language Literature and Criticism	A	2
3	K.S.A	22	Educational Supervision	A	1
4	Oman	20	Arabic History	A	2
5	Palestinian	21	Journalism & Media	A	2
6	Palestinian	23	Accounting	A	4
7	Palestine	22F	Islamic Education	A	2
8	Palestine	24	Information System	A	4
9	Thailand	22	Islamic Law	B	2
10	UAE	24	Public Admin as major& Psychology as minor	B	5
11	Palestine	21	Physical Education	B	2.5
12	Oman	22	Computer Science	B	3
13	Bahrain	21F	English	B	3
14	Kuwait	22F	Chemistry	B	2
15	Yemen	22	Physics	B	3
16	Syria	22	Economics	C	2
17	Kuwait	21	Mathematics	C	2
18	K.S.A	24	Artificial Limbs	C	2
19	Yemen	20	Information technology	C	2
20	Qatar	21	Physiotherapy	C	2.5
21	Yemen	20	Chemical Engineering	D	1
22	Germany	22	Languages	D	1
23	Kuwait	21F	Mathematics	D	3
24	Bahrain	22F	Accounting	D	4
25	Iraq	22F	Marketing	D	4

The bold letter (F) next to the age of participants indicates a female participant

4.5.3 The semi-structured Interview Guide

4.5.3.1 Participant Selection

The participant selection process began with the researcher sending them a letter requesting their participation. The components of the package sent to various interviewees included informed consent forms (see Appendix 10), detailing the name and programme of study of the researcher, and the reasons for conducting the interviews; a consent form was also administered to the interviewees requesting their signature to assert their willingness to participate in the interview. Invariably, the researcher established a pool of potential interviewees and contacted more interviewees than the number required in order to make room for any potential withdrawals from the interviews. Consequently, despite the hitches confronting the researcher such as participants declining, he was able to reach successfully the proposed number of interviewees needed for the interviews. To make the interview process smooth and less fraught with difficulties, the interviewer, together with the interviewees, proposed and agreed on a suitable place, time and date for each interview to be conducted.

4.5.3.2 Establishing Contact

Emails were sent to each international student's affair offices of each university, requesting their participation. Unfortunately, none responded. Consequently, the researcher had to visit each university in person and approached international students, and called (invited) them to participate in the study. This was facilitated by the fact that international students apparel, and appearance and their accents differed from Jordanian students⁵. The first thing the researcher did was to verify whether a student was an international student or not. If the researcher's option was correct, a student was invited to participate in the study and their phone numbers were taken to make an appointment for the interview.

To ensure that the interviews proceeded properly, the interviewer made sure that he had secured and verified the meeting place with the participant and further ensured that all equipment such as the tape recorder, field note book and batteries necessary for the interview were prepared in advance. Furthermore, the establishment of contact is

⁵ Sometimes, Jordanian students were approached mistakenly, assuming they were international students. Upon verifying they were not international students, the researcher stopped immediately.

imperative for the interview participant. After the initial contact requesting the interviewees' participation in the interview, the establishment of contact began when the interviewer again introduced himself, orally reviewed the purpose of the study, and read the consent form to the participant in order to verify his/her willingness to participate in the interview.

4.5.3.3 Pilot Study

Denscombe (2014) stressed that the purpose of conducting a pilot study is to refine the methodology, as it is a smaller version of the main study, which is used to assess the adequacy and feasibility of the main research. Kim (2011) argues that the pilot study can identify problems and strengthen the qualitative methodology by identifying practical and methodological issues as well as highlighting modifications that should be made to the main study. The pilot study also gives the researcher valuable experience in the relevant administrative procedures, contacting the respondents, explaining the purpose of the study and timing each interview (Creswell, 2013). Additionally, it helps to identify key ways in which respondents think about the interview questions (Luton, 2015). According to Morse et al. (2008), pilot studies can help check the data collection instruments by presenting extensive proof of the contents of the interview questions and any methodological issues. Consequently, before the execution of the main field study the researcher carried out a pilot test to review the interview protocols in order to evaluate promptly their effectiveness and to determine how well the respondents understood the questions, whether there were any contradictory questions and to explore their understanding of any difficult concepts used in the interview questions. The interview questions were pilot tested during the third week of June 2013 with three international students, one from institution 'A', one from institution B, and one from institution D. Individual comments were also taken from participants after each interview to make sure that there was enough time for every respondent in the main interview. After each pilot study, interviewees were asked to give their opinion and notes on the general structure of the interview to improve on the quality of the study and credibility of the research. Some minor problems were encountered, relating to lack of clarity in some interview questions and repetition of a few. The interviewer ensured that areas with lack of clarity were addressed and the repetitive questions were adequately dealt with.

Since the research was conducted in an Arabic-speaking country, the interview questions have been translated into Arabic (the mother tongue of most the interviewees and of the interviewer). Three of the participants were non-native Arabic speakers, although two of them spoke Arabic and so an English version of the interview questions was used for just only one of the participants. All the interviews were translated and transcribed verbatim to reflect exactly what was said by the interviewees. This method was supported by Fontana et al. (1994, p. 371), who stated that the “use of language is crucial for creating participatory meanings in which both the interviewer and respondents understand the contextual nature of the interview”.

All interview transcripts were then translated back into English. The first interview was translated and showed to specialists in English and Arabic who then confirmed that, the translation was a true reflection of the transcript. Following this, the rest of the interviews were transcribed and translated by the researcher himself.

4.5.3.4 Sampling Techniques

A convenience sampling technique was employed by the researcher in the data collection process due to its simplicity, cost effectiveness and its short duration of implementation (Zikmund et al., 2012). Bryman & Bell (2015) stress that convenience sampling is very easy to carry out with few rules governing how the sample should be collected, emphasising that the relative cost and time required to carry out a convenience sample are minimal and there is less difficulty with its implementation. Bryman & Bell (2015) reiterate that the main advantage of the convenience sampling technique is its usefulness in documenting phenomenon as it occurs within a given sample and its ability to detect relationships among different phenomena. Maxwell (2012) warns that irrespective of the tremendous advantages of convenience sampling, it can result in sampling bias and that the sample is not representative of the entire population, emphasising that since the sample is not representative of the population, the results of the study cannot speak for the entire population, which can affect validity and reliability of the study. However, the researcher ensured that these effects are reduced to the bear minimum by cross-checking the details of any interviewees selected.

4.6 Data Analysis

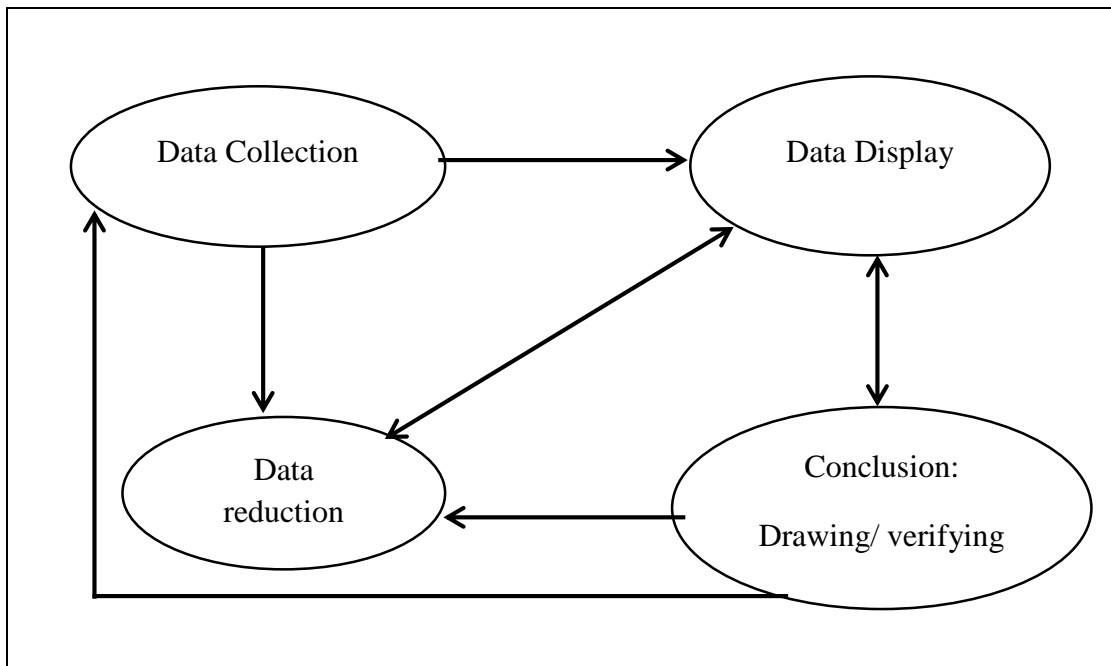
To work effectively with the data, the researcher must first make it accessible by organising it. As there may be thousands of words and numerous pages of qualitative data, it is difficult in the initial stages to summarise and structure this to arrive at conclusions (Seidman, 2013). One of the challenges encountered by qualitative researchers is the difficulty to reduce raw data into meaningful conclusions (Easterby-Smith et al., 2015). In overcoming these challenges, this study adopted the use of thematic analysis. Thematic analysis, as an independent qualitative descriptive approach has been described as “a method for identifying, analysing and reporting patterns (themes) within data” (Braun & Clarke, 2006, p.79). NVIVO was considered by the researcher, but ruled out due to the problems that could occur with technology; as well as the lack of opportunity to systematically break down the data directly, which allows the researcher to be familiarised with the data (Bryman, 2015). Thematic analysis approaches are suitable for answering questions such as: what are the concerns of people about an event? What reasons do people have for utilising or not utilising a service or procedure? And it allows for a qualitative analysis of data (Luton, 2015). The thematic analytical procedure adopted by this study was adapted from Clarke & Braun (2013) and some analytical steps were adapted from Seidman (2013) principles outlined in Table 4.7, which enabled themes, similarities and differences amid transcripts to be recognised.

Table 4. 7: Showing Analytical Procedures

Steps	Procedure	Activity
1	Filing consent forms safely	Researcher filed all consent forms in a safe place
2	Converting notes from interview into records	Researcher converted all notes taken into some form of written record
3	Familiarisation with data	Researcher transcribed data from interviews, familiarised himself by listening to audio recordings again, reading the transcript over and over again.
4	Coding	The researcher had to code interesting features of the data in a systematic fashion by generating labels that are related to the research questions guiding the analysis. The researcher codes every data item and ends this phase by putting together all their codes and relevant data extracts across the entire data set.
5	Searching for themes	The researcher searched for similarities amongst the codes in the data, from this process, the researcher constructed themes and collated all coded data relevant to each themes.
6	Reviewing themes	The researcher checked to ensure that the themes are related to the full data set and codes developed. The researcher then reflected on the themes to be sure they were telling the story. This he further developed by merging some themes and separating some themes in some instances, then started developing themes from the process.
7	Defining and naming themes	The researcher at this point tried to cull a story out of each theme developed, as soon as that was done, the researcher was able to name themes accordingly.
8	Writing up	This was the last opportunity for the researcher to analyse the data. At this point, the researcher had to weave all analytic narratives and pull together all abstracts in a concise form to enable him produce a persuasive story at it relates to the research question and existing literature.

Sources: Based on the guide of Braun & Clarke (2006, p. 35); Seidman (2013); and Miles & Huberman (2014).

Figure 4. 2: Components of Data Analysis: Interactive Model



Source: Miles & Huberman (1994: 12).

Following Miles & Huberman's (2014) data analysis techniques which consist of three concurrent flows of activity in analysing the qualitative data, codes were used to group the findings into smaller categories according to pattern coding as shown in figure 4.2.

Systematic analyses of the data obtained from the field are indicated below:

- Data reduction: It is the process of selecting, focusing, simplifying, abstracting and transforming the data obtained in order to focus on emergent constructs.
- Data display: It is the organisation of the compressed data, thus assembling the information from, which conclusions may be drawn. The organisation and compression of the data are considered a means of making visible the themes that run through the data.
- Conclusion drawing and verification: These involve the researcher's interpretation of the data, extracting meaning out of the data displayed, identifying patterns and themes and ultimately building a theory. (See Appendix 11 and 12: A sample of transcript interview analysis and a sample of data analysis).

At the early stage of the data reduction process, the researcher used the pilot study to deal with unnecessary information in order to keep a focused approach and to distinguish between relevant and irrelevant information. After frequent and careful

reading of the interview transcripts, the researcher familiarised himself with the data, which helped to improve awareness in deciding which data was more important. Abstracting and putting data into meaningful and related categories is the most important stage of data reduction (Miles et al., 2014). Based on the aim and objectives of this research, data was organised and grouped into categories according to themes. In addition to the themes located in the literature review, data collected from the study helped the researcher to identify the expected themes. Data display became easier through the application of the research themes. The employment of the themes as an outline enabled the compressed data to be organised, thereby facilitating the data reduction and display processes considerably. As the data display process progressed, grouping data under themes enabled major themes and sub themes to be identified, which allowed the vast amount of data to be classified, providing a valuable basis for the drawing of conclusions. The researcher detected any possible unreported factors affecting the study, which emerged during data analysis.

The next important stage of the research is drawing conclusions and verification. This refers to a process of developing useful explanations for the findings, verifying them constantly by checking the data and forming a new form of understanding. Thus, valued data and better meaning of the findings can be established (Lincoln & Guba, 1985; Miles et al., 2014). In summary, the data analysis process reveals the following broad subject areas: the phenomenon of consumers' misbehaviour perceptions and its extent, activities of consumer misbehaviour, major drivers of consumer misbehaviours in JHE, the JHE's difficulties in controlling consumers' misbehaviour, the impact of consumers' misbehaviour on the brand image of JHE such as the positive impact of consumers' misbehaviour, perceived brand image of Jordanian universities and perception of consumers' misbehaviour on the participants' university brand image and suggestions to tackle consumers' misbehaviour. After the collection of data from all of the interviews, a tabular representation of the procedures used in transcribing the data as seen in table 3.8 below was employed. Finally, semi-structured interview data was analysed using thematic analysis, as described by (Braun & Clarke, 2006; Seidman, 2013; and Miles & Huberman, 2014).

Table 4. 8: A Tabular Representation of the Procedures Used in Transcribing the Data

No	Procedure
1-	The Semi-Structured interviews were recorded (Audio Recorded)
2-	Transcribed the Semi-structured interviews (word for word manually)
3-	Translated the Semi-Structured interviews from Arabic to English
4-	Thematic approach using tables and themes
5-	Reducing and summarising the data
6-	Data display
7-	Conclusion drawing and verification
8-	Writing the findings

Source: (Braun & Clarke, 2006; Seidman, 2013; and Miles & Huberman, 2014).

4.6.1 Validity and Reliability

Validity and reliability play a crucial role in all qualitative research because they assist the researcher in data analysis and bring credibility to results (Patton, 2002). While credibility is generated from the research in question, validity in interpretivist research is aimed at capturing the essence of the phenomena and extracting data, which is rich in its explanation and analysis (Bryman, 2012; Collis & Hussey, 2013). Given the realist orientation of this study, Lincoln & Guba's (1985) "trustworthiness" concept (i.e., credibility, transferability, dependability, and conformability) provides the framework for assessing the reliability and validity of the research. The credibility and internal validity of the data of this research is enhanced by the researcher ensuring that the data is from consumers who were from different institutions, different programmes of study, different countries, different experiences, and different gender backgrounds. This ensured that the data collected is rich, robust, comprehensive, well developed and consistent. In addition, Lincoln & Guba (1985) propose four criteria which can be adopted to evaluate and guide research, depending on the philosophical stance (see table 4.9).

Table 4.9: Interview Tactics for Validating Testing

Tests	Interview Tactics	Phase of Research in which Tactics Occur
Credibility	Use multiple interviews from four different institutions and international students from fourteen countries. This indicates that the findings are rich, robust, comprehensive and well-developed. In addition, this study met the credibility requirement by ensuring the information was generated from the respondents' perspective.	• Data Collection
Transferability	The responses obtained from the interviewees were compared, contrasted and matched to identify patterns based on the interviewees' perceptions. The findings in the current study were consistent with many other findings in published literature.	• Data Analysis
Dependability	Data from <i>different</i> interviewees referring to the same issues will provide a much broader picture. Also, temporal stability and internal consistency of the research instrument	• Research Design
Confirmability	Use interview protocol Avoid biases by using information from data collected only. Also, sure that an independent researcher with similar professional status reviewed the methodology, qualitative data, and field notes	• Data Collection

Source: Adapted from Lincoln & Guba (1985) interviews for Four Design Standards

The most important principle for guiding qualitative studies is the notion of credibility (Bickerstaff et al., 2015). This may be defined as the degree to which a description of human experience is such that those having the experience would recognise it immediately and those outside the experience can understand it (Lincoln & Guba, 1985). Credibility refers to the connection between the experiences of groups and the concepts, which the social scientist uses to recreate and simplify through interpretation. It is not a confirmation that is required from respondents as much as a commentary from them on the plausibility of the interpretations offered. Credibility demonstrates that the research was conducted in such a manner that the subject of the inquiry was correctly

identified and described. Credibility can also be improved by the researcher involving his/herself in the study for a prolonged long time, by persistent observation of the subject under study to obtain depth of understanding of consumer misbehaviour. This substantiates the validity, thoroughness and reliability of the data collected from the field and the research process, as it was based predominantly on what the interviewees said and the meanings to ascribe to events in their surroundings. This implies that the data collected was robust, rich, detailed, consistent and well-developed.

Transferability refers to the degree to which findings fit within contexts outside the study, as elements of research produced in one context may be transferred to others. Transferability is concerned with whether the findings can be generalised to another situation and is an imaginative process in which the reader of the research uses information about particular instances that have been studied to arrive at judgements about how far it would apply to other comparable instances (Lee & Zaharlick, 2013). The question becomes: “to what extent could the findings be transferred to other instances?” rather than “to what extent are the findings likely to exist in other instances?” (Lincoln & Guba, 1985, p. 316). Consequently, a pattern matching analysis was carried out to ensure transferability. Quotations are also used to show how the data were interpreted so as to help the reader understand how such conclusions were reached. The transferability of the data to other contexts is also enriched by thick description via narrative and verbatim quotations that allow the reader to “*reach a conclusion about whether the transfer can be contemplated*” (Lincoln & Guba, 1985, p. 316).

Dependability is the degree to which it is possible to deal with instability/idiosyncrasy and design induced change. Kirk & Miller (1986) see this criterion as being as important as credibility. Lee & Zaharlick (2013) assert that dependability includes the consistency with which the same constructs may be matched with the same phenomena over space and time (LeCompte & Goetz, 1982). Credibility refers to the accurate representation of experiences while dependability focuses attention on the researcher-as-instrument and the degree to which interpretation is made in a consistent manner. In support of this argument against merging dependability and credibility, Lincoln & Guba (1985, p. 317) claim that:

“Since there can be no validity without reliability (and thus no credibility without dependability), a demonstration of the former is sufficient to establish the latter. If it is possible, using the techniques outlined in relation to credibility to show that a study has that quality; it ought not to be necessary to demonstrate dependability separately. But, while this argument has merit, it is also very weak. It may serve to establish dependability in practice, but does not deal with it in principle. A strong solution must deal with dependability directly”.

This illustrates that the research process is systematic, rigorous and well documented. The researcher, in this instance, used the data collected from different interviewees on the same issue but from a different perspective to achieve dependability. Hence, ensuring the data is carefully and systematically analysed and documented accordingly.

Lincoln & Guba (1985, p. 290) define conformability as:

“The degree to which findings are determined by the respondents and conditions of the inquiry and not by the biases, motivations, interests or perspectives of the inquirer”.

This should be used as a criterion where the study has described the research process fully and it is possible to assess whether the findings flow from the data. Careful preparation was made for the interview protocol, pilot tested and refined with the help of academic peers in the field until all were convinced of its validity.

4.7 Summary

This chapter has provided a discussion of the research philosophy and methodology engaged in pursuing the aim, objectives and research questions allied with the study. It has also defended the rationale for a qualitative empirical study strategy and for the decision to use semi-structured interviews from four institutions, which, between them, cover a large proportion of JHE students. A full description of the conduct of the fieldwork was presented, along with clear information regarding the data collection and analysis. The next chapter will present the findings, analysis and discussion of this research.

CHAPTER FIVE: FINDINGS, ANALYSIS AND DISCUSSION

5.0 Introduction to the Chapter

This chapter brings together the findings from the primary and secondary data narrated in the previous sections. The aim of this study is to investigate the influence of consumer misbehaviours on the perceived brand image of JHEIs, and more specifically on international students attending Jordanian universities. To achieve this aim, interviews in the form of 'qualitative empirical semi-structured' were conducted with 25 international students from 13 countries who study at Jordanian universities. The rationale for conducting the study was to explore the influence of consumer misbehaviour on the brand image of JHEIs. Along with this, a convenience sampling technique was employed. Henceforth, the interviews were recorded and transcribed verbatim in order to bring the voice of the participants. Drawing on the data collected from the interviews, eight themes and twenty-two sub-themes emerged. In addition to illustrating these themes, the chapter is split into two sections: customer behaviour and misbehaviour, and misbehaviour and brand image. This chapter provides a detailed discussion of the findings (themes) in the light of the facts deduced from literature.

5.1 Consumer Behaviour and Misbehaviour

5.1.1 Theme One: Common Occurrences of Consumer Misbehaviour

A key theme emerged from the interviewees was that consumer misbehaviours were a common phenomenon.

Table 5. 1: Consumer Misbehavior as a Common Phenomenon

Literature Theme	Field theme	Sub-themes
Perceptions of Consumer Misbehaviour	Common occurrences	Recurring incidences; widespread; increased fights; prevalence; more violence and well known.

Results from the empirical study found that most of the participants agree that consumer misbehaviour is a common phenomenon and widespread in Jordanian universities because of many different reasons which will be discussed in other sections of this

chapter. The majority of the participants agree that consumer misbehaviour is now a recurring phenomenon, which has remained unabated in Jordanian universities. These findings are consistent with studies (Harris & Reynolds, 2003; Fullerton & Punj, 2004; McColl-Kennedy et al., 2009; Fullerton & Punj, 2013; Kashif et al., 2015), which identified general and specific reasons for widespread consumer misbehaviour in the modern business world. It seems that participants share the view of King Abdullah regarding the widespread⁶ nature of consumer misbehaviours, the increased frequency of violence as evidence reported by⁷ the participants, who identified numerous reasons for this phenomenon. The participants argue that misbehaviour is a common phenomenon, which is experienced on a frequent basis. This was supported by one of the participants who stated the following:

*“Yes, I do feel violence is common in my university and in my department. My college has almost 8000 students in one building, so we witness a lot of insulting language. All of these arguments rumours and misbehaviour are quite normal. I feel that the Jordanian government has faced more violence, not just on-campus but also in society, ever since the Arab Spring started three years ago. My university is much better than many other universities in Jordan when it comes to campus violence. In other universities, students have been killed and many have been injured”.***P15 (22yrs, male, Yemen, 3)**

*“Student misbehaviour has been widespread. Especially in the last two years we have seen and heard a lot about student misbehaviour. It has become widespread in both public and private universities. It rarely occurs or seen in lectures, but there may be arguments between teachers and students because of students' lack of attendance or lateness, and some students feel that the grading is unjust, which can lead to big arguments, with the intervention of relatives and friends from inside and outside the university”.***P9 (22yrs, male, Thailand, 2)**

Other responses agree that violence is common and widespread because students are not sufficiently serious or mature. This is consistent with (Yaseen & Ajlouni, 2013) who report that violent acts in Jordanian universities have become a phenomenon in the past four years, with many events leading to the expulsion of students involved in the fights (Yaseen & Ajlouni, 2013).

⁶ Opinion of respondents in the study differs as to the classification of widespread violence some viewing it as the number of occurrences in a year while others viewed it on the number of victims of violence reported in a year or the extent of coverage in the Jordanian media and student grapevine.

⁷ As reported in the Jordan times, 2014 campus violence in Jordan in the last four years has increased by 210% (see Jordan Times of 15/02/2014 number of fights during the past four years increased by more than 210% (Jordan Times, 2014)

Consistent with Tubasi (2013), the majority of participants are able to describe at least one or more incidents of consumer misbehaviour during their study in Jordan or report consumer misbehaviour acts, and many of them mentioned the death of five people in two universities in the previous year.

However, a few argued that it was normal to have violence when there were many young students, who were spontaneous and risk takers in one small location with so much free time. Some participants described their personal experiences of the spread of this phenomenon. A few argued that it was normal to have violence when there were many young students who are spontaneous and risk takers in one small location with so much free time. For example, perceived crowding may interact with disaffection to drive dysfunctional behaviours. These few participants do not agree that the prevalent rate of consumer misbehaviour is unique to JHEIs rather they perceive it as a normal trend and not out of the ordinary. Some of these, few participants who do not see violence as a phenomenon in JHEIs blamed the internet and the media for over-emphasising and over-exaggerating the problem.

These views reflect in the following statements:

“No... It is not a common phenomenon and it is not a phenomenon. Violence takes place sometimes, but not that often. Sometimes, the electronic media and students online, such as on Facebook and Twitter, amplify these brawls. They take place at the university gates among students who are waiting for buses and between colleges, and sometimes in class before the teacher arrives”. P8 (22yrs, male, Palestine, 4)

“No... It is not a phenomenon where violence takes place a few times but not so many times. Most of these activities are childish acts and do not represent the higher education environment. Jordan is one of the best countries in the Middle East when it comes to security and education, where many students come from different backgrounds and study in harmony and respect. This is normal to have small arguments and even brawls when many young students are all in one place”. P15 (22yrs, female, Yemen, 2)

Thus, for some participants, violence is an act to be seen rarely, and most of the times the media magnifies the impact generated by a simple accident into a form which has no bounds. This is corroborated in research by Drennan et al. (2007), who detail that consumer misbehaviour is a low base rate phenomenon, which means that incidents

phenomenon are rare and sporadic. Similarly, Fisk et al. (2010) and Geer (2015) argue that misbehaviour is committed by only a small splinter group of society.

Furthermore, the magnification of consumer misbehaviour in the media appears to be consistent with consumer misbehaviour usually being based on subjective evidence and unusually being purely theoretical in nature (Zemke & Anderson, 1990; Lovelock, 2011; Harris & Daunt 2011; Badran, 2014). One participant added that Jordan is a safe country in comparison with many other nations in the Middle East:

“...I do not think so based on what I see. My school has almost fifty percent of international students from many Arab countries and my school has so many security personnel that are spread all over the campus. I have never seen any fight among Jordanian or non-Jordanian students, though I have heard from the experiences of other students. My university has strong and tough laws regarding consumer misbehaviour because it is private, careful for their brand image, and unwilling to destroy their brand image because of uncivilised students. They have zero-tolerance. This is what I think”.P17 (22yrs, male, Kuwait, 2)

Though they are few participants who do not agree that consumer misbehaviour is a phenomenon, it can however be argued that consumer misbehaviour is a phenomenon as all of the participants experienced or heard about consumer misbehaviour within JHEIs.

5.1.2 Theme Two: Consumer Misbehaviours Activities (Types)

Another key theme to emerge from the interviews is the types of consumer misbehaviours. During the analysis several sub themes emerged from the interviews, which included:

- (i) Verbal and Psychological Abuse;
- (ii) Physical Assaults;
- (iii) Sexual Harassment;
- (iv) Property Damage (abuser);
- (v) Social and Tribal Conflicts

Building on previous studies (e.g Harris & Reynolds 2004; Huefner & Hunt, 2000; and Zemke & Anderson, 1990) international students reveal that the types of consumer misbehaviour range from mild verbal abuse to severe harm resulting in psychological damage, injuries and death, through intentional acts, inconsiderate conduct, or simple abuse, to the extent that all universities were negatively affected. The types of consumer misbehaviour are highlighted in detail in table 5.2 below.

Table 5. 2: Consumer Misbehaviour Activities (Types)

Literature Theme	Field-Themes	Sub-themes
Types of Consumer Misbehaviour	Verbal and psychological Abuse	Verbal; mocking; insults; emotional; altercations; bad looks; writing insults and belittling people; hatred and envy; arguments and disagreements; pejorative comments; pejorative comments; libel or defamation; gossip; accusations and humiliation. verbal altercations between two or more students
	Physical Assaults	Fights; attacking security; killing and murder; obstructing lectures; bullying; throwing stones and using knives and daggers
	Sexual Harassments	Flirting; chasing girls between classes; seductive acts; and stalking.
	Property Damage (abuse)	Vandalism; breaking and destroying university properties; smashing employees' cars and students' properties
	Social and Tribal Conflicts	Tribal fighting; scuffles; racism and nationalism

5.1.2.1 Verbal and Psychological Abuse

The results from the empirical study which found verbal and psychological abuse as a classification of consumer misbehaviour aligns with Patterson et al. (2010) who define verbal and psychological abuse as a classification of misbehaviour coming from a customer who explicitly shows anger by shouting, or who stays calm, but issues insults, threats and obscenities to employees and other customers. This finding is also in tandem with the classifications (see Fullerton & Punj, 1997; Daunt & Greer, 2015; and Wu, 2015) who define consumer misbehaviour as the act of violating and deviating from generally accepted norms as enshrined in the guidelines of the HEIs including verbal and physical abuse; inappropriate interpersonal behaviours; and theft who made use of the term “verbal abuse”. Verbal and psychological abuse is identified by the vast majority of the participants as the most common types of consumer misbehaviours carried out by customers’; they were unanimous that verbal and psychological abuse went on in all campuses. Apart from straightforward verbal abuse, customers’ misbehaviour includes mocking, insults, altercations, bad looks, belittling, hatred and envy, arguments and disagreements, pejorative comments, libel or defamation, gossip, accusations and humiliation. Some of these personal activities were reported by some participants as “verbal altercations between two or more students”. However, it becomes difficult to attribute just one description of consumer misbehaviour, as consumer misbehaviour can take a wide variety of forms, which contributes greatly to the fragmented nature of the field. Similarly, Daunt & Harris (2012a) and Douglas (2014) describe consumer misbehaviour as customers who act in an inconsiderate or offensive manner, causing problems for the firm and its stakeholders. One participant looked at consumer misbehaviour as a brutal act, meaning that it is uncivilised and unacceptable behaviour that drives the consumer to act in this way.

The description of consumer misbehaviour tends to differ amongst several authors though some of them had several similarities. In addition, the consumer misbehaviour acts were described by some participants as an assault on a student who has less power, authority and influence and involved in illegal acts. This shows that the reasons behind consumer misbehaviours within personal and family/clans; culture and norms issues; academic; political and economic; and institutional (see also 5.1.3). It is believed that, confrontations between students may develop from pejorative comments, bad looks, belittling other students, writing bad things about other people or clans, or attempts to

interrupt lectures and spread rumours because of many reasons which maybe personal, political and economic.

There appears to be a consensus among many participants on the nature and dimensions of behaviours that could be conveniently classified as verbal and psychological abuse as one-participant states:

“A student who uses violence which involves a psychological damage on the part of other students or co students for the purpose of hurting them emotionally and try to violate their rights in campus for thrill seeking”. P24 (22yrs, female, Bahrain, 4)

In this study, delineation between oral and physical abusers is strong. Some participants reported that there were fights between students where bodily harm has been also caused to other students through several confrontations and aggressiveness. These are consistent with “oral abusers” and “bad mouthers”, “insulting whiners” and “hysterical shouters” (Zemke & Anderson, 1990), “physical abuse” (Akkawanitcha et al., 2015; Hennigs et al., 2015). In its most minor form, verbal and psychological abuse takes place when students are simply rude and discourteous. In contrast, it was reported by the participants that students engage in a range of customers’ misbehaviour such as using bad language or yelling at each other for no reason, as childish acts. For example, one participant described customers’ misbehaviour as a criminal act, which sometimes displaces their abnormal attitude. More seriously, verbal and psychological abuse occurs when students threaten the service providers and other students. As one participant stated:

“Students who have good connections at universities can shout, use derogatory language and threaten other students and staff with no fear of punishment to get what they want because of their social connections. In some cases, some of them could even use demeaning pictures to classify other students within and outside the classroom. These most times could cause other students to feel very low about their personality especially students who are international students like me where we have no one to look back to for immediate support”. P19 (20yrs, male, Yemen, 2)

As reported by the participants, students appear to make threats in an attempt to frighten others into complying with their demands, or just for fun, because they appear to be too immature to understand how to communicate with other people or it is done sometimes to impede the education processes. This is corroborated by previous research (see White

et al., 1999; Huang & Miao, 2013) who detail how threats from customers are an illegitimate form of complaining to achieve objectives.

Participants reveal that customers and other workers on campus have been subjected to customers' misbehaviour as well as assaults. In some cases, participants stated that they have encountered verbal assaults, in other cases they have been yelled at and threatened by customers' misbehaviours. Furthermore, most frequently experienced forms of customer aggression is verbal aggression, namely the verbal communication of anger that violates social norms such as yelling, threats sarcasm, condescending remarks, and swearing (see Douglas et al., 2015). These sort of appalling situations have sometimes discouraged students who wants to continue with their studies either in same university or some of them might even want to go back to their home country to study. This view reflects in the following statement:

“There was this situation, I was told about of a lady from my home country who decided to drop out of school and return to her home country because of frequent assaults from some students who were bent on making life miserable for her with their unkind words. The university could not do much as they kept denying every incident and because these were spoken words, there was not enough proof to further query them. The woman's family went as far as asking that both she and her brother who recently arrived in Jordan to study come back home to further their education. You can imagine what impression they have left that family and everyone related to them with.” P10 (24yrs, male, Emirate, 5)

These forms of verbal and psychological abuse is the most dominant form of abuse within campuses and all of these types of abuses tend to form a part of consumer misbehaviour which would dispirit consumers' retention.

5.1.2.2 Physical Assaults

Physical assaults were identified from the results of the empirical study conducted as one of the classifications of consumer misbehaviour. This classification of assault identified by the participants in the study is consistent with Harris & Reynolds (2012); Greer (2015), who described physical assaults as a type of consumer misbehaviour, which occurs in the form of an explicit conduct that either threatens or causes bodily harm or discomfort to service providers or others. Physical assault can range from mild bodily injury and humiliation, to severe damage.

Examples of physical assaults found in the study ranges from throwing stones to more severe actions like using knives, daggers and sticks and even firearms to cause physical damage on and off the campus. Participants observed that students used their free time to encourage trouble and, if allowed to linger, could demonstrate various forms of violent behaviour. For example, one-participant states:

“The worst thing is when violence reaches the physical stage, where students group together, start fights and brawls throw stones and use knives and sticks and daggers against each other on campus and may reach to firearms using, and these violent acts can spread off-campus to the surrounding communities”. P16 (21yrs, male, Kuwait, 2)

Others stated that physical abuse defines one of the types of customers’ misbehaviour. The term “physical assault” applies to customers who deliberately and openly act in an aggressive and violent manner, physically harming other customers and university staff. It is the second category of customers’ misbehaviours that emerged from this analysis. The outward manifestations in a violent student are intentionally causing fear and anxiety to other students and attacking faculty members (Giordano, 2001).

At worst, students can engage in aggressive physical acts that cause harm and even death to other students and staff, because they spend long hours in the same place on campus, and over many years their hatred builds up. Many participants commented on the death of students and employees in the south of Jordan in the previous year, when five people were killed in what is called “tribal brawls”, forcing the university to close for two weeks and requiring the army to control the spread of fighting off campus.

For example, one-participant states:

“It seems that students are going out of their minds when become so aggressive...they fight not by using hands but using deadly weapons such as guns when five people were shot dead at the southern university last year...I never seen something like this in my country’s universities before, it is making me wonder about this kind of killing, especially when it happens within the University campus. One would expect that the campus because of what it is seen as which is a place where leaders are made should be the most decent public place”. P1 (23yrs, male, Malaysia, 3.5)

5.1.2.3 Sexual Harassment

Some participants identified sexual harassment as a type of consumer misbehaviour carried out by students such as flirting; harassing girls between classes; demeaning statements on female students; seductive acts; and stalking female students. This classification of consumer misbehaviour is consistent with Gettman & Gelfand (2007); Yagil (2008) and Daunt & Harris (2014) who identify sexual harassments as a classification of consumer misbehaviour and is explained as situations where a customer could be involved in any of the following; uttering sexist statements, inappropriate sexual advances, coercive sexual activity or sexual assault etc. The general overview is captured by one participant who stated:

“Sexual harassment ... flirting, seductive acts happen because of mixed-genders, tribal issues and the diversity of Jordanian students’ backgrounds...” P20 (21yrs, male, Qatar, 2.5)

It could be argued that some students do not act professionally in developing their relationship with each other or with other university stakeholders especially when it comes to how some of the male students react to the opposite sex. This is in line with Hepler (2012) who identified sexual harassments as a serious workplace issue, which requires a greater amount of attention. For example, one participant stated:

“Guys try to force themselves on girls [flirting], ending up in a family fight or tribal fighting”. P8 (22yrs, male, Palestine, 4)

Some participants while stressing on sexual harassment as a classification of consumer misbehaviour identified mix of genders as one of the reasons for the growing trend of sexual harassment in JHEIs. Sexual assault and the resultant impact of ethnic violence are common in the college environment. Sexual harassments were identified by some participants as a type of consumer misbehaviours carried out by male customer against female students. See for example:

“Mixing of the genders is behind sexual harassments, which leads to tribal fights and brawls between different students from different backgrounds such as desert areas, villages, cities or refugee camps”. P7 (21yrs, female, Palestine, 2)

This view is consistent with those who argue that male students are more prone to commit acts of violence (Al-Adwan, 2010). Those who did mention it argued that it could be the result of the mixed-gender education practised by the JHEIs. Most Jordanian students are not familiar with mixed-sex education, as it is not practised in most high schools. Therefore, it is difficult for them to adapt to this new environment of co-education. Customers' misbehaviour within this category ranges from deliberately offensive body language to sexual comments, and to physical sexual harassment. Many participants report that male customers talk to other female customers in a way that becomes more aggressive and has a type of sexual harassment, which leads to more brawls when the women's relatives interfere.

Thus, sexual harassments in the Jordanian context have deeper and more complex implications than for regular customers in a business, because they have tribal and social roots that can create a continuum of future brawls among tribal members, leading to significant social problems. This is in line with Hofstede's (2001) theory of Jordan as a masculine society characterised by clearly distinct gender roles. It can be implied that sexual harassments are a form of abuse within campuses and all of these types of abuses tend to form a part of consumer misbehaviour.

5.1.2.4 Property Damage

The participants identified property damage as another type of consumer misbehaviour that emerged from the data analysed. This finding aligns with Harris & Reynolds (2004, p. 346), who define property damage by customers as "who intentionally vandalise, destroy, or remove items from the organisational service scape". This damage is explained as damage that could be to properties of the firm, other customers or, in the case of universities, and the outside community surrounding campuses in Jordanian cities. It is most commonly performed in a deliberate and overt manner, and is done not for financial gain, but for personal ego and out of frustration when brawls occur. These participants' views are consistent with Reynolds & Harris (2006) and (McColl-Kennedy et al., 2011), who detail that consumers physically destroy employees or organisational property for many reasons such as differential association and seeking thrill (Isin et al., 2010).

This form of property abuse is both deviant and illegal, but still prevalence when brawls take place.

“The most common type of student’s misbehaviour could be vandalising property, university property, and the staff and faculties’ property, and it could even students sometimes vandalise their friends’ properties such as books and other materials, some of these are as a result of these students feeling that their university has not treating them fairly, driving them to act in an abusive and destructive manner.”. P14 (22yrs, male, Kuwait, 2)

It seems that personal ego, revenge or dislike of their universities encourages such misbehaviour.

5.1.2.5 Social and Tribal Conflicts

Some participants considered anti-social tribal brawls against fellow students, to be one of the main types of behaviour exhibited by customers’ misbehaviour as a form of campus violence. For example, one respondent stated:

“There are so many incidents of discrimination and racism insults or arguing...What we hear most about is the tribal brawls and scuffles which become group fights, and many people get injured or the property of the university and the employees gets broken and damaged; these fights even spread off campus which makes it sometimes hard to control because many people or the relatives of these students come from outside the campus to help which makes it into a tribal fight”. P6 (23yrs, male, Palestine, 4)

Another perspective coming out of the findings of the study which is about personal quarrels, which are directly between two persons as described by some participants, relate to the argument raised by Keeffe (2010), some participants described consumer misbehaviour as personal quarrels which took place between two or more individuals for reasons of personal thrill-seeking and fabrications of problems. While others looked at it as altercations and problems related to personal reasons and these could start without any rational reason.

Customers’ misbehaviour in JHE is seen as dangerous because it is practised by young students, who are already thoughtless and risk takers, leading to more social and tribal conflicts among Jordanian families. The tribal mentality and parochial fanaticism was mentioned by many participants because of its negative effect on society. The value

system in a community has a significant part to play in bringing about and motivating impulsive reactions.

With the result that students in this context typically stand up for their relatives even if they were wrong. This was evidenced in the statements made by one of the participants:

“I have seen situations where the cause of a brawl is so obvious to stem from tribal differences, and those students found as the cause of such brawls however walk away freely. You will expect such students to be queried and investigated, but this is not always the case as most of these students just walk away freely because of lack of witnesses as result of tribal sentiments, which will always play a part in the investigation of the incidents. P2 (22yrs, male, Saudi, 2)

It seems that slowness of plurality of political parties (democratic openness in Jordan), and the lack of modern party law that motivates public participation in political parties, open the door for tribalism; tribal fanaticism overlays political belonging. Students hide behind tribal and vernacular shields vis-à-vis problems they face, instead of solving them through intellectual discussion and political parties. Even a trivial problem would develop into tribal and territorial directions. It seems that tribalism is not the major motive behind customers' misbehaviour, but membership of the tribe can give support, courage and protection as an inside driver and motivator. This analysis is supported by Arabyat (2007) as cited by Yaseen & Ajlouni (2013), president of Mu'tah University, who stated that “tribalism exacerbates violence in the Jordanian universities though not an essential contributor to violence”. According to many final year participants, on questioning the rules to be followed by the university's committees, they believe that, the actions done by those people cannot even be justified. So it has been described that consumer misbehaviour is based on tribal and racial lines. They expressed the belief that consumer misbehaviour starts as fights and brawls because they are trying to demonstrate their tribal identities. One of the participants said that:

“In the event of trying to undermine other tribes and expect respect of great magnitude to be accorded to a particular tribe has led to tribe scuffles within the university. As an international student, I have experienced a situation where one of the home students expected me to agree that the history of ... was more relevant to the historical background of my tribe. I was conscious of the possible outcome of the argument, hence I immediately conceded to avoid any form of trouble. This is not always the case where

both students are home students; it tends to lead to scuffles".P13 (21yrs, female, Bahrain, 3)

Fights are more of a “show” to demonstrate that these trouble makers are “above the law” and will not be punished for their acts (see Yaseen & Ajlouni, 2013).

Other participants commented that, while most of these small arguments end the same day, sometimes they expand and include larger groups of students, especially if the students involved are enrolled in a university close to home. In this case, they call on the support of friends and relatives, which is in Jordan known as “chivalry”. It seems that all of these anti-social tribal brawls could impact not on the higher education environment only but it could create group and tribal conflicts and social division among Jordanian society.

5.1.3 Theme Three: Drivers of Consumer Misbehaviours in the Jordanian Higher Education

Another key theme to emerge from the interviews was the drivers/causes of consumer misbehaviours. During the analysis, several themes emerged from the interviews and these include:

- (i) Family and Clan;
- (ii) Cultural/Social issues;
- (iii) University Operational Activities;
- (iv) Political and Economic

These themes and sub themes driving consumer misbehaviour are discussed in more detail below.

Table 5. 3: Drivers behind Consumer Misbehaviours

Literature theme	Field themes	Sub-themes
Drivers of Consumer Misbehaviour	Personal and Family/ Clan	Family role; relatives' bias; tribalism; racism; no punishment fear; low tolerance; lacking acceptance; connections; and favouritism
	Cultural/ Social Issues	Connections; favouritism; exotic looks; personal matters; little faith; morality; masculinity; alcohol; drugs; mixing genders; jealousy; social; lacking acceptance; declining family role; ignorant; violent movies; tribalism; racism; cultural shock; relatives bias; women dressing immorally; society functions; region of origin (cities, deserts, refugee camps and villages etc.) and academic disciplines
	University Operational Activities	Academic commitment; Unjust; unfairness; student elections; low grades; education system unproductive time; unqualified student; unqualified employees; parallel programme; pre-university background i.e. high school; no cameras; not applying rules and regulations; poor rules and regulations; lacking responsibility; authority security personnel
	Political and Economic	High cost; high unemployment; corruption; government agencies; Arab Spring; and poverty

5.1.3.1. Personal and Family/Clans

The participants identified personal and family/clan as the main rationale for campus violence. Some of the examples given by some participants were the role of the family; bias from relatives; tribalism and racism; no fear of punishment. Others mentioned different reasons such as low tolerance; lack of acceptance of others; connections and favouritism. This aligns with Freestone & Mitchell (2004); Harris & Daunt (2013) and Abdelhadi et al. (2014) who assert that personal and individual-difference factors like one's personality and behavioural tendencies as important potential causes for aggression. This is reflected in the views of one of the participant who stated:

“The most important reasons are personal reasons such as parking your car in the wrong place or walking ignorantly, acting childishly and showing no respect to friends and faculty. The influence of alcohol and drugs, the decline in the educational system and the role of family, a lack of responsibility towards university property, leisure between lectures, colleagues and infringements....and watching violent movies”. P20 (21yrs, male, Qatar, 2.5)

Other participants felt that the negative influence of one's peers and the fear of a bad reputation were major personal reasons for displaying violent behaviour:

“Immaturity among students who try to make a problem from nothing, sometimes, especially those from the Gulf Countries are behind consumers' misbehaviour”. P6 (23yrs, male, Palestine, 4)

Participants, claim that there are so many personal and family/clan reasons that it is hard for these institutions to control consumer misbehaviour. Some participants list different reasons for consumers' misbehaviour, such as immaturity among students who try to make a problem from nothing, boyfriend-girlfriend situations, and jealousy of international students, especially those from the Gulf Countries because they feel that they have more money and could attract more girls while the majority of Jordanian students could not afford to buy gifts for female students. Al-Adwan (2010) argues that the informal relationships that exist between misbehaviour customers and some members of the organisation are another reason for consumer misbehaviour. Extending upon Al-Adwan (2010), this research finds that formal relationships and informal relationship influence misbehaviour.

5.1.3.2 Cultural/ Social Issues

Participants who participated imply that cultural and social issues were major reasons for consumer misbehaviour. The cultural issues mentioned include connections and favouritism (Wasta); exotic looks; little faith and morality; alcohol and drugs; mixing genders; jealousy; social; declining role of the family; ignorant about the purpose of being at the university. Some other participants mentioned watching violent movies; tribalism and racism; cultural shock; bias from relatives; women dressing immorally and the way society functions; region of origin (cities, deserts, refugee camps and villages etc.) Some of these are consistent with Freestone & Mitchell (2004); Harris & Daunt (2013); and Abdelhadi et al. (2014) who propose that important drivers of consumers' misbehaviours are the personality and nature of the customers; they are influenced by psychology, demographics and social group. One participant stated:

“Students are not raised and educated the right way because they have less respect for others or try to abuse the system. Female students’ immoral attire [provokes anger]. They dress as if they are not students, but going to a party [showing off] which provokes male students and makes them focus more on the girls and not on education. I believe most fights are caused because of female students”. P10 (24yrs, male, Emirate, 5)

Others stated that students do not follow the real values of Islamic principles regarding proper behaviours. Another participant argued that Jordanian society is built on violence and encourages it. Tribalism is also mentioned as a major driver because it encourages connections and favouritism, which leads students to act immaturely and childishly as they know that most of them will not be punished even if they start fights. This is corroborated by Alshoraty (2015) who finds reasons related to society such as defending the honour of family or tribe, wrong socialisation, tribal support for students who resort to violence, and prevalence of the culture of tribal solidarity as drivers of consumer misbehaviours.

One participant commented as follows:

“I remember an incident that occurred last year that I heard about from my colleagues and which was going round the university as a whole. A man drowned in a small pond because a female student threw her gold chain into the pool and the guy went to help her get it back, and her male relatives saw that as a sign of him flirting with her. Her relatives attacked him and drowned him”. P14 (22yrs, male, Kuwait, 2)

A majority of the participants opine that consumer misbehaviours come from tribal influencing families, or have a background that supports such type of misbehaviours. The significance of cultural and the norms reported by the participants' have clear connections with the literature, which view cultural and social reasons of consumers' misbehaviour from a non-marketing perspective. Maraga & Oehring (2013) believe that consumer misbehaviours in Jordanian universities are mostly a result of unresolved tensions at the university level as well as at the social and political level.

"And [there is also] the absence of justice between students and equal opportunities in grading, and difficulties dealing with the opposite sex, and poor education and a lack of acceptance of others". P5 (21yrs, male, Palestine, 2)

"... The rich students try to show their wealth, the poor guys sometimes get frustrated and get jealous and feel injustice when they see rich guys have good relationship with the opposite sex because they can buy them many things, which make them more aggressive, and they get low grades in exams. In addition to the economic factor, opinion plays an important role in the university violence; they become less tolerant with others. Also, bias toward the same region and weakness of religious faith and the declining role of the family in building generations, as well as violence due to masculinity ... And many of the fights are caused due to the emergence of differences because of the emotional ties with the opposite sex". P3 (22yrs, male, Saudi, 1)

The marketing literature mentions that some reasons of customers' misbehaviour, are sociologically supported by or connected with customer "disappointment and dissatisfaction" (Harris & Reynolds, 2004); unhappiness and disappointment with the service provided (Huefner & Hunt, 2000), business not treating customers well (Wilkes, 1978), and arguments that the lack of fear of punishment encourages customers. Female students may be unaware of what they do to provoke male students by dressing too provocatively to get more attention from men or to show off in front of other female students, intentionally or unintentionally. This sometimes leads to quarrels and aggressive confrontations amongst other male students following comments or opinions asserted. This is in line with Albers-Miller (1999) who considers "self-esteem gain", and Harris et al. (2005) "revenge or retaliation". However, given the complex reasons, which drive people to misbehaviour, not all the reasons identified will be relevant in all situations. The implications of these are that, cultural and norm drivers are major

reasons for consumer misbehaviours and all of these drivers tend to form a part of consumer misbehaviour.

Region of origin is another important driver of consumer misbehaviour. So, to Fullerton et al. (1997) and Abdelhadi et al. (2014), consumers' variances in behaviour may alter in accordance with the individuals, cultures, context and also geographical locations. Here, participants' answers around regions of origin show that there were competing views among the participants regarding whether students who come from desert backgrounds have a greater tendency towards violence than those from other backgrounds. It was clear that none of the participants believed that students from city backgrounds were likely to provoke campus violence. There were also mixed opinions on whether students from villages and refugee camps were more likely to show consumer misbehaviour and provoke brawls. It can be seen that, consumer misbehaviour was common amongst male students, students from desert areas and students with a low income. This analysis receives support from Momani et al. (2013) who found that consumer misbehaviour was common amongst male students, students from desert areas and students with a low income.

One participant argues that most consumer misbehaviour comes from those of tribal backgrounds who try to stick together and help each other due to their kinship. Another participant felt that not just desert area students, but also those from refugee camps had a high tendency to be more violent and to encourage violent activities because they felt they were not treated equally with the rest of the Jordanian population because they feel discriminated against by the government.

Tribal students support each other based on kinship while students from camps support each other based on their nationality background (Palestinian). In fact, some participants express the belief that students from villages and refugee camps are more likely to be misbehaviour customers because they tend to stick together and so easily get aggravated and intolerant.

“Yes, I think students who are from areas that have many students in the same major tend to show more violence because they side with each other, especially students who come from deserts, villages and refugee camps have a tendency to know each other and stick in groups, which makes them more intolerant”. P14 (22yrs, male, Kuwait, 2)

“Students who come from tribal areas are more violent and the reason behind this is the following saying: ‘Support your brother right or wrong. When people know each other or are relatives, they tend to stick together’”. P10 (24yrs, male, Emirate, 5)

As corroborated by Al-Shweihat & Akroush (2010) several participants argue that regional background does not necessarily influence the likelihood of being a misbehaviour customer. For example, one participant commented:

“Yes ... the background and culture vary from one person to person, whether students live in a city or village or desert or refugee camp. Overall, I think students who are from the city tend to be less violent because they are more open-minded to the outside world, while students from refugee camps, deserts and villages tend to be more violent because they stay in groups and when a fight takes place they can bring more of their relatives and friends to stand by them”. P5 (21yrs, male, Palestine, 2)

Academic disciplines such as Humanities and Scientific are also important drivers of consumer misbehaviour. Similar to Al-Adwan (2010), perception of lower incidences of consumer misbehaviour. Only seventeen percent of fights taking place in the scientific disciplines, the majority of participants agreed that students in the humanities had a greater tendency to engage in campus violence. A few participants argue that there is no difference between the disciplines replace in regard to campus violence. One participant feel that humanities students were more violent because of their larger amount of free time, smaller amount of homework, because they were less serious when it comes to studying, and because universities accept students with lower grades in these disciplines. This was supported by Alshoraty (2015), who also found that student frustration in campus is caused by low grades. Correspondingly, the size of classes in the humanities is larger than scientific classes, which make it difficult to control over crowded classes. Meanwhile, for the scientific disciplines, smaller class size makes it easier to control and most of the teaching staff have graduated from European and American universities, which makes them more proficient in their teaching and forcing their students to be more serious. For example, one participant commented:

“Humanity students have high tendencies [towards violence] because the majority of them come from collectivist societies. It seems that if one individual wants to fight another, they will bring a group of people to confront that person and that person will bring his kinsmen and friends to

side with him, making the problem snowball into a tribal fight. So, students have more brawls when they are in groups". P4 (20yrs, male, Oman, 2)

However, some participants feel that there is no difference between the disciplines in this regard, arguing that most violence took place for personal reasons (see Ghoneem, 2012). For example, one participant stated:

"I do not think so, because most violence happens because of personal reasons then becomes bigger and spreads to include many other students. It seems that, for the most part, consumers who misbehaviour comes from both disciplines". P8 (24yrs, male, Palestine, 4)

5.1.3.3 University Operational Activities

As indicated by the findings of the study, university operational activities reasons were also identified by the participants as reasons for consumers' misbehaviour. Some participants mentioned that low academic commitment; unjust and unfair to students; student elections low grades; decline of the education system unproductive time and unqualified students. Some participants also mentioned that unqualified employees; parallel programme; poor pre-university background i.e. high school; Other participants talked about no surveillance cameras; not applying rules and regulations; poor rules and regulations; lack of responsibility and little authority given to security personnel. This is consistent with Alsubaihi & Rawajfeh (2010), who acknowledge student-feelings towards university regulations as being unjust and lacking clarity. Participants blamed students coming unprepared from low-quality high schools, and therefore unable to cope with other students, especially those from remote areas, encouraging provocative situational factors and negative attitudes towards exchange institutions. Participants said the operational system of the University is not effective enough in recruiting qualified students who are ready for University. Some participants mentioned a lack of academic commitment by the students to attend lectures, the nature of specialisation, the number of students, and the admission of those academically qualified through their connections. Students, who are enrolled under parallel programmes were identified by some participants to be more violent because they think they are paying a lot of money for their degrees. Furthermore, this programme has created problems regarding quality and mismatching of undergraduate profiles because one could find students who have very high grades studying with the same rich students who have low grades. As one

participant mentioned that students enrolled in this program may create problems for the lecturers when it comes to grading.

University operational activities were not limited to the mode of operation of the system in terms of academics but also included the absence of surveillance cameras and other security apparatus, as well as the inability to enforce rules and regulations. Some felt that the universities were not doing a good job in stopping the consumers' misbehaviour. They felt that there was a need to understand the problem and try to find the right way to solve it. One participant commented:

“Some of my colleagues by their actions and utterances can be easily identified as unprepared for the University experience. It surprises me that the system cannot identify such students during recruitment. I just wish the management were efficient and effective enough to be able to deal with this situation. I think that most of the universities' top management are not appointed on merit rather they seem to be chosen based on different agendas which make them unable to do a good job both academically and management-wise; they cannot resolve any problem that faces these universities because they were chosen by the ... based on political reasons not based on qualifications”. P25 (22yrs, female, Iraq, 4)

These findings are corroborated by Kuhlenschmidt & Layne (1999) who suggest that the university instructor's experience, and physical features such as body size or voice, could have an impact on consumer misbehaviour. Similarly, “qualifications and experience of faculty” (Smith, 2003, pp. 97-98) can play a role. For example, one participant mentioned that:

“Some unqualified teachers mostly from the social sciences or arts may cause problems especially when they are asked by hard working students and cannot get answers. Sometimes these teachers would give wrong answers, which influences good students to show dissatisfaction with the answers given, hence drives these teachers to act in a rude manner. These acts made one student to slap his teacher and walk away after an argument regarding grading. Sometimes these teachers lack the communication skills because most of them got hired as having good connections”. P15 (22yrs, male, Yemen, 3)

5.1.3.4 Political and Economic

Political and economic reasons were identified by the participants as one of the main drivers of consumer misbehaviour. Common amongst the examples mentioned are high cost and high unemployment; corruption within government agencies; Arab Spring; poverty and interferences of political men in university policies. This is consistent with Maraqa & Oehring (2013) who assert that in most cases, consumer misbehaviour occurs as result of unresolved tensions at the university level as well as at social and political levels. One participant commented:

“Economic reasons include that it may be costly for the JHE sector to install surveillance cameras. Student elections in which clans intervene and politics come into the voting process lead to fights between students, and more aggravation later ... and such a case has already come in front of me; there was a strong quarrel between Jordanian students who were the sons of the tribes and students who were Jordanians of Palestinian origin during the student council elections, and the tension among them remained for more than a month”. The political instability in the region is also another factor I would identify as a likely driver for consumer misbehaviour as I understand how people can be easily influenced by the happenings around their environment P2 (22yrs, male, Saudi, 2)

Furthermore, consumers' misbehaviour takes place for many other reasons, such as student union elections, and different political views as happened among the Syrian students who disagreed all the time over the civil war in their homeland (Moore, 2013). This is parallel with Knoll & Tankersley (1991), who believe that misbehaviour is both influenced and constrained by wider discourses of cultural, political, personal and historical factors.

Another participant states that students argue because of personal, social, political and economic reasons, but their actions cannot be justified. Consumer misbehaviours have its roots in social, economic and political factors. It is also believed that alien or outside hands were trying to interfere with the security of Jordan (MBC, 2013). It is also believed that the Arab Spring and the economic and political situation in Jordan increased the tension among students who have come from all the shades of the Jordanian community, and international students, because Jordan has limited resources, which make it dependent on foreign aid. All this can create a wide gap among the Jordanian people economically, which could drive many students to have less respect for authority and encourage them to become misbehaved customers. For example:

“Most Jordanian public universities have financial problems which make it expensive to put cameras all over the campus”. P5 (21yrs, male, Palestine, 2)

5.1.4 Theme Four: Challenges in Controlling Customers' Misbehaviour at JHEIs

Another key theme to emerge from the interviews related to the challenges in controlling customers' misbehaviour. During the analysis several sub themes emerged from the interviews which include:

- (i) Personal and Family/ Clan;
- (ii) Lack of Rules and Regulations;
- (iii) Institutional Policy;
- (iv) Economical

Table 5. 4: Challenges in Controlling Customers' Misbehavior at JHEIs

Literature theme	Field themes	Sub-themes
Challenges in controlling customer misbehaviour	Personal and Family/ Clan	Connections, interference; favouritism tribal; lacking deterrents; judgements bias; low commitment & no-affiliation with the institution
	Lack of rules and regulations	Strong rules; lack of penal code; not implementing Islamic law; none and implementing university law
	Institution policy	Hiring the wrong personnel; low enforcement; lack of cooperation
	Economical	Security personnel cost; low revenue; costly to install cameras on campus

5.1.4.1 Personal and Family/Clan

Personal and family/clan aspects were identified among the participants as major challenges to controlling consumer misbehaviour; this is consistent with Buckner (2013) who said that the existence of tribal powers in Jordan may be part of the country's historical political compact. As respondent states:

“There is no deterrent put in place by the Higher Education authorities to stop this kind of violence because the connection and favouritism as a result of family and clans are huge obstacles to the implementation of the law”.
P2 (22yrs, male, Saudi, 2)

“Yes... I think Jordanian higher education is encountering trouble in controlling campus violence due to the lack of implementation of the rules and regulations punishing those who participate in campus violence. Families who are connected to higher authorities can impede punishment been meted on their family members who are students”. P7 (22yrs, female, Palestine, 2)

“Yes, they do have a hard time controlling violence because the [university disciplinary committees] are pressurised by tribal and political leaders... not to find them [misbehaved customers] guilty”. P13 (21yrs, female, Bahrain, 3)

“Yes... because [University managements] are not serious in solving the problem. They are not proactive; they should find solutions before customers’ misbehaviour take place. They should not accept students who are not prepared to be enrolled in the higher education system”. P1 (23yrs, male, Malaysia, 3.5)

Likewise, it was explained by some participants that the sector is managed by weak leaders who are not strong enough and have a low commitment and non-affiliation to the institution to make a strong decision to stop customers’ misbehaviour, for example, one participant commented:

“Yes, students have many problems and issues related to their personal lifestyle when they make the problems they try to use their tribal strength to solve their wrongdoings through connections and favouritism”. P19 (20yrs, male, Yemen, 2)

Based on the above discussion, it seems that social and personal ties such as tribal connection and favouritism are huge obstacles to the implementation of the law; the law does not help in mitigating this phenomenon due to many of the lawmakers having a tribal background. The above implies that personal and social ties are the main challenges that face JHEIs within campuses and all of these challenges tend to form a part of consumer misbehaviour, which encourages more consumer misbehaviour.

5.1.4.2 Lack of Rules and Regulations

Some participants identified a failure to apply the rules and regulations as the main reason for the difficulties that face the JHE institutions. This is in line with Bitner et al. (1994) and Lovelock (1994, 2001), who stress on the phrase that the customer is “not always right” and frequently behaves in a fashion that is not just merely unlawful, but can also cause serious physical harm to others, should be taken into account.

One participant stated that:

“... These rules and regulations, even if they exist, are not implemented unless the customers’ misbehaviour comes from small families nor have no strong connection to save them from being dismissed as I was told by many of my Jordanian friends”. P16 (22yrs, male, Syria, 2)

“Not having strong rules and regulations to address the problem, and connections and favouritism that seem to be the norm in Jordan [are the problem]. For example, in my country, Germany, if someone knows a person [involved in the hiring process] that person will not be part of the hiring committee. The exact opposite of what is happening here based on what I hear”. P22 (22yrs, male, Germany, 2)

Lack of rules and regulation is categorised as one of the major difficulties reported by the participants. Some mentioned that, in their opinion there are no rules and regulations that would help control customers’ misbehaviour. This supports Strutton et al. (1994), who identify “problem customers” as not following rules and regulations. On the other hand, some of the participants identified a failure to adhere to the existing rules and regulations as the main reason for the difficulties that face the JHE institutions. This is in line with Bitner et al. (1994) argument concerning the breaking the law and unwillingness to cooperate. These rules and regulations, even if they exist, are not implemented or complied to unless the customers’ misbehaviour come from small families or have no strong connection to save them from being dismissed, as mentioned by some participants. It is believed that, “disobeying the rules and regulations”, is an inconsiderate situation in the encounter process. Having a large number of students from the same area or province makes it hard to implement the law, because most of the people working at the university are from surrounding communities, as are the students; this means that they side with each other. One participant commented:

“The JHE sector is unable to implement the law because of connections and favouritism, especially if the people fighting belong to a big tribe or are related to officials in the government. Tribal opinion is the most important difficulty due to the presence of a large number of people from the same clan in a particular Specialty (Department). This gives them a false sense of ownership that makes them think they own the university and they have the right to do whatever they want. Also, they have support from the university employees because you will find many of their relatives working in the same university”. P16 (22yrs, male, Syria, 2)

Another participant believed that:

“No penal code and no implementation of Islamic law in Jordan as a whole make these rules and regulations even if implemented still weak and useless because these rules are made to benefit a specific group of people”. P23 (21yrs, female, Kuwait, 3)

It seems that those students engaging in misbehaviours feel they are above the law as they come from well-known families. Even if rules and regulations were implemented, only the students who have no tribal or family connections would obey them. Having a large number of students from the same area or province makes it hard to implement the law, because most of the people working at the university are from the surrounding communities or from the same tribe. The implications of this are that the lack of rules and regulations are one the main challenges that faces JHEIs.

5.1.4.3 Institutional Policies

Wrong institutional policies are categorised as one of the major difficulties reported by the participants. This builds on Fullerton & Punj (1993) who identify customer misbehaviour incidents from the characteristics of market institutions and exchange settings arising from policies such as safety style, the behaviour and attitudes of a member of and social perception of a marketing unit. Some respondents mentioned that there is something wrong with the institutions' policies in controlling customers' misbehaviour. Others blamed the institutions and their policies of hiring weak security personnel with little authority or ability to enforce the rules, and lack of cooperation. They argued that the security staff lack proper training, and that most of them were mostly retired army personnel who were not qualified for the job, and sometimes even caused violence themselves due to their inability to communicate well with young students. One participant commented:

“The University seem to lack a formidable policy that enhances the safety of all stakeholders. I think that the lack of a sufficient number of high quality security staff is a problem. Also, it would be useful if there were] a few lectures on awareness for new students about the laws, university systems and penalties”. P25 (22yrs, female, Iraq, 4)

“Of course... of course... they have difficulties in controlling customers’ misbehaviour due to interference of many insiders and outsiders; they should have a set of measures that should be easily referred to and not allowing interferences that might be selfish in most situations”. P5 (21yrs, male, Palestine, 2)

In partial agreement with Al-Adwan (2010), a friendly relationship between violent students and the authorities is another reason for consumer misbehaviours in Jordanian universities. It seems that ineffective institutional policies such as hiring the wrong people, low enforcement and lack of cooperation in universities and higher education have impacted negatively on the JHE institutions, encouraging customers’ misbehaviour. It can be implied that wrong institutional policies are one the main challenges that faces JHEIs within campuses. These challenges if not modified could result in more consumer misbehaviour.

5.1.4.4 Economical

Economic reasons were found as a challenge when controlling consumer misbehaviour. This aligns with Reynolds & Harris (2005) who identify financial constraint as one of the main difficulties encountered when controlling consumer misbehaviours. Economic reasons are categorised as one of the major difficulties reported by the participants, making it hard for institutions to control customers’ misbehaviour. For example, some participants identified the high cost being a barrier for effectively deploying the requisite number of security personnel on campus. Since Jordan is a poor country, universities lack the financial resources to hire highly qualified security personnel as a barrier to customers’ misbehaviour. All public universities depend on government aid. The government has imposed a special tax, called the university tax, which is collected by the relevant governmental departments on a number of services and paid to universities through the Ministry of Finance. *Therefore, when the nation’s economy*

declines, then less money goes to these institutions (Rowland, 2009; Hager, 2015). One participant commented that:

“The non-availability of adequate funds for the universities is one of the factors for the non-overcoming of student misbehaviour. I think all public universities in Jordan get government aid because they have limited resources even a friend of mine told me that there is a special tax, called university tax”. P13 (21yrs, female, Bahrain, 3)

“Most of the security personnel are retired army men and elderly, they cannot exercise their roles properly and effectively. Most of them are hired with less pay because they have other income from the army and [it is] costly for the university to install cameras all over the campus”. P8 (24yrs, male, Palestine, 4)

These challenges if not reformed could result in more consumer misbehaviour. The people are of a younger generation and they should be made to obey rules.

5.2 Consumer Misbehaviour and Brand Image

5.2.1 Theme Five: Consumers' Misbehaviour Influence on the Brand Image of JHE

A key theme that emerged from the interviews was how consumers' misbehaviour Influences the brand image of JHE. During the analysis, several field themes emerged from the interviews and these include:

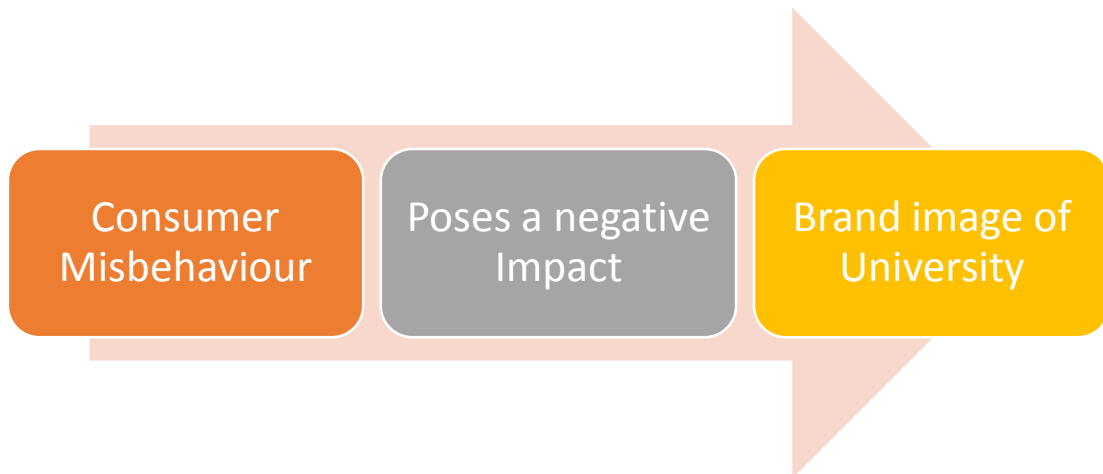
- (i) Personal-damage;
- (ii) Academic;
- (iii) Economic and Political;
- (iv) Social;
- (v) Brand image and the Reputation of Higher Education;
- (vi) National image

Table 5. 5: Consequences of Consumers' Misbehaviour on the Brand Image of JHE

Literature theme	Field themes	Sub-themes
Negative Brand Image	Personal damage	People could get hurt; students' suspensions and dismissed students, go to jail and your record is messed up; get in trouble with one's family And hard to find work in the future
	Academic	Unable to achieve goals; harm the image of JHE Scientifically; hiring low qualified staff and good staff leave Jordanian universities
	Economic and Political	Surrounding communities; businesses (shops, housing, restaurants, taxis...); tourist facilities; reduce per capita income, and investors and investments; reduce number of international students and the flow of foreign currency; harm the surroundings business and university lose income from international and national students. Political influence and making other nations perceive Jordan negatively; blaming government
	Social	Socially and culturally impacted and scared to study in Jordan
	Brand image	Low patronage of the brand image of JHE; negatively affect the brand image of JHEIs; negative word of mouth communication of JHEIs
	Country image	Damage Jordan's image; perceive Jordan in a negative way and make Jordan lose

When customers experience poor or bad service, they tend to complain to other customers, which badly affect the brand image of the Higher education institutions. This could also create a negative perception of the brand image of JHE. Customers' misbehaviour can result in damage to misbehaved customers themselves, to other customers and to the institution's employees.

Figure 5. 1: Consequences of Consumers' Misbehaviour on the Brand Image of JHE



5.2.1.1 Personal Damage

The impact of personal damage is categorised as one of the major themes affecting the brand image of JHE. The participants agreed that the personal safety of Jordanian university students was negatively affected by customers' misbehaviour. Some participants mentioned that people could be hurt; students could be suspended or dismissed. This is consistent with Harris & Reynolds (2003) and Berry & Seiders (2008) state that customers who experience consumer misbehaviour activity could be hurt and as a result may exhibit reduced loyalty and perceive the host organisation in a negative way. Some participants mentioned that students could go to jail and receive a criminal record, get in trouble with their families and find it hard to get work in the future. All of these aspects lead to a negative image of the brand, which could attract fewer international students. For example:

"I saw students getting hurt; they were bleeding and taken to hospitals and some of them were jailed. Another student was dismissed from the university for two full semesters because he hit his instructor on the face. All of that

could give a bad picture of the brand image of JHE". P6 (23yrs, male Palestine, 4)

"I read in the newspapers about one student who was sentenced to 12 years in prison... because he had a fight with another student who was talking to his female relative. He drowned him in the swimming pool. An incident like this would lead to a negative brand image of the JHE by showing that the university environment is not suitable for students to focus on their studies". P7 (22yrs, female, Palestine, 4)

The above narratives are in tandem with prominence scholars in the field who view that customers who experience customers' misbehaviour at first hand may exhibit reduced loyalty and perceive the host organisation in a negative fashion. See, for example, (Berry & Seiders, 2008; Reynolds & Harris, 2009; Lovelock & Wirtz, 2010 Kashif et al., 2015).

The above implies that personal damage is significant form of consequences of consumers' misbehaviour on the brand image of JHE within campuses and all of these consequences tend to form a part of consumer misbehaviour, which results in the negative image of the JHE brand.

5.2.1.2 Academic

Participants felt that violence affects the university system and its reputation, and the reputation of the faculty members, administrators and campus security. These findings aligned with Crocker & Park (2004) and Veres & Jackel (2010), who argue that consumer misbehaviour in the academic setting can take many forms, significant issue because of its long-term negative implications, all of which undermine the educational process. In addition to the acts of sabotage that may affect the buildings and the students themselves, both psychologically and physically, JHE's image has a negative direct relationship with the selection of education destinations. The following statement illustrates this:

"... I think that violence has already impacted negatively on the brand image of the Jordanian higher education sector because, since I came two years ago, campus violence has increased rapidly. I listen to the local radio station in my city and almost daily I hear news regarding fights and brawls on Jordanian campuses". P5 (21yrs, male, Palestine, 2)

"It definitely has a negative impact on the brand image of Jordanian universities, harming and damaging the good reputation of JHE by direct

reductions in learning, increasing stress level among students, and classroom disruptions and sometimes endangering the university's safety climate. All of that leads to a low proportion of foreign students in Jordan, and an economic impact on the university and the community. All of that is related". P13 (21yrs, female, Bahrain, 3)

"The impact of customers' misbehaviour on the brand image of Jordanian universities is so negative that it will impact negatively on the number of international students who are thinking about studying in Jordan which would reduce the number of academic staff in Jordanian universities". P4 (20yrs, male, Oman, 2)

"Customers' misbehaviour has a negative impact on how international students would look at Jordanian universities now and in the future. Unfortunately, these bad activities of the misbehaved customers give a negative image of the JHE sector". P21 (20yrs, female, Yemen, 1)

Although participants agreed that the academic brand image of Jordanian universities was negatively affected by customers' misbehaviour, they differed in the reasons they gave for these negative impacts. The image of JHE academically would be harmed and good staff would leave JHE and be replaced by poorly qualified staff. Furthermore, consumer misbehaviour could influence negatively on student's academic grading which could be reflected on the negative reputation of these institutions, which makes JHEIs customers less competitive worldwide. This is in line with (Lovelock & Wirtz, 2010; Douglas et al., 2015) who argue that consumer misbehaviour could harm the reputation of an institution or firm, in addition to the damage the brand image has to undergo in the eyes of customers. For example:

"Customers' misbehaviour could harm JHE scientifically by giving it a bad image which could lead many businesses and academics from all over the world not to work with Jordanian institutions". P13 (21yrs, female, Bahrain, 3)

"Customers' misbehaviour affects the terms of the study and a negative reputation of Jordanian universities and destroys the prestigious reputation of some Jordanian universities". P1 (23yrs, male, Malaysia, 3.5)

One more participant added that:

"More customers' misbehaviour forces good Jordanian students and international students to seek other destinations for their higher education studies". P24 (22yrs, female, Bahrain, 4)

Other participants felt that customers' misbehaviour had a negative effect on the educational process, stating that:

“Having more customers’ misbehaviour could lead many good academics to leave these violent institutions and even leave Jordan for another country; this is what we have seen lately, that many high qualified Jordanian academics go to rich Arab Gulf countries for better pay and a better academic environment... because of the act of customers’ misbehaviour, these institutions become less favourable to the academics which impacts negatively on the brand image of JHE”. **P19 (20yrs, female, Yemen, 2)**

In marketing, the critical role of institutional image and institutional reputation in a customer's buying intentions is well known (Barich & Kotler, 1991; Maehle & Supphellen, 2015). For example, institutional image and reputation are important to develop and maintain a loyal relationship with customers (Hennig-Thurau et al., 2001). In educational services management, these concepts are extensively used as positioning instruments to influence the students' choice of a higher education institution (Cox et al., 2014). Moreover, when affected negatively by customers' misbehaviour, the institution's image and reputation may also discourage students' decisions to stay for further studies.

5.2.1.3 Economic and Political

According to Abdelhadi et al. (2014) the economic cost of consumer misbehaviour is significant for the end consumer, the costs of misbehaviour greatly increase the prices; reduction in particular not only misbehaviour leads to monetary loss, it also impacts financially in terms of resources spent by the business firm which could be reflected on the brand image of the institution. Unsurprisingly, the participants identified economic consequences for the brand image of Jordanian universities and the kingdom as a whole. It was argued that this negative impact could hurt surrounding communities, businesses and tourist facilities. In addition, it can reduce per capita income; the number of international students and the flow of foreign currency and investors. Furthermore, it may harm universities by reducing their income. For example, one participant commented:

“Customers’ misbehaviour has caused the withdrawal of foreign students studying at Jordanian universities. I think there has been a withdrawal of many students from Saudi Arabia, Oman and Kuwait. In addition, a friend of mine from Malaysia told me that the number of Malaysian students has fallen. All of that will reduce the number of international students in Jordan, which depicts Jordanian universities in a negative way and gives them a bad image. Furthermore, this reduction deprives Jordanian universities of the ability to achieve their goals in the short term and the long term through a lack of fiscal revenues for the universities. For example, the Saudi embassy decided to give university students the freedom to choose to stay here or choose other nations in which to complete their studies, due to the increased campus violence in Jordan which could hurt the brand image of the education sector”. P2 (22yrs, male, Saudi, 2)

Others also mentioned the reduction in the number of international students and the negative impact on the flow of foreign currency. Some gave examples of Saudi and Omani students who had changed their destination of study to other places because of customers’ misbehaviour, such as Europe and America, rather than the Jordanian universities, for example:

“I know many students were thinking of coming to Jordan to study, but the Saudi government discouraged them from coming here because of the negative brand image that Saudi Arabian students have about Jordanian higher education institutions. This low number of international students will reduce the hard currency that these students spend in Jordan, which will hurt the Jordanian economy”. P18 (24yrs, female, Saudi, 2)

The negative impact of violence on JHE was also evidenced by one of the participants, who stated that he had obtained a scholarship from his government to study in Malaysia, and that this scholarship had been awarded so that he could complete his studies in a calmer environment with less reported violence. This participant also mentioned that:

“.... A similar situation applied to my brother who was meant to have gone to Jordan to study for a Master’s, but had been given a scholarship by the government to study in the USA instead, for the same reason, that of avoiding a violent environment not just in Jordan but because of the political uncertainty of the middle east after the Arab Spring. It cannot be stressed enough how much of a negative impact this sort of thing will have on the brand image of JHE”. P17 (21yrs, male, Kuwait, 2)

Another student from Kuwait told the researcher that he had been thinking of doing his Master’s in Jordan, but the previous summer’s problems had scared many Kuwaiti students and led them to stay at home. He states that:

“I am trying to go to Morocco to do my Master’s studies when I am done here with my undergraduate degree because many people or even businesses start to perceive the brand image of JHE sector in a negative way when it comes to hiring their employees. Some feel that the brand image is not as good as before.” P3 (22yrs, male, Saudi, 1)

These views have also been reflected in previous research where it is stated that a direct financial loss often results from a reduction in international student numbers (see Fullerton & Punj, 1993; Lawrence & Robinson, 2007; Vitell & Muncy, 2013)

It is clear that when customers misbehave continuously misbehave in a violent manner. This shows that institutional policies are not working well or are not implemented correctly, and enhances the violence, which is so costly for all stakeholders of the JHE system in the short as well as the long run. It can be concluded that economic costs are a consequences of consumers’ misbehaviour on the brand image of JHE.

According to Maraqa & Oehring (2013) consumer misbehaviour occurs as result of unresolved tensions at the university level as well as at social and political levels. Similarly, some participants identified a political impact resulting from customers’ misbehaviour. For example, when Kuwaiti, Saudi and Omani students were involved in a fight with misbehaved customers, they complained to their embassies and asked them to intervene with the Jordanian government to stop the attacks on their students. Such customers’ misbehaviour could also harm Jordan’s relationships with these other countries. For example, one participant states that:

“Last year, our fights with many Jordanian students made us scared and we called our embassy in Amman, which made the Kuwaiti government talk about this issue because many Kuwaiti families who have children studying in Jordan called the Kuwaiti government to take action to force the government of Jordan to stop these customers’ misbehaviour. That happened when the Kuwaiti parliament attacked verbally the King of Jordan, which made many Jordanian students mad at Kuwait. If these issues were not resolved, international students would be scared to go back to Jordanian universities which would give a negative reputation and bad brand image of the JHE”. P23 (21yrs, female, Kuwait, 3)

“We complained and emailed our embassy in Amman and the ambassador of my country met with the university president to discuss our safety and the safety of all Malaysian students in Jordan. The ambassador promised if our students are not safe then we would stop sending more students to the Kingdom. This negative consumers’ misbehaviour leads to less demand from Malaysian students”. P1 (23yrs, male, Malaysia, 3.5)

“Many Omani students wrote a petition to the Omani Higher Education regarding the bad treatment and the attacks, many students encountered in some Jordanian universities and requested the government to interfere because many of them left Jordan in the middle of the semester and missed all classes and some never came back”. P12(22yrs, male, Oman, 3)

Thus, the political impact is a major factor affecting the brand image of JHE. The case of Jordanian students attacking students from Kuwait because of political reasons, described above, is an example of this. Kuwaiti students complained to their embassy about the bad treatment they faced in Jordan, their families complained to the government of Kuwait and the Kuwaiti government in turn complained to the Jordanian government. All this made the Jordanian government look bad in the eyes of the outside world. The Kuwaiti ambassador promised that if Kuwaiti students were not safe in Jordan, the government would stop sending students to Jordan. If such matters are not resolved, international students will be scared to study in Jordan. Furthermore, last year one Kuwaiti student was killed in Jordan, many Kuwaiti members of parliament asked their government to take action against Jordanian government, especially as Kuwait is a leading country in the Middle East that offers financial support to Jordan of more than a \$1 billion a year. Prime Minister of Jordan Abdullah, Al-Insour also believes that campus violence has its roots in social, economic and political factors.

5.2.1.4 Social

Participants believe that customers' misbehaviour had a negative impact on the social lives of the Jordanian people. This kind of violence can create turmoil in society, by increasing fighting among the Jordanian families that normally play a major role in keeping Jordan one of the most stable countries in the Middle East.

One participant stated that:

“Having many fights on campus could increase tribal and society divisions in Jordan because it has so many big and small tribes which would spread off campus. All of that would give a negative brand image of JHE and increase the division among Jordanian society”. P24 (22yrs, female, Bahrain, 4)

“Fights among students in campus sometimes could spread off campus and many family members and sometimes towns or villages could fight with each other for long time because of two immature students. These kinds of fights could harm the community relations and could be costly to both parties if these fights become deadly”. P15 (22yrs, male, Yemen, 3)

Campus violence could not just hurt the society of Jordan but may go farther and deeper and create political instability if campus violence takes place between students coming from big tribes (Jordanian students background) and students coming from refugee camps (Palestinian students background). Personally, I lost two Jordanian friends because of campus violence where we had a big argument in regards of how and whom started a big a fight that took place between students coming from Northern city in Jordan and refugee camps students” P8 (22yrs, male, Palestine, 4)

This is aligned with the work of Harris & Reynolds (2003); Hunter (2006); and Fullerton & Punj (1997), which highlight the consequences of customer misbehaviour from a societal standpoint. Participants also mentioned that having many fights on campus could increase tribal and society division in Jordan, spreading both off campus and, to other campuses when the relatives on one campus fight with others from a different family or tribe. All of this increases both the negative brand image of JHE and the divisions within Jordanian society, thus confirming social impact as consequence of consumers' misbehaviour on the brand image of JHE.

5.2.1.5 National Image

According to Diamantopoulos et al. (2011) country image is defined as the total of all descriptive, inferential, and informational beliefs about a certain country. A negative image of the whole country was identified among participants. Some expressed the belief that the growing incidents of customers' misbehaviour in Jordanian universities would not just impact negatively on these institutions, but would also have a negative effect on the image of Jordan as a country, which may impact the flow of international investments coming into Jordan. Jordanian nationals working in the rich Gulf countries would also be negatively affected due to customers' misbehaviour giving both Jordan and Jordanian institutions a bad name. This is corroborated by Abdul et al. (2014) who argue that country image may influence purchase intention indirectly through its impact on product image. On this topic, one student reported that his relative called from Malaysia wanting advice on studying in Jordan, to which he replied:

“... I would discourage you from coming here because of the campus violence and the ridicule we face from Jordanian students and teenagers’ off-campus. We are exposed to discrimination and racism, and the university is not serious about helping us. Even the police are not doing a good job. The negligence of these actions by the authorities hurts the brand image of JHE. P1 (23yrs, male, Malaysia, 3.5)

As a pre-purchasing evaluation of tertiary education for prospective students from overseas is considered difficult, such students primarily use country image as the evaluation cue (Diamantopoulos et al., 2011). Moreover, the quality of an institution is also perceived via country image. A negative image of the whole country was identified by the participants, who expressed the belief that the growing incidents of customers’ misbehaviour in Jordanian universities would not just impact negatively on these institutions’ image, but would also have a negative effect on the image of Jordan as a country, which in turn would reduce number of international students coming into Jordan.

5.2.2 Theme Six: Perceived Brand Image of Jordanian Universities

Another key theme to emerge from the interviews was perceived brand image of Jordanian universities and participants’ university. During the analysis, the theme of negative brand image emerged from the interviews as shown in Table 5.7 below.

Table 5. 6: Perceived Brand Image of Jordanian Universities

Literature theme	Field theme	Sub-themes
Perceived Brand Image of Jordanian Universities and Students’ University	Negative brand image of JUs	Hurt badly; negatively; poor brand image; negative impact on the local communities; negative impact on society and businesses; unsafe place; feel scared to study; more violence and spread bad word of mouth
	Participants’ University brand image	Negatively on students’ decision-making, reduce attraction of potential students, loss of income and less funding and prosperity.

5.2.2.1 Negative Brand Image of JU

According to Chen & Chen (2014) the brand image of higher education institutions has deeply influenced student inclination to enrol. When students receive positive or negative new information, they may amend their views, and subsequently their behaviours toward a university. On this issue, the participants expressed mixed opinions, while some believed that consumers' misbehaviour had impacted on Jordanian universities, others expressed that this was not the case for all universities:

"I regret that I tell you yes, but I ought to speak frankly, and this is the case. Jordanian higher education's brand image has been hurt badly in the last two years and I think if Arab Spring countries become more stable, many students who I speak to would prefer to go to Syria or Egypt, especially students from the Gulf countries and from Malaysia". P22 (22yrs, male, Germany, 1)

"Yes, [the consumers' misbehaviour has affected the brand image] negatively. For example, take the University of XXXX. I would not advise any of my relatives to study there because of the frequent violence. There is hardly a week without a fight. This year alone the university has closed more than four times because of tribal brawls as my brother who studies there told me". P11 (21yrs, male, Palestine, 2.5)

Other participants felt that the effect on the brand image of Jordanian universities was not the same across the whole country:

"Yes, but not in all universities, I think. I believe that universities in the south of Jordan and outside the big cities tend to have a poor brand image because of tribal brawls". P17 (21yrs, male, Kuwait, 2)

"Yes, certainly... consumers' misbehaviour has a negative impact on the brand image of not only universities but also a negative impact on the local communities, society and businesses". P10 (24yrs, female, UAE, 5)

"I think it is normal if violence takes place anywhere, then it will have a negative impact and it would reduce the number of people who come to these places because safety is an important factor that encourages retention; an unsafe place can spread bad word of mouth". P17 (21yrs, male, Kuwait, 2)

Hence, it can be concluded that campus violence leads to more violence, which will make international students scared to study here. It seems that the brand image of Jordanian universities has been impacted negatively by the consumers' misbehaviour, but at different levels. This is corroborated by Cretu & Brodie (2007) who argue that the

negative influence of brand image could have negative perceived quality, perceived customer value and loyalty. Furthermore, literature confirms that brand image has a considerable influence on consumer behaviour (Loudon & Della Bitta, 1995), including on sales (Barich & Kotler, 1991) and in strengthening brand loyalty (Lee et al., 2011; Stocchi et al. 2015; Zhang, 2015). Consumer misbehaviour has created a negative image about the university such as destroying public property, leaving a bad impression among foreign students, presenting a negative image about campus by mass media, feeling of insecurity among students, and creating a bad impression about Jordan. All of this can be seen as consequences of consumers' misbehaviour. The damage that occurs because of consumer misbehaviours to Jordanian universities and its reputation is immeasurable. As a result of the latest round of campus violence, many countries were considering taking their students out of Jordan because they think that the brand image of Jordanian universities has been hurt badly. For example, following the disorder in Ma'an, Saudi Arabia considered relocating students because of the increasing violence in Jordanian universities. Similarly, students from Oman and Kuwait who had brawls with Jordanian students in the previous year decided not to return to Jordan. Additionally, the Minister of Higher Education and Sciences of Jordan, Dr Amin Mahmoud stated that some countries had already begun "contemplating the transfer of students from Jordanian universities to other countries because of the increased university violence". All of that could reduce the flow of hard currency to Jordanian higher education.

However, for this argument, the brand image a university portrays plays a crucial role in public attitudes towards that institution, and to the sector as a whole (see Chen, 2010; Hanzaee & Asadollahi, 2012).

5.2.2.2 Participants' University Brand Image

Perception of consumers' misbehaviour on the participants' university brand image shows a negative perception of the image of the institution, might lead to students taking undesirable actions which could impact negatively on the organisation (Abosag & Farah, 2014). Participants confirmed that JHEIs had been affected by consumers' misbehaviour and campus violence, leading to numerous negative implications for universities' brand image detailed in the previous section. This is corroborated in research by Chen & Chen (2014) who detailed that the negative impact on the brand image reduces international student patronage. Therefore, the brand image can cause severe damage to the organisation when it is negatively viewed whilst it can also bring about goodwill to the organisation when the image of the organisation is positively perceived.

The following statement illustrates this:

“Yes, my university has been impacted negatively by the quarrels and insults between the students, which could impact [the students'] decisions, affecting both the keeping of present students and the attraction of potential students and the attitudes of other public that may affect funding to the university especially my university [which] is a private institution”. P18 (22yrs, female, Saudi, 2)

Other participants considered the reduction in the number of international students and the flow of foreign currency, for example:

“Definite influence, consumers' misbehaviour influences the brand image in a negative way, but not dramatically at least in my university. But if violence increases, then the negative impact would influence the reputation and the image of Jordanian universities as well as Jordanian higher education”. P15 (22yrs, male, Yemen, 4)

Alternatively, other participants stated that the brand image of their university would not be affected by consumers' misbehaviour. The following statements illustrate this:

“Yes, only verbal violence and I think this type of violence takes place in almost all universities around the world and not just in Jordan. My university is private, so it is profit-oriented so they try to treat their students as their most important asset. I feel, sometimes, I am treated in a luxurious way”. P15 (22yrs, male, Yemen, 2)

“I do not think so because I see more and more international students from different countries and I see more students mainly from the Gulf countries

and more from Palestine and, lately, I have seen many students from Syria and Iraq. If they did not like it here, they would not come". P17 (21yrs, male, Kuwait, 4)

My University looks to us international students as so important and they treat us like good customers because we are almost more than half of the university and it is private so we feel treated to five-star service and the university cares about its image and reputation. P8 (22yrs, male, Palestine, 4)

This can be related to several responses from interviewees who stressed that the negative impact on the brand image will reduce the patronage of international students. The behaviour of students with respect to Jordanian universities is found to be changeable depending upon the nature of information they receive (positive or negative) which in turn change their standpoints and ultimately their behaviour. Students who are pleased with their universities showed positive effects on their willingness to recommend the university after graduation to other prospective students (Pampalon, 2010; Ko & Chung, 2014). When students receive positive or negative new information, they may amend their views, and subsequently their behaviours toward a university. In contrast, Ko & Chung (2014) point out that satisfaction of students who were pleased with their universities showed positive effects on their willingness to recommend the university after graduation and pursue a further degree in the same school or donate to the school.

It could be assumed from the data that some interviewees' universities had been affected by consumers' misbehaviour, damaging their brand image. Some participants believed that their university has been impacted negatively by quarrels and insults among the students, while others believed that their university's brand image was not significantly affected by consumers' misbehaviour. Regarding problems of dissatisfaction and negative perception, Institutions were perceived negatively, encompassing the criticism, switching to other institutes, and complaints about internal as well as external agencies (Oshima & Emanuel, 2013). Therefore, institutions need a distinguishing element to maintain existing customers and attract new ones that will make consumers identify and buy their products, for example, a successful brand, creating and building brand awareness, reaching consumers' minds, and encouraging them to develop a preference for the brand, are important steps in ensuring a successful brand (Keller, 2009). Perception of consumers' misbehaviour on the participants' university brand image

could be negatively influenced by consumer misbehaviours that may diminish the image of a specific university and reflect on the financial income of the university. However, an argument advanced by one participant was that the effect of consumers' misbehaviour is not always negative; it could be positive and useful in many cases, as the consumers' misbehaviour is not always wrong. This is in line with Fisk et al. (2010) who also agree about positive functions of consumer misbehaviour activities. Misbehaving customers may be fighting against an injustice in the university, demanding the hiring of highly qualified staff, and increasing the purchase of surveillance cameras and control equipment, for example:

“It is not always the case that consumers' misbehaviour is negative. There are sometimes advantages. Consumers' misbehaviour could force universities to hire more security, which could reduce unemployment. Jordan has a high unemployment rate and it could pressurise the institutions to hire highly qualified staff and employees who are able to deal with the consumers proficiently. In addition, they could lead to an increase in the sales of surveillance cameras and control equipment, which would again lead to the hiring of more workers. Finally, consumers' misbehaviour is not always wrong. They may be fighting against the injustice of the university when bad employees are not doing a good job”. **P24 (22yrs, female, Bahrain, 4)**

5.3.1 Theme Seven: Proactive Strategies to Combat Consumer Misbehaviours

A final theme to emerge from the interviews was proactive strategies to combat consumer Misbehaviours. Here several themes emerged from the interviews, which included:

- (i) political and economic;
- (ii) Cultural and Social;
- (iii) Legal;
- (iv) Environmental (Academic);
- (v) Technological

Table 5. 7: Suggested Solutions to Consumer Misbehaviors in JHEIs

Literature Theme	Field theme	Sub-Theme
Suggested Solutions to Consumer Misbehaviors	Political and Economic	Democracy; freedom; not to side with party over the others; respect students' selections of their representatives; give more authority to schoolteachers; politicians intervene; statesmen intervene; internal affairs; men military service. Install cameras; job creation; reduce unemployment; hire security-personnel; and more authority
	Cultural and Social	Stop connection & favouritism; increase loyalty to Jordan; activate the positive role of tribes; eliminate the use of tribal leader connections and increase religious education to kids
	Legal	Strict law; punishment; issuing certificate of good manner; and make and apply fair; and just rules
	Institutional Environment	Offer special courses; increase acceptance level and criteria; increase numbers & role of security; hire volunteers' secret security; code of ethics; genders separation; increase credit hours; fair system; just system; competent staff; hire administrators; dismiss students; proficiency exam; religious education; increase loyalty among children to public property; increase family role; teachers role; offer good education; put on extracurricular activities; reduce administrative corruption; teach the young to respect others and the law and prerequisite exam (proficiency exam)

	Technological	Using technology; taking pictures of fights; and spreading fights on line; phone family members for help when a fight takes place and technology is used the wrong way not the positive way
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5.3.1.1 Political and Economic

Participants largely felt that the most important type of strategy to combat consumer misbehaviour was political. For example, participants recommended that universities need to practise democracy and freedom among students, give more authority to school teachers, not side with one party over others especially during student union elections, and respect students' selection of their representatives in college. Some other participants also mentioned to not allow politicians and statesmen to intervene in the internal affairs of the university, and support a return to military service for young men. This is in line with Miller (1995) who emphasises that educational institutions need to be prepared to handle unexpected turbulence, which could be social or political in nature. Furthermore, Knoll & Tankersley (1991) similarly argue that factors increasing customers' misbehaviour include politics. Some of these external interferences are mostly political. According to Buckner (2013), Jordanian universities are not immune from external political pressures. One participant stated that offering more freedom to students to express their feelings and give more authority to school teacher could reduce consumers' misbehaviour. He commented:

“Universities need to pressure the government to stop giving unfortunate students' free enrolment and scholarships from the royal court of Jordan. Stop low-grade students from becoming university students and they need to increase the security personnel as we have at my university. Democracy and freedom can reduce violence, as they allow students to express their feelings, as can justice and fairness among the community and students; finally, have strict laws and implement them. In the long run, educate students at an early age, bring awareness of violence to families and teachers, and get religious leaders to talk about the issue at their places of worship”. P13 (21yrs, female, Bahrain, 4)

As one participant commented when it comes to student elections, clans and politics come into the voting process, leading to fights between students, and more aggravation later.

“... and such a case has already come in front of me; there was a strong quarrel between Jordanian students who were the sons of the tribes and

students who were Jordanians of Palestinian origin during the student council elections, and the tension among them remained for more than a month". P14 (22yrs, female, Kuwait, 2)

One participant did offer a brief solution:

"Fill leisure time with targeted activities that are useful for the students. Implement the law strictly and stop all kinds of tribal and political connections". P19 (20yrs, male, Yemen, 2)

However, a participant felt that:

"Politicians and statesmen should not intervene in the internal affairs of universities, but encourage a return to military service for men to increase their patriotism to Jordan. Also, the Ministry of Higher Education needs zero tolerance because these [consumers' misbehaviour] could damage Jordan's relationship with other countries that have students studying in Jordan, which makes the Jordanian government embarrassed of their consumers' misbehaviour". P20 (21yrs, male, Qatar, 2.5)

It is interesting to note that political reasons were given by the participants for consumers' misbehaviour. Common reasons cited in this category include the Arab Spring, poverty and the Syrian civil war. It can be seen that educational institutions need to be prepared to handle unexpected turbulence, which could be political in nature. The political situation in the Middle East is also an important factor that attracts students to Jordan and should be borne in mind when considering all the proactive options (see 5.1.1).

"The wars in the Middle East force many students and families to escape their countries to Jordan. If you look to Jordan, you will find that all the countries around Jordan are unstable and unsafe which make them come to Jordan because of greater safety and security". P17 (21yrs, male, Kuwait, 4)

Considering the discussion above, it shows that politics has a role to play when seeking solution to campus violence. Therefore, distinguishing political affairs and the undue interference from university policies will go a long way in averting campus violence.

According to Faek (2013) the economic hardships felt by many Jordanian people has led to misbehaviour that culminated in the destruction of public property, including that of universities (see also Ghoneem, 2012). In contrast, economic-founded studies focusing on the business cycle purport that in times of recession and, thus, high

unemployment, societal deviance significantly increases in magnitude (Arvanites & defina, 2006). Here the participants suggest that economic attributes are important for solving consumer misbehaviours and improving consumer's misbehaviour by creating more jobs and reducing unemployment, and paying for the installation of surveillance cameras. This is in line with Harris & Daunt (2013) who proposed solutions to consumer misbehaviour such as ensuring social justice and equality of income.

For reasons already explained, international students are important to Jordan because of its limited resources, which make it dependent on foreign aid. The public universities, dependent on government funding, have further financial problems.

One participant commented:

“Jordan suffers from high unemployment and creating more jobs [e.g. as security guards] for Jordanian families could reduce frustrations within the country of Jordan. Many college graduates are without jobs which make their friends who study see their future as depressing”. P4 (20yrs, male, Oman, 2)

Other participants agreed that the main difficulties were economic:

“Offering more work even for college students could help poor students who sometimes fight to express their frustrations and depression, especially when they look at rich students who come from the rich Gulf States”. P25 (22yrs, female, Iraq, 4)

5.3.1.2 Cultural and Social

Fullerton & Punj (1997) highlight how such societal ambivalence reinforces misbehaviour, forming a cycle of deviance, which becomes progressively entrenched within the culture of consumption. This was represented among the participants who emphasised social solutions to consumer misbehaviours in the short and the long term, such as stopping the use of connections and favouritism, re-aligning the role of tribes, eliminating the use of tribal leaders' connections and increasing religious education for children at an early age to respect the law, for example:

“As I said before, [universities in Jordan need] strict laws and must stop the use of connections and favouritism. This is where the problem begins. Also, having cameras all over the university; raising kids the right way and educating them on how to respect the law. Offering justice to all students

would reduce violence. Offering jobs to poor students and teaching special courses about a code of conduct”. **P6 (22yrs, female, Palestine, 4)**

*“Stopping connection; tribal leaders and other community leaders should work together to increase the positive side of the tribe not to use their tribes for personal negative benefits. The Jordan government depends a lot on tribal power and it should encourage them to educate their kids to respect these institutions and the law”. **P10 (22yrs, male, UAE, 4)***

Another participant felt that tribal leaders and both Muslim and Christian community leaders should encourage their followers to respect and become loyal to the country of Jordan first and foremost. As one commented,

*“Jordanian students should be taught to be more loyal to the nation and to the country of Jordan, not limited in their minds to a specific area or group of people”. **P11 (22yrs, male, Palestine, 2.5)***

Another participant felt that increasing religious education and teaching children at an early age to respect the law would reduce campus violence. The following statement illustrates this:

*“Increase religious education, in addition to the effective role of family education, and the role of the family and the university. Teach kids at an early age how to respect others’ opinions and respect the law”. **P9 (22yrs, male, Thailand, 2)***

Also, there was complete agreement among the participants that academic strategies were important. The following statement illustrates this:

*“[Away] to reduce campus violence would be through giving educational lectures for new students. There should also be the separation of genders to reduce harassment, and cameras should be put up in the colleges. Strict laws should be applied against all perpetrators of violence. The Ministry of Education should start programs to educate students at an early age on how to reject violence and to be more tolerant when having problems and engage in dialogue”. **P8 (24yrs, male, Palestine, 4)***

These thoughts are in line with Alshoraty (2015) who argues that the prevalence of cultural tribal solidarity, weak culture of dialogue, and lack of concentration on the values of tolerance and forgiveness are all drivers of consumer misbehaviour and need to be mitigated by education and the deterrence of rules and regulations.

5.3.1.3 Legal Factors

Participants highlighted the importance of legal strategies in enforcing strict laws and punishments against consumers' misbehaviour. Legal consultations would encourage students to understand their rights when they enter college, following an appropriate code of conduct. This is consistent with Mills & Bonoma (1979 p. 445), who argue that deviant behaviour in a marketing literature is that society considers inappropriate, illegal or in conflict with societal norms. Consequently, universities could issue a certificate of good manners and apply fair and just rules. For example:

“Make strict rules and regulations that will punish the violators and universities should offer a course on a code of ethics or code of conduct”.
P3 (22yrs, male, Saudi, 1)

“Having strict laws and implementing them can force students to respect and fear them. In the long run, educate students at an early age to respect the law and bring awareness about violence to families and teachers and make religious leaders talk about this issue in their places of worship. Universities need to issue a certificate of good manners when students finish college”.
P13 (22yrs, female, Bahrain, 3)

Other participant believed that a fair and just system would make students feel they were treated equally, which could improve consumers' misbehaviour:

“Many students I think feel they are not treated equally and in this case, a just and fair system that makes students feel treated fairly could reduce campus violence in most Jordanian universities because most of these violent acts are made because many students feel injustice”.
P18 (22yrs, female, Saudi, 2)

Participants also mentioned that most universities' top management are chosen according to different agendas, which make them unable to do a good job both academically and management-wise. Therefore, they may not be able to resolve the problems facing these universities because they were chosen by the government for political reasons rather than their qualifications. McCalman (2007) argues that incivility is likely to take place in the classroom when the instructor's qualifications do not meet the students' expectations. This is corroborated by Berry & Seiders (2008) who also highlight the existence of 'rule breakers', who readily ignore company rules and policies and who frequently seek situations for their own personal gain.

5.3.1.4 Environmental (Academic) Factors

Alsubaihi & Rawajfeh (2010), argue that consumer misbehaviour stems from students' feelings towards university procedures being unjust, and their uncertainty about the future. Participants' reasons cited include: university staff being unjust and unfair to the students, student union elections, the decline of the education system, low grades, leisure time, some disciplines accepting low-grade students, the number of admissions, academic staff, the outcomes of the pre-university stage, and unwillingness to deal with consumer misbehaviour. Participants blamed students who come from low-quality high schools, socially unprepared to mix with other students, especially those from remote areas. These correspond with the provocative situational factors and negative attitudes towards exchange institutions that are highlighted by Fullerton & Punj (1997).

Many participants believed also that the most important strategy for reducing consumer misbehaviours would be through the academic environment, with education initiatives taken by the universities. Thus, some participants' suggestions included offering special courses and proficiency exams, dismissing students, increasing the level of criteria for acceptance, and hiring competent staff and administrators. Other participants suggested increasing the number and role of security personnel, separation of genders, increasing the number of credit hours in some colleges, providing a code of ethics, building fair and just systems, increasing religious education, and increasing respect among children for public property. While other participants suggested increasing the role of the family, offering good school education, increasing tuition fees, reducing administrative corruption and educating children in religious tolerance. For example, one participant stated that:

“Keep students busy doing a lot of homework and make them feel well respected and educates them about how to respect others even if they have different points of view. Also, increase the number of credit hours in some colleges and raise social awareness, and be rigorous in taking the necessary measures and sanctions. Increase cooperation between the Ministry of Higher Education and the Ministry of Education so as to find ways to educate students on how to respect the code of ethics in colleges”. **P15 (22yrs, male, Yemen, 3)**

Another participant blamed the education system of JHE in accepting low-grade students who come not to study, but to play around and have fun and therefore suggested that:

“Universities need to stop low-grade students from becoming university students and increase security personnel as we have at my university. Also, instructors need to be more serious when it comes to teaching and not accepting connections to their relatives and friends. This makes good students feel unjustly treated”. P11 (21yrs, male, Palestine, 4)

One participant wanted to give more authority to the university to dismiss misbehaviour customers without warning:

“They are like a cancer among the students; if they are not eradicated, they will spread to the rest of the body of the university. ... Stop connection and add more security and cameras. In the long run, [provide] good education and activate the good role of the tribes and families because these things are so important in Jordanian society; clarify the concept of tribalism to the new generation; [encourage] clan elders to urge youth not to resort to violence, as it detracts from the value of the clan... clans must maintain the value of their important role and be active in the community”. P16 (22yrs, male, Syria, 2)

Another participant agreed that applying strict laws to all students in a fair and just way would reduce campus violence. The following statements illustrate this:

“Educate students before they enter university on the effects of violence on the students and the university as a whole, and make decisions regarding violence. Hire more qualified security personnel and have a qualifying exam as a prerequisite for entry. Find a way to stop the use of connections and implement the law with full fairness and justice. If those are not implemented, there will not be many international students studying in Jordan in the long run. Let the community leaders have a positive influence on campus violence rather than siding with the misbehaved customers”. P19 (20yrs, male, Yemen, 4)

“Be serious in applying the law in campus, stop the use of connections among students, and increase the admission grades. Also, try to hire highly qualified academic teachers and other staff. Increase the tuition fees, which will help bring better qualified students”. P22 (22yrs, male, Germany, 1)

The above suggestions might assist the decision makers in dissipating the identified link between deviant experience and deviant intent through mechanisms of actively terminating or preventing offending customers from patronizing the university, thus

reducing customers' opportunity to commit future misdemeanours and learn from such experiences (see Daunt & Harris, 2011).

5.3.1.5 Technological Factors

Some participant blamed the Internet and the media for making consumers' misbehaviour into a big issue and over-exaggerating the problem. This appears to be partially consistent with consumers' misbehaviour, which is usually based on subjective evidence. This is corroborated by Mahafza (2014) who also proposes a solution to reduce campus violence by launching awareness campaigns among students concerning the negative aspects of student violence by using different methods of awareness in reaching students. One participant argues that the media should be controlled by government to reduce the over-exaggeration when it come the consumer misbehaviour. For example:

“Jordanian government should not allow anyone to write whatever they feel because they could write wrong information intentionally or unintentionally for the purpose of spreading false rumours especially during this time where tension is high in the Arab world. I think this is one of the reason why many Gulf countries have banned the use of many of the social media”.P13 (21yrs, female, Bahrain, 3)

Another participant also argues the importance of using technology in reducing consumer misbehaviour. An appropriate and effective use of security technologies could enhance safety in campuses. In contrast, it was mentioned by one participant that Technology can be used in the wrong way by consumers, who use their phones to take pictures of small fights and spread it all over the Internet or take covert pictures of female students.

5.4 Summary of Findings and Discussion

This chapter repeats on the findings from the qualitative empirical, semi-structured interviews. This chapter also discussed the findings in the light of the literature reviewed. Firstly, the phenomenon of consumers' misbehaviour perceptions and its extent at the Jordanian higher education institutions was discussed along with activities of consumer misbehaviour. The major drivers of consumer misbehaviours in JHE were repeated as well as the JHE's difficulties in controlling consumers' misbehaviour. Exploring the impact of consumers' misbehaviour on the brand image of JHE such as the positive impact of consumers' misbehaviour, perceived brand image of Jordanian

universities and perception of consumers' misbehaviour on the participants' university brand image were debated. The last theme focused on participants' suggestions to tackle consumers' misbehaviour.

The next chapter offers overall conclusions and describes the fulfilment of the research aim and objectives. Contributions to knowledge, and limitations, also presented. The Chapter concludes by offering an overall conclusion and recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Chapter Introduction

This final chapter revisits the aim and objectives of the study, as well as the research questions. It indicates the study's conclusions, contributions to knowledge, its limitations and offers practical recommendations and suggestions for further research.

6.1 Summary of major Findings as it aligns with Aim and Objectives of the study

The aim of this study is to explore the influence of consumer misbehaviour on the perceived brand image of JHEIs and more specifically from the perspective of international students attending Jordanian universities. After reviewing the relevant literature on consumer misbehaviour and the JHE sector, 25 semi-structured interviews were conducted with international students to gather relevant information and fulfil the following objectives. Some unique factors, which have not previously featured in the marketing literature, have emerged from the data thus revealing new drivers and consequences of consumer misbehaviour and their impact on the perceived brand image of JHEIs.

The aim was facilitated by a number of objectives, these being:

Objective 1. To critically explore the incidences of consumer misbehaviour in JHEIs, with analysis to the causes of consumer misbehaviours in JHEIs.

This objective consists of two issues: critically evaluate the incidences of consumer misbehaviour in JHEIs and analyse the reasons of consumer misbehaviours in JHEIs.

International students' opinions regarding how common and widespread the phenomenon of consumer misbehaviour IS in Jordan are discussed. Firstly, many participants felt that the consumer misbehaviour phenomenon and its extent have increased in JHEIs. There have been many factors, which have been conclusive and are related to the nature of a tribe. This means Jordan is a country filled with people belonging to different mixed cultures, which in fact bring a change among students who are studying in a university.

Moreover, international student's perceptions of consumer misbehaviours offered a range of descriptions concerning the nature of consumer misbehaviour definitions.

In agreement with existing literature, the majority of participants recognised consumer misbehaviour as verbal altercations, psychological harm, killing, blackmailing, and fabrication of problems, destructions of property, vandalising and racial acts against one or more (Lovelock, 1994; Harris & Reynolds, 2003; Baccarani & Brunetti 2011; Akkawanticha et al., 2015; Liao et al., 2015). Some others recognised consumer misbehaviour as: rule breakers contradicting the ethical norm, disrespectfulness, unruly behaviour, bullying, trouble maker, assaulting, violent, and criminal acts. While others recognised it as: discriminating tendencies, intimidation, physical threats, dismay and aggression, sexual assaults, psychological and emotional assaults, coercive tactics, encroaching others privacy and tribal brawls.

Also, similar to the published literature on consumer misbehaviour, a few participants also recognised consumer misbehaviour as rule breaking, contradicting ethical norms, being disrespectful, behaving unruly, bullying, trouble making, assaulting, and acts of criminality (Wilkes, 1978; Lovelock's, 1994, 2001; Fullerton & Punj, 1997; Maraga & Oehring, 2013). However, in contrast to the literature, a few participants recognised consumer misbehaviour as discriminatory tendencies, intimidation, physical threats, dismay, aggression, sexual assaults, psychological and emotional assaults, coercive tactics and encroaching others privacy. The distinctive additions to the literature arising from this study, in terms of the descriptions of consumer misbehaviour, included laziness towards studying and tribal brawls.

A key theme to emerge from the interviews was the types of consumer misbehaviours; the participants gave varying types of consumer misbehaviour. During the analysis, several themes emerged from the interviews and these include: verbal and psychological abuse, physical assault, sexual harassment, property damage and social and tribal conflicts.

Data obtained from the international students, shows various types of consumer misbehaviour that have emerged based on their perception of what consumer misbehaviour is. In agreement with existing literature, the vast majority of the

participants reported that the types of consumer misbehaviour range from mild verbal abuse to severe harm resulting in psychological damage, injuries and death through intentional acts. This is similar to the published literature on the type of consumer misbehaviour (Harris and Reynolds, 2003; Fullerton & Punj, 2004; Loveluck, 2011). A few participants also recognised the type of consumer misbehaviour as inconsiderate conduct, or simple abuse, to the extent that all universities were negatively affected (Altbach et al., 2011; Barakat, 2008; Ceobanu et al., 2008). The distinctive addition to the literature arising from this study, in terms of the types of consumer misbehaviour in the JHEIs, is continuation of social and tribal conflicts. These descriptions and themes helped to answer the first research question: What are the incidences of consumer misbehaviours in JHEIs? These answers fulfil the second part of the first research objective: to evaluate critically the incidences of consumer misbehaviour in JHEIs.

A key theme to emerge from the interviews was the drivers/causes of consumer misbehaviours; the participants gave varying drivers of consumer misbehaviour. During the analysis, several themes emerged and these include: family and clan, cultural/social issues, university operational activities and political and economic. See table 5.4.

Participants recognised various drivers as the main rationale for campus violence. In agreement with the existing literature, some of the examples included exotic looks, personal matters, little faith and morality, masculinity, alcohol and drugs and no commitment to education (Freestone & Mitchell, 2004; Harris & Reynolds, 2004; Momani et al., 2014; Akkawanticha et al., 2015). Furthermore, similar to the literature on consumer misbehaviour, others identified different drivers such as an inability to adapt to a new environment, lack of awareness, no fear of punishment, childish acts, retribution and revenge, and low tolerance (Huefner & Hunt, 2000; Harris & Reynolds, 2004; Harris et al., 2005; Veres & Jackel, 2010; Daunt & Harris, 2012a; Yaseen & Ajlouni, 2013; Douglas, 2014). The distinctive additions to the literature arising from this study, in terms of the drivers of consumer misbehaviour, included jealousy of rich international students, student union elections, students' relationship with the authority, connections and favouritism, cultural norms attributes and academic attributes (Lovelock, 2011; Maraqa & Oehring, 2013; Akkawanitcha et al., 2015; Liao et al., 2015). Moreover, differences between regions of origin: the analysis of the participants' answers shows that there were competing views among the participants

regarding whether students who come from desert backgrounds have a greater tendency towards violence than those from other backgrounds. This implies that consumer demographics may have a relative effect on misbehaviours; consumers' variances in behaviour may alter in accordance with the individuals, cultures, context and geographical locations (Fullerton & Punj, 1997). It was clear that none of the participants believed that students from city backgrounds were likely to provoke campus violence. There were mixed opinions on whether students from villages and refugee camps were more likely to exhibit consumer misbehaviour and provoke brawls. This analysis receives support from different ideas of various scholars who found consumer misbehaviour to be common amongst male students, students from desert areas and students with a low income (Buckner, 2013; Momani et al., 2013; Yaseen & Ajlouni, 2013; Mahafza, 2014).

Finally, academic disciplines such as Humanities and Scientific are important drivers of consumer misbehaviour. The vast majority of the participants agreed that students in the humanities had a greater tendency to engage in campus violence. A few believed that those studying scientific disciplines would commit or provoke campus violence, and even fewer felt that there is no difference between the disciplines in regard to campus violence. This was supported by Al-Adwan, (2010), Ghoneem (2012), and Alshoraty (2015). These descriptions and themes helped to answer the second research question: what are the drivers/causes of consumer misbehaviours in JHEIs?

Objective 2. To understand the challenges confronted by the Jordanian higher education sector due to consumer misbehaviours.

This research has provided a detailed examination of the challenges confronted by the JHEIs. A key theme to emerge from the interviews was challenges in controlling customers' misbehaviour; participants indicated many challenges behind the difficulties that face JHE in controlling customers' misbehaviour at JHEIs. During the analysis, several themes emerged from the interviews and these include: family and clan, lack of rules and regulations, institutional policy, economical. See table 5.5.

Trouble controlling consumer misbehaviours was identified as a problem by most participants, stating that consumer misbehaviours were violent and that this behaviour was increasing. In addition, participants noted that the JHE Ministry was incapable of

stopping this behaviour for a number of reasons such as lack of deterrents, low commitment to the HEIS and an absence of strong rules and regulations. Some of these challenges were in agreement with the extant literature (Fullerton & Punj, 1993; Reynolds & Harris, 2006; Buckner, 2013; Yaseen & Ajlouni, 2013). As included in the published literature on consumer misbehaviours, there were factors found such as: no affiliation with the institution, no strong rules and hiring the wrong personnel; these contribute to the phenomena of consumer misbehaviours (Bitner et al., 1994; Budden & Griffin, 1998; Reynolds & Harris, 2006; Jackel & Veres, 2010). However, the distinctive additions to the literature arising from this study, in terms of the descriptions of consumer misbehaviours, included: interference and favouritism, tribal, lack of penal code, not implementing Islamic law and abusing connections (ie.) “Wasta”. These descriptions and themes helped to answer the third research question: How do JHEIs deal with the challenges confronted by consumer misbehaviour?

Objective 3. To critically analyse the implications of consumer misbehaviours on the brand image of JHEIs.

The empirical data collected from international students shows the implications of consumer misbehaviour on the brand image of JHEIs. A key theme to emerge from the interviews was how consumers’ misbehaviour influences the brand image of JHE; the participants gave varying influences of consumer misbehaviour. During the analysis, several field themes emerged from the interviews and these include: personal-damage, academic, economic and political, social, brand image and the reputation of higher education and national image. See table 5.6.

Consumer misbehaviours have a substantial negative influence on the brand image of the Jordanian higher education sector. In agreement with the extant literature, participants stated that as a result of these misbehaviours people could be hurt; students could go to jail and receive a criminal record, get in trouble with their families and find it hard to get work in the future (Barich & Kotler, 1991; Parameswaran & Glowacka, 1995; Landrum et al., 1999; Al- Baldwin, 2009; Shweihat & Akroush, 2010; Chen & Chen, 2014). Also similar to the published literature on consumer misbehaviours and perceived brand image, findings revealed students as being unable to achieve their goals, hiring low qualified staff, economically harming the surrounding community, harming businesses, negatively impacting on tourist facilities, reducing international

students and the flow of foreign currency (Parameswaran & Glowacka, 1995; Hennig-Thurau et al., 2001; Cox et al., 2014). However, in contrast to the literature, the reduction of international students and the flow of foreign currency and students could be suspended or dismissed (Krug et al., 2002; Buckner, 2013; Mahafza, 2014). The distinctive additions to the literature arising from this study, in terms of the descriptions of consumer misbehaviours and their impact on the brand image of institutions, included harm to the image of JHE, good staff leaving, international students becoming scared to study in Jordan and the brand image of JHEIs was impacted negatively.

Correspondingly, consumer misbehaviours have a substantial negative influence on the brand image of Jordanian universities. After analysing the participants' answers to this theme, the researcher found that it could be categorised as perceived brand image of Jordanian universities. In agreement with the existing literature (Johar & Sirgy, 1991; maraga and Oehring, 2013), the vast majority of participants believed that the brand image of Jordanian universities has been negatively impacted and badly damaged; it is believed to be a poor brand image, the universities are seen as unsafe places and students feel scared to study there. These universities experience a lot of violence, damaging their brand image and spreading negative word of mouth by the consumers' misbehaviour, but at different levels. In contrast to the literature, certain participants commented that consumer misbehaviour, affecting the brand image of Jordanian universities, is not the same across the whole country; suggesting that consumer misbehaviour is most dominant in remote universities where tribalism is more prevalent, compared to universities in the big cities (Chen, 2010; Hanzae & Asadollahi, 2012; Hamilton et al., 2014). Furthermore, perception of consumers' misbehaviour on the participants' university brand image also was negatively impacted. In agreement with the existing literature, an emphasis was placed on the negative image leading to a reduction in the number of international students' enrolling, resulting in loss of income and less university funding (Zeithaml et al., 1996; Chen and Chen, 2014).

Accordingly, the themes were explained in terms of identifying their influence on consumer misbehaviours, thus answering the third research question: How do consumer misbehaviours affect the brand image of JHEIs?

Objective 4. To investigate potential solutions to help mitigate the causes of consumer misbehaviours in JHEIs.

An in-depth empirical study was conducted to investigate potential solutions to help mitigate consumer misbehaviours in JHEIs. A key theme to emerge from the interviews was proactive strategies to combat consumer misbehaviours; participants indicated many proactive strategies behind the difficulties that face JHE in controlling customers' misbehaviour in JHEIs. During the analysis, several themes emerged from the interviews and these include: political and economic, political, legal, environmental (Academic) and technological. See table 5.9.

Proactive strategies to combat campus violence and prevalence of consumer misbehaviours are reduced through tougher enforcement of rules and regulations. In agreement with the extant literature (Bitner, 1992; Fullerton & Punj, 1993; Harris & Reynolds, 2003; Daunt & Harris, 2012b; Harris & Daunt, 2013; Bergman, 2015), the majority of the participants recommended solutions to reduce consumer misbehavior such as not to allow politicians and statesmen to intervene in the internal affairs of the university for personal reasons; creating more jobs and reducing unemployment, paying for the installation of surveillance cameras; legal consultations to encourage students to understand their rights when they enter college; and to follow an appropriate code of conduct. Participants also recommended that universities could issue a certificate of good manners and apply fair and just rules. In addition, similar to the published literature on mitigating consumer misbehavior, other participants suggested: increasing the number and role of security personnel, providing a code of ethics, building fair and just systems, and increasing respect among students for public property (Drennan et al., 2007; Harris & Daunt, 2013; Assaad, 2014). Additionally, participants suggested increasing the role of the family, offering good school education, reducing administrative corruption and educating students about religious tolerance. In contrast to the literature, some participants' suggestions included: dismissing students, improving the entry level of qualification and hiring competent staff and administrators (Herrmann, 1993; Kowalski, 1996; Bechwati & Morrin, 2003; Sourrig et al., 2009).

The distinctive additions to the literature arising from this study, in terms of mitigating consumer misbehavior, are: universities need to allow students their rights to freedom and democracy, give more authority to lecturers and avoid bias, especially during

student union elections, respect students' selection of their representatives in university, stop the use of connections and favouritism, re-align the role of tribes, eliminate the use of tribal leaders' connections and increase religious education for children at an early age to respect the law, offer special courses and proficiency exams, separation of genders, increasing the number of credit hours in universities with so much idle hours, increase religious education and support a return to military service for young men to teach students discipline.

Accordingly, the approaches were explained in terms of identifying ways of mitigating consumer misbehaviors, thus answering the fifth research question: What are the solutions for causing consumer misbehaviours in JHEIs? And securing the fourth research objective: To investigate potential solutions to help mitigate the causes of consumer misbehaviours in JHEIs.

Finally, by highlighting the four research objectives, the five research questions, the main research aim was achieved: exploring consumer misbehaviours and their influences on the perceived brand image of JHE, and more specifically for international students attending universities in Jordan.

6.1.1 Summary of the Key Conclusions of the study as it aligns with the research objectives.

To critically explore the incidences of consumer misbehaviour in JHEIs, with analysis to the causes of consumer misbehaviours in JHEIs.

Conclusion 1 Consumer Misbehaviour as a phenomenon occurs frequently within the JHEIs.

This conclusion is supported by the publication of Harris & Reynolds (2004), Momani et al. (2014), Akkawanticha et al. (2015), Buckner (2013), and Douglas et al. (2015) who state that consumer misbehaviour commonly occurs in service organisations such as HEIs. This conclusion is also supported by the majority of the international students who participated in the empirical study of this research. This conclusion implies that consumer misbehaviour, as a common phenomenon within the HE sector, needs to be mitigated and should be seriously addressed by HE managers and other stakeholders.

Conclusion 2 Consumer Misbehaviour activities within HEIs embody multiple types.

This conclusion is supported by the works of Douglas et al. (2015) and Alshoraty (2015) who list several types of consumer misbehaviour activities within service organisations, for example, HEIs. This conclusion is also supported by most of the participants of the empirical study who identified several activities of consumer misbehaviour within their campuses. This conclusion implies that activities of consumer misbehaviours should be carefully identified and curbed by the managers of Universities and other relevant stakeholders using diverse strategies.

Conclusion 3 Consumer Misbehaviour is driven by more than one driver within the JHEIs.

This conclusion is supported by the works of Ghoneem (2012), Douglas (2014), Mahafza (2014), and Alshoraty (2015), which identified several drivers within and outside of the university, as drivers of consumer misbehaviour. This conclusion is also supported by views of the participants of this study who named several factors as responsible drivers of consumer misbehaviour within their campuses. The implication of this conclusion is that a one-size-fits-all approach will not be an effective and efficient way of mitigating consumer misbehaviour activities as these activities are driven by different factors. Hence, university managers should consider these factors independently and address each factor using unique strategies.

To understand the challenges confronted by the Jordanian higher education sector due to consumer misbehaviours.

Conclusion 4 Several challenges constrain the control of consumer misbehaviour activities within the JHEIs.

This conclusion is supported by the research (e.g Yaseen & Ajlouni, 2013; Alshoraty, 2015; Chahal & Dalrymple, 2015), which concludes that the control of consumer misbehaviour is highly affected by several reasons such as family and clan; cultural/social issues; university operational activities and political and economic. The views of participants of this study further support this conclusion, as they all mentioned

different reasons as to why the control of consumer misbehaviour is not effective. This implies that university managers should be primarily concerned about the factors that impede the control of consumer misbehaviour and develop policies/strategies that can help overcome such constraints and, where necessary, collaborate with external stakeholders.

To critically analyse the implications of consumer misbehaviours on the brand image of JHEIs.

Conclusion 5 The brand image of JHEIs and the JHE sector is negatively impacted by consumer misbehaviour acts.

This conclusion is supported by the works of Shammot (2011), Shoham et al. (2015) and Douglas et al. (2015), who stress that consumer misbehaviour activities negatively impact on the brand image of the host country, HE sector and host university of international students. This was further supported by the results of the empirical findings where a majority of the international students emphasised how consumer misbehaviour activities have negatively affected Jordan, the JHE sector and their own individual university. This implies that the government, as well as HE sector leaders and University managers, should understand that consumer misbehaviours have negatively affected their country and establishments and, as a result, a great effort should be focused on redeeming their brand image by adopting methods of mitigating consumer misbehaviour activities.

To investigate potential solutions to help mitigate the causes of consumer misbehaviours in JHEIs.

Conclusion 6 PESTEL framework is a viable framework of establishing solutions that will curb consumer misbehaviour activities.

This conclusion is supported by the works of Harris & Daunt (2013); Daunt & Harris (2014), Madupalli & Poddar (2014), Bergman (2015), Kashif et al. (2015) and Douglas et al. (2015), who suggest solutions that encompass the following; political, economic, social, technological, legal and environmental as effective for the control of consumer

misbehaviour activities within the HE sector. This conclusion was also supported by participants of this study who provided possible ways of mitigating consumer misbehaviour activities. The methods identified by the participants include fall within the PESTEL framework. This implies that everyone identified as an authority within the framework will have to be directly involved in developing and implementing policies that will help curb consumer misbehaviour activities in JHE.

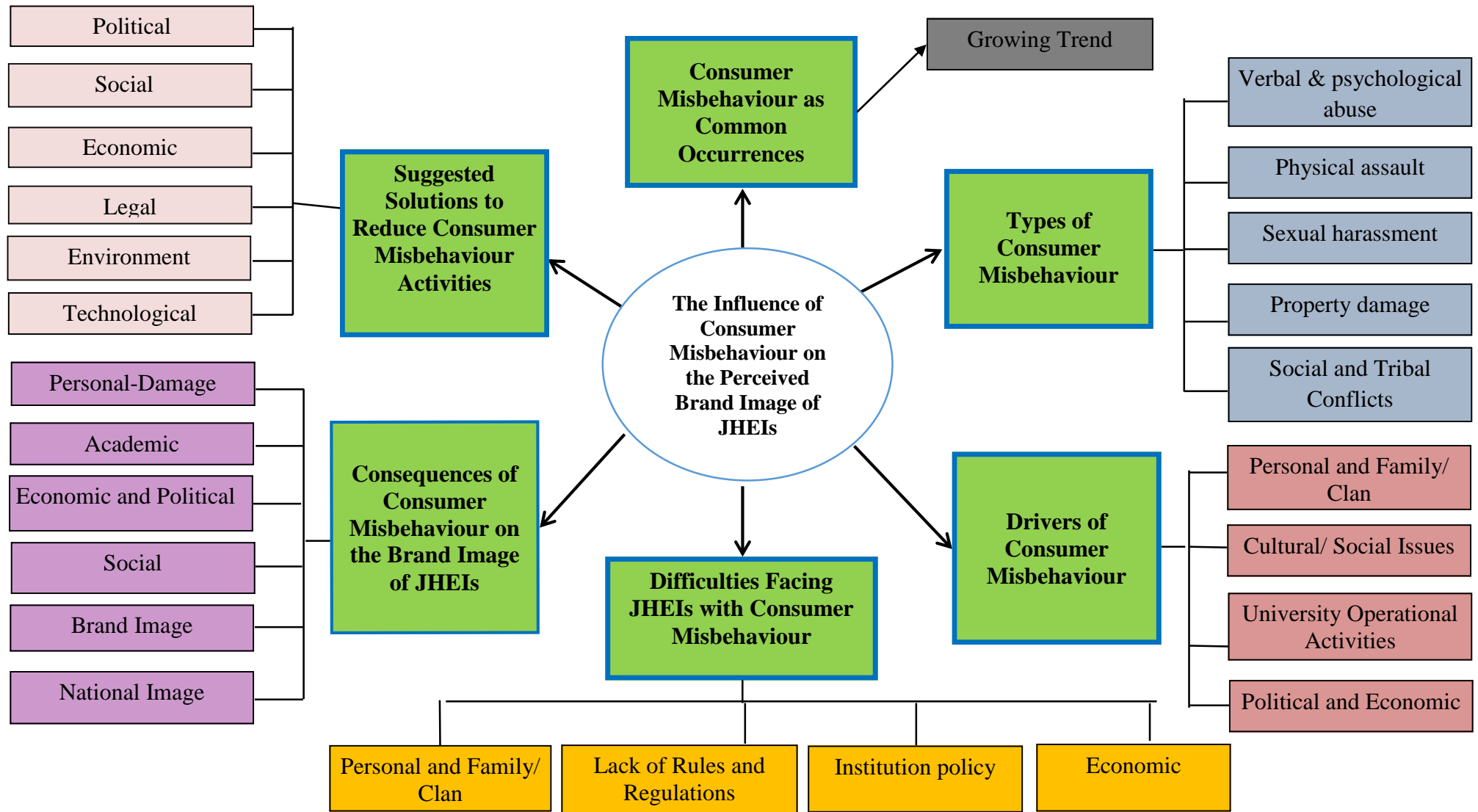
6.2 Contributions

This study has made a significant contribution to both academic and vocational practices, especially as it is the first exploratory empirical study to be conducted in the context of JHEIs. The following sections will present the main academic and vocational contributions in the form of recommendation made by this research.

6.2.1 Academic Contributions

The framework below, as shown in figure 6.1, highlights the academic contributions of this study as it attempts to fill gaps in the literature, hence contributing to existing knowledge.

Figure 6. 1: Conceptual framework



The academic contribution of this study relates to the methodological approach utilised towards the in-depth understanding of the drivers, types, and consequences of consumer misbehaviors and their impact on the perceived brand image of JHE. This study utilised a qualitative approach whereas most of the previous studies related to campus violence have used a quantitative approach (Al-Adwan, 2012; Ghoneem, 2012; Buckner, 2013; Momani et al., 2013; Yaseen & Ajlouni, 2013). This is evidenced by the above additional findings and differences noted in comparison to the existing literature. This, in itself, becomes a contribution, which could be very useful to academics, and researchers who tend to relate with more qualitative results and could be relevant to academic situations where it becomes important to compare results from different approaches. In this case, this would mean comparing qualitative research results from this study to quantitative results from other studies in the past. The findings of this study have added to existing theories by extending the knowledge of consumer misbehaviors and the brand image of HEIs in a developing nation with a specific cultural context and setting.

6.2.2 Recommendations for University Managers and Policy Makers (Vocational Contributions)

With an increasingly competitive market for international students in the region, JHEIs need to provide an optimum service. International education marketing to international students should be managed to enhance consumer satisfaction and raise perceived quality to help lead to positive brand image of the JHEIs. Hence, it needs clearly to define marketing strategies to increase its international student population and generate additional revenue to these institutions. It is well-known that consumer misbehaviors, when handled appropriately, can help in reducing the damage to brand image, improving consumer trust, commitment and retention and improving teaching and learning processes in the JHEIs sector. Otherwise, JHEIs would be unable to compete and attract more international students to Jordan, which would impact negatively on the JHEIs, as well as the Jordanian economy. In light of the findings, the following recommendations are suggested to Jordanian university managers and policy makers as well as other practitioners. If these activities are implemented, the students and the university community would feel safe, and consumers would become more indulged in

using services in this country, as it is one of the basic needs for Jordan, i.e. to develop educational system.

6.2.2.1 Policies and Enforcement

This study offers recommendations to Jordanian educational professionals for how to identify the original factors that motivate students toward misbehaviour so that they can modify educational programmes and create operational programmes to occupy students' free time in the university and get them actively involved in campus activities. They should also consider having strong rules and regulations that can be enforced in order to prevent students with low grades from enrolling and stop all types of connections and favouritism (i.e. eradication of corruption). With this in mind, the enforcement of these policies is applicable to everyone who contravenes within their implementation, regardless of their family or tribal background. Also, universities should look at the possibility of creating supervisory committees, which oversee student assemblies, regulate student elections and develop a workable mechanism in order to ensure just and democratic representation of students without intervention, promote student consciousness of democracy, accept the majority opinion and enforce strict control over non-student visitors who have no specific business on campus, especially during election time. Finally, universities should think about passing legislation, that criminalises violent acts that abuse university life; focus on the active and equal implementation of the law for all students and apply a zero tolerance approach to criminal acts; as well as preventing public demonstrations on campus without prior consent by university administrations and in accordance with legal conditions, ensuring the best interest of the university and its security.

If all of these suggestions are duly implemented, they could help reduce consumer misbehaviours and help the university display its brand in a positive light, since all of these could help to address issues that enhance consumer misbehaviours. If this recommendation is managed effectively and efficiently, it could help address the concerns of consumer misbehaviors. Finally, the act of separating males from females, by providing male-only and female-only classrooms with different times and place schedules and selecting different registration dates for male and female students could help to reduce consumer misbehaviors.

6.2.2.2 Engagement and Collaboration

Student engagement increases points of human contact with students. The university should think about developing processes that will foster collaboration and engagement. The study also suggests that it is important for education officials to establish committees under the Student Union to examine negative behaviours and places where they occur most frequently; universities should employ more police and help to make their job easier by installing surveillance cameras. They should also organise workshops providing training for Campus Police Staff on communication skills, problem solving and on how to manage emergencies. In addition to supporting the University Security Department by increasing the number of campus police and providing them with the necessary security tools.

Furthermore, it is important that universities consider how best the community can help to reduce consumer misbehaviors. They can do this by gathering local community leaders together to discuss the problem of violence and suggest appropriate solutions. Likewise, it is essential to activate the educational role of faculty members in the classroom to modify students' negative personality behaviours. If the community becomes involved in dealing with these issues, it could help deal with consumer misbehaviors effectively and efficiently; this is mainly because most of the causes of this behaviour are community related. Furthermore, the university authority should contemplate various measures of strengthening cooperation between administrators and faculty members to combat factors leading to violence. If all of these factors are well implemented, there is a strong tendency that it will help reduce consumer misbehaviors and help bring about other developmental strides, both within the university and outside.

6.2.2.3 Encouraging Good Conduct

Another recommendation of this study is that the university authority identifies ways of deterring consumer misbehaviors and having methods in place that will identify students who are involved in consumer misbehaviors, ensuring that such students do not have access to scholarships like other law-abiding students. The authorities should also consider other ways of encouraging good conduct, an example of such could be issuing a certificate of good conduct to students who adhere to developmental activities. This certificate will also serve as a recommendation of support for future employability. As a

part of encouraging good conduct, universities could also offer incentives for those students who want to pursue other degrees (MSc and PhD) while those who are involved in consumer misbehaviors are identified and refused such opportunities. As part of this, the university authorities can also invite the parents of both prospective and current students into the process of encouraging good conduct while consumer misbehaviors are condemned by all. Other rewards such as part-time job opportunities, awards and letters of recommendation can also be considered as factors they can use to encourage these students. University authorities should also ensure that the process is fair to all students, especially in academic terms, and that every level of inequality and bias should be discouraged from the academic process.

Furthermore, the authorities should take into account the socio-economic backgrounds of students to prevent connections and favouritism, restore employees to the 'Student Affairs Deanship' to be able to deal with student issues appropriately as this will enhance the pastoral care that is expected in the student experience process. The university should also make some effort in encouraging peer learning, both formally and informally, as this will go a long way in enhancing the student experience. Social aspects of the student experience should be considered by the university authorities, as this will not only keep students encouraged and engaged but also bring about cordial relationships amongst students. The expectations and responsibilities of the students, especially on campus, should be made known to the students and this should be reinforced throughout the process in a polite and respectful manner. Finally, the university should find a way of training and empowering both academic and non-academic staff in a way and manner that will enable them to deal with students amicably, where they can have the right to make decisions, when they deem it appropriate, to correct or prevent any consumer misbehaviors. If the employees are trained to deal with these situations adequately, there is the tendency that consumer misbehaviors and its consequences can be mitigated. This research, following the evidence from the empirical research and literature, is convinced that if all of these recommendations are well implemented they could bring about a high reduction in consumer misbehaviors and in turn develop the brand image of JHEI positively, both nationally and internationally.

6.2.2.4 Collaborating with all HE stakeholders (Governments, Communities, Families, and Groups etc.).

The aim of this recommendation is that HE managers realise that the task of reducing the activities of consumer misbehaviours in universities must be addressed with all relevant stakeholders. The university can achieve this by collaborating with all stakeholders including: families, government agencies, religious groups, host communities, tribal leaders and student union representatives etc. HEIs will have to present statistics of consumer misbehaviour activities to these stakeholders and explain the negative effect it has on the students, institutions, community, their faith and the country in general etc. All stakeholders should be adequately informed about their failures to take responsibility when they should have and policies will be recommended on how best they can all come together to see how good conduct as a focus can be discussed and encouraged amongst all current and prospective students. This recommendation will have some cost implications as would attract cost and time in seeing to its successful implementation. If this aim is implemented successfully, the occurrence of consumer misbehaviour will be mitigated significantly and other approach to be developed by the HE managers will become more effective.

6.3 Limitations of the Research

During this research, efforts were made to ensure the collection of high-quality data to answer the research questions and achieve the research aim and objectives. However, every research study is limited by the constraints placed upon the researcher and this study is no exception. The researcher has made every effort to overcome these limitations, which are indicated as follows.

There was little specific literature to review on how consumer misbehaviors affect the brand image of HEIs and there was no relevant literature dealing specifically with the Jordanian context. During the data collection period, the researcher had limited observation time for logistical reasons. In addition, the difficulty of accessing documentary and other sources associated with this study prevented the author from using them as supplementary evidence. Furthermore, since the study was based on the

perceptions of international students, interpretations were limited to their perceived reality. Respondents may or may not consciously conceal information, but may have imperfect recall, especially as they were asked questions about experiences that occurred in the past.

This limitation was minimised by the number of respondents (25), ensuring that interviewees differed in terms of their experiences and the time period involved. Interviewing female students, mostly from the Gulf nations, was not easy due to Jordanian and Gulf nations' traditions and cultural restraints, which restrict male researchers from interviewing female students in most cases. The Jordanian law does not permit unmarried persons (male and female) to come too close. Moreover, the context of the research, Jordan, has a unique political structure and regime and a culture, which is quite different from that in other countries of the world, so the results may not be entirely generalisable to institutions in different cultural and political contexts.

All things considered, this research has followed a suitable structure for the given topic, consumer misbehaviours, and has produced valuable data in qualitative format. It is clear that such valuable data would not have been obtained if data had been collected numerically.

6.4 Areas for Further Research

The findings of the current study recommend a number of opportunities for future research. This research has been conclusive and has developed some insights relating to consumer misbehaviors, and the impact of these misbehaviours on the brand image of Jordan and JHE in particular. Therefore, to help improve the perceived brand image of the JHE sector even further, the following recommendations for future research are made.

As this study was limited to two public and two private Jordanian universities, it is recommended that future research should consider a larger number of universities, as well as more remote locations. This could also build on the findings of this study and an indication of whether generalisation of the findings beyond this setting is possible. A future survey with Jordanian and none Jordanian students is necessary, to explore and

evaluate consumer misbehaviours occurrence, severity and its implications. Future research should explore consumer misbehaviors in different and contrasting contexts. In this regard, alternative services such as the Jordanian tourism industry would be most suitable. In addition, it is evidence that with all the previous consumer literature focusing on the consumer perspective on misbehaviour acts, future research could explore the misbehaviour acts of firms and their employees against consumers. Furthermore, this study could open up opportunities for research to be conducted in other areas such as psychology, sociology and marketing; this would provide more insight on the effect of consumer misbehaviour in another discipline. In addition, this study will provoke intellectual academic thoughts in other parts of the world such as Europe, Africa and Asia to review the concept of consumer misbehaviour and its applications in their own context. This can lay the theoretical foundation for negative customers' behaviour research.

6.5 Summary

This chapter has brought closure to the research, conclusions have been presented and these have been related to the initial aim and objectives of the study. This approach has allowed for a review of the initial objectives, which have been addressed. Issues surrounding the recommendation associated with the research have also been detailed.

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APPENDICES

Appendix 1: Distribution of universities in the twelve Governorates in Jordan

#	Governorates in Jordan	Public Universities	Private Universities
1-	Ajlun		Balqa Applied University; Ajloun National University
2-	Al 'Aqabah		Aqaba University of Technology (2011); Institute of Banking Studies; Aqaba Campus of the University of Jordan
3-	Al- Balq-a'	Al Balqa Uni	
4-	Al Karak	Muta University	
5-	Al Mafraq	Al Albayt Uni	
6-	Amman	Jordan university and German–Jordanian uni	Al-Ahliyya Amman; university Al-Isra; Al-Zaytoonah Uni; Amman Arab Uni; Applied Science Private Uni; Arab Academy for Banking and Financial Sciences; Arab Open Uni; Columbia University: Amman Branch; German-Jordanian Uni; Jordan Academy of Music; Jordan Institute of Banking Studies; Jordan Media Institute; Middle East Uni; Petra Uni; Philadelphia Uni; Princess Sumaya Uni for Technology; The World Islamic Science & Education Uni
7-	Al- Tafilah	Tafila Technical	
8-	Al- Sarqa'	Al Hashimeiah	Zarqa Private University
9-	Irbid	Yarmouk Uni and JUST Uni	Jadara University; Irbid National University
10-	Jarash		Jerash Private University
11-	Ma'an	Al Hussein Uni	
12-	Madaba		German-Jordanian; University:Madaba Campus; American Uni; New York Institute of Technology

Appendix 2: Academic Staff in the Jordanian Public & Private Universities 2013/ 2012

	Name of Universities & Established Year	Total/ Female staff 2013/ 2012
1-	The University of Jordan, 1962	1424/375
2-	Yarmouk University, 1976	859/157
3-	Mu'tah University, 1982	498/56
4-	Jordan University of science and technology, 1986	820/195
5-	The Hashemite University, 1992	499/127
6-	Al-Albait University, 1993	313/47
7-	Al- Balqa applied University, 1997	432/80
8-	Al- Hussein bin Talal University, 1999	247/26
9-	Al Tafila University, 2009	178/24
10-	Jordan- German University, 2005	181/92
11-	Al-Aliya Amman University, 1989	89/9
12-	Applied Science Un, 1991	119/19
13-	Philadelphia Un, 1989	91/10
14-	Al-Isra Un, 1989	270/83
15-	Petra Un, 1992	285/82
16-	Al-Saytoonah Un, 1993	254/64
17-	Sarga Un, 1994	231/45
18-	Irbid National Un, 1994	241/90
19-	Jerash Un, 1992	292/90
20-	Princess Sumaya Un, 1991	241/44
21-	Jordan Academy of music, 1989	110/21
22-	Education Sciences faculty, 1989	184/37
23-	Jadara Un, 2005	100/9
24-	Jordan Applied Un of hospitality, 1980	23/6
25-	Middle East Un, 2005	29/13
26-	Arab Open Un, 2002	51/17
27-	Amman Arab Un, 1999	No data
28-	Ajloun National Un, 2008	No data
29-	University of Banking, 1988	44/5
30-	Amman-Arab for Graduate studies, 2009	62/17
	Total of INS	10147

MoHESR (2013)

Appendix 3: International students enrolled in Jordanian Public & Private universities

	Name of Universities Established year	2008/09	2009/10	2010/11	2011/12	2012/13	Percentage of IS between 2013&09
1-	The University of Jordan, 1962	2767	2729	2694	2611	3641	32%
2-	Yarmouk University 1976	2517	2741	2930	3075	3300	31%
3-	Mu'tah University 1982	1469	1908	2222	1933	2026	38%
4-	Jordan University of science and technology, 1986	5174	5415	5048	5536	5428	05%
5-	The Hashemite University, 1992	807	762	780	995	1023	27%
6-	Al-Albait University 1993	515	576	648	1109	1015	97%
7-	Al- Balqa applied University, 1997	740	666	879	559	393	(46)%
8-	Al- Hussein bin Talal University, 1999	140	166	160	50	54	(61)%
9-	Al Tafila University 2009	32	33	15	32	26	(19)%
10-	Jordan- German University, 2005	169	247	289	350	412	148%
11-	Al-Aliya Amman University, 1989	2688	2772	2639	2558	2748	02%
12-	Applied Science Un,1991	3157	3002	2703	2548	1958	(38)%
13-	Philadelphia Un, 1989	1921	1749	1539	1556	1707	(11)%
14-	Al-Isra Un, 1989	1356	1615	1442	1629	1594	18%
15-	Petra Un, 1992	1157	1217	1220	1318	1449	25%
16-	Al-Saytoonah Un, 1993	1318	1257	1192	1126	1069	(19)%
17-	Sarga Un, 1994	464	565	739	857	1071	131%
18-	Irbid National Uni,1994	210	266	343	404	582	177%
19-	Jerash Un, 1992	524	506	326	659	654	25%
20-	Princess Sumaya Un, 1991	142	150	175	214	281	98%
21-	Jordan Academy of music, 1989	83	76	97	96	91	10%
22-	Education Sciences faculty, 1989	86	100	0	198	152	77%
23-	Jadara Un, 2005	35	44	54	78	97	177%
24-	Jordan Applied Un of hospitality, 1980	11	15	19	24	16	45%
25-	Middle East Un, 2005	121	480	539	600	290	140%
26-	Arab Open Un, 2002			0	124	131	06% in one year
27-	Amman Arab Un, 1999	268	304	275	391	51	(81)%
28-	Ajloun National Un, 2008				3	0	0
29-	University of Banking, 1988				42	0	0
30-	Amman-Arab for Graduate studies, 2009		18	23	0	0	0
	Total of INS	27871	29379	28990	30675	31259	

Source: MoHESR (2013)

Appendix 4: Total Jordanian Students in Public & Private Universities 2013/2012

	Name of Universities & Established Year	2013/ 2012 Bachelor/ Graduate with % of the total enrolled
1-	The University of Jordan, 1962	31752/3998
2-	Yarmouk University, 1976	27649/6214
3-	Mu'tah University, 1982	14994/2165
4-	Jordan University of science and technology, 1986	18972/1158
5-	The Hashemite University, 1992	19652/857
6-	Al-Albayt University, 1993	10449/814
7-	Al- Balqa applied University, 1997	33235/989
8-	Al- Hussein bin Talal University, 1999	6232/37
9-	Al Tafila university, 2009	6115/0
10-	Jordan- German University, 2005	2054/263
11-	Al-Aliya Amman University, 1989	577/985
12-	Applied Science Uni, 1991	1487/798
13-	Philadelphia Un, 1989	2499/289
14-	Al-Isra Un, 1989	5988/68
15-	Petra Un, 1992	7995/56
16-	Al-Saytoonah Un, 1993	5484/35
17-	Sarga Un, 1994	5735
18-	Irbid National Un, 1994	5949/29
19-	Jerash Un, 1992	8544/37
20-	Princess Sumaya Un, 1991	6258
21-	Jordan Academy of music, 1989	3955
22-	Education Sciences faculty, 1989	4784/90
23-	Jadara Un, 2005	1876/54
24-	Jordan Applied Un of hospitality, 1980	159
25-	Middle East Un, 2005	287
26-	Arab Open Un, 2002	No data
27-	Amman Arab Un, 1999	No data
28-	Ajloun National Un, 2008	654
29-	University of Banking, 1988	457/969
30-	Amman-Arab for Graduate studies, 2009	1470/770
	Total of Public & private Universities	26567/21548
	Total with Community colleges	310,606

Source: (Badran, 2014a; Ministry of Higher Education and Scientific Research, 2013)

Appendix 5: Ministry of education 2014 general information

Information about education in Jordan	Number
Number of public schools	3694
Number of private schools	2708
Refugees camp schools (UNRWA) ⁸	174
Number of students in preschool	90,000
Total number of students in schools	1.864963
Public schools	1.26m
Private schools	451,000
Number of teachers in public schools	79,000
Number of teachers private schools	30,295
Number of teachers (UNRWA)	4435
Number of Syrian students, just 30% of total Syrian students in Jordan	60,000
Expected number of Syrian students by 2015	150,000

Source: MoE (2014)

⁸The United Nations Relief and Works Agency for Palestine Refugees in the Near East (**UNRWA**)

Appendix 6: which consist of 6A; 6B; 6C; 6D and 6E.

Appendix 6A: The map of Jordan showing the various provincial Headquarter towns



Source: Modified of George Joffé (2002)

*The red colour shows the location of the selected universities for this research.

Appendix 6B: People and Society of Jordan

Ethnic groups	98% Arab
	1% Circassian
	1% Armenian
Religion	97.2% Muslim (official; predominantly Sunni)
	2.2% Christian (majority Greek Orthodox, but some Greek and Roman Catholics, Syrian Orthodox, Coptic Orthodox, Armenian Orthodox, and Protestant denominations)
Population:	7,930,491 (July 2014 est)
Age structure: 0-14 years: 15-24 years: 25-54 years: 55-64 years: 65 years and over:	35.8% (male 1,457,174/ female 1,385,604)
	20.4% (male 826,482/ female 788,950)
	35.7% (male 1,421,634/ female 1,412,888)
	3.9% (male 160,224/ female 169,965)
	5.1% (male 145,515/ female 162,055) (2014 est)
Median age: total: 21.8 years	Male: 21.5 years
	Female: 22.1 years (2014 est)
Urbanisation: urban population: rate of urbanisation	82.7% of total population (2011)
	2.17% annual rate of change (2010-15 est)
Sex Ratio: At birth: 0-14 years: 15-24 years: 25-54 years: 55-64 years: 65 years and over: Total population:	1.06 male(s)/ female
	1.05 male(s)/ female
	1.05 male(s)/ female
	1.01 male(s)/ female
	1.02 male(s)/ female
	0.95 male(s)/ female
	1.03 male(s)/ female (2014 est)
Infant mortality rate:	Total: 15.73 deaths/ 1,000 live births
Life expectancy rate Total population: 74.1 years	Male: 72.79 years
	Female: 75.5 years (2014 est)
Total fertility rate:	3.16 children born/ woman (2014 est)
Physicians' density:	2.56 physicians/ 1,000 population (2012)
Hospital bed density	1.8 beds/ 1,000 population (2012)
Literacy: Definition: age 15 and over can read and write total population: 95.9%	Male: 97.7%
	Female: 93.9% (2011 est.)

Sources: (Department of Statistics, 2012; Sharp, 2014)

Appendix 6C: Information about Jordan and Jordanian government

Conventional long form:	Hashemite Kingdom of Jordan
Conventional short form:	Jordan
Local, long form	Al Mamlakah al Urduniyah al Hashimiyah
Local short form	Al Urdun
Former	Transjordan
Capital:	Amman
Geographic coordinates:	31 57 N, 35 56 E
Independence	25 May 1946 (from League of Nations mandate under British administration)
National holiday:	Independence Day, 25 May (1946)
Constitution:	Previous 1928 (pre-independence); latest initially adopted 28 November 1947, revised and ratified 1 January 1952; amended several times, last in 2011 (2012)
Legal system:	Mixed legal system of civil law and Islamic religious law; judicial review of legislative acts in a specially provided High Tribunal.
Executive branch:	Chief of state: King Abdullah II (since 7 February 1999); Crown Prince Hussein (born 28 June 1994), eldest son of King Abdullah II
	Head of government: Prime Minister Abdullah Nsour (since 11 October 2012)
	Cabinet: Cabinet appointed by the prime minister in consultation with the monarch; note - a new cabinet was sworn in 21 August 2013 and includes 13 new ministers, enlarging the government as part of promised reforms
Elections:	The monarchy is hereditary; prime minister appointed by the monarch

Sources: (Sharp, 2014; Wall et al., 2015)

Appendix 6D: Land Area by Region and Governorate

Region and Governorate	Cities
Central Region	Amman, Balqa, Sarqa and Madaba
North Region	Irbid Mafraq Jarash and Ajlun
South Region	Karak Tafila Ma'an and Aqaba

Sources: Department of statistic (2012)

Appendix 6E: Name and population of the twelve Governorates in Jordan

#	Governorates in Jordan	Population	Pop. Density P/km2)
1-	Ajlun	146,900	350.1
2-	Al 'Aqabah	139,200	20.2
3-	Al- Balq-a'	428,000	382.0
4-	Al Karak	249,100	71.3
5-	Al Mafrq	300,300	11.3
6-	Amman	2,473,400	326.3
7-	Al- Tafilah	89,400	40.5
8-	Al- Sarqa'	951,800	199.9
9-	Irbid	1,137,100	723.4
10-	Jarash	191,700	467.8
11-	Ma'an	121,400	3.7
12-	Madaba	159,700	170.0
	Total population	6,388,000	

Sources: Department of Statistics (2012)

Appendix 6F General information about Jordan

The Hashemite Kingdom of Jordan (Appendix)

The Hashemite Kingdom of Jordan is bordered on the west of Israel and its West Bank, is located to the north by Syria, to the south-east and south by Saudi Arabia, and to the east of Iraq (Abu Odeh, 1999). The Jordanian River is the associated feature that makes it fall under West Bank's premises and was under the rule of Jordanian Kingdom from 1948-67 but in 1988 this area was renounced by Jordan as their area. This was because Jordan has Gulf of Aqaba as the only port, which is 26 km (16 miles) of coastline in the southwest of Jordan (Sharp, 2014). This country is the fourth poorest country in terms of water supplies as area of this country is 88,802 sq. km and water is not linked properly to this land (Sharp, 2014). This is clearly showing that the water connection to the land of Jordan is minimal and so the population faces problems as well (Walker & Firestone, 2009).

Earlier, the land of Jordan consisted of Edom, Moab, Ammon, and Bashan (Sharp, 2014). Together with other Middle-East territories, Jordan passed in turn to the Assyrians, the Babylonians, the Persians, and in about 330 B.C. to the Seleucids (Robins, 2004). Later on, the Arabic-speaking Nabataeans were able to create their own kingdom in the south of Jordan because of the conflict between the Ptolemies and Seleucids. Jordan became part of the Roman province in A.D 106 and later, Jordan was conquered by the Arabs and Muslims (Lerner, 2014). In 16th century, Jordan was under the Ottoman Turkish rule and was administered from Damascus (Robins, 2004). Jordan (formerly known as Transjordan) was taken by the British in World War I from the Turkish rulers, and was separated from the Palestine authorisation in 1920, and the name Transjordan was assigned by the British in 1921, under the rule of Abdullah Ibn Hussein who was the son of the ruler of Mecca, Al Hussein bin Ali (Robins, 2004).

Following World War I and the end of the Ottoman Empire, the League of Nations awarded Britain with the mandate to govern most of the Middle East. After this, the Great Britain demarcated a semi-autonomous region of Transjordan from Palestine in the early 1920s. After independence in 1946, Jordan became The Hashemite Kingdom of Jordan. After that this country was ruled for a long time by King Hussein (1953-99), and successfully navigated competing external pressures from Arab countries, a large internal Palestinian population, Israel and the major powers (US, USSR, and UK). In

1967 Six-Day War, Jordan lost the West Bank to Israel. In 1988 King Hussein permanently abandoned Jordan's claims to the West Bank; and he signed a peace treaty with Israel in 1994. Moreover, in 1999 King Abdullah II followed his father, by taking the throne after his father's death as Abdullah was the eldest son of Late King Hussein. He has implemented modern political and economic reforms in this region. It is a fact that in the wake of the Arab Revolution" across the Middle East, Jordanian people continued to press for further political liberalisation, government reforms, and economic improvements (Lynch, 2013). In January 2014, Jordan became a non-permanent member of the UN Security Council for the term of 2014-15 (Von Einsiedel et al., 2015). Jordan makes the most of its strategic geographic locality, its highly qualified and skilled workforce along with the free endeavour economy, which has turned it into a transit point for export and import between Africa, Western Europe and the Middle East (George, 2005; Sharp, 2014).

Governance in Jordan

The most recent series of legislative instruments that brought a change to the Jordanian government was the constitution of 1952, which has enhanced executive responsibility (Lynch, 2013). The constitution declares Jordan to be a constitutional hereditary monarchy with a parliamentary form of government (Sharp, 2014). The ultimate authority of the country is the King, who exercises power over three authorities; legislative, executive, and judicial branches (Lynch, 2013). The prime minister is appointed by the King and the government of Jordan is headed by a prime minister who chooses the cabinet (See Appendix 5 for further information about Jordan and the Jordanian government) (Sharp, 2014).

The Kingdom of Jordan is divided into three regions of governorates: central, south and north. Each region has four governorates (see Appendix 6 and Appendix 7). The Central Region consists of Amman, Balqa, Sarqa and Madaba with a population of more than 4.01 million people. The North Region consists of Irbid, Ma'raq, Jarash and Ajlun with a population of more than 1.78 million people (Fleming, 2015). According to the Department of statistics (2012), South Region consisted of Karak, Tafiela Ma'an and Aqaba with a population of more than .65 million as indicated in Appendix 3. Irbid is the most populated governorate with 723.4 P/km²; Ma'an is the least populated with 3.7 P/km² and the capital Amman has a density of 326.3 P/km² (Fleming, 2015).

The Jordan Economy: (Appendix 6F)

Jordan is assessed by the World Bank as a lower-middle income country (World Bank Group, 2012). The GDP per capita growth for the periods 1970–79, 1980–89, 1990–2003 averaged at 11.1%, 0.1% and 0.7 respectively (The World Bank, 2015). According to the Central Bank of Jordan, in 2009 the GDP per capita registered \$5,300 and the inflation rate steadily increased and fluctuated around 14% in 2008, especially after the war on Iraq in 2003, with the increased liquidity in the Jordanian market brought by Iraqi migrants (World Bank Group, 2012). However, the index of poverty increased during the last decade of the twentieth century from 3% to 12% (Masri, 2004). This reached 21% in 1992 and 33% in 1997 which shows a big increase and then decreased to 14.2 in 2002 (Benner, 2013). The Jordanian economic system is liberal and market oriented, one of the milestones of openness is Jordan accessing the World Trade Organisation (WTO) in 2000 (Benner, 2013). The government continues to play a large economic role in development planning, as a financier and as the largest employer, employing an estimated 50% of the Jordanian workforce (MOP, 2004).

Jordan has limited natural resources, and only 6% of its total land area is arable (Aladwan et al., 2014). The availability of water is among the lowest in the world as mentioned earlier, and is reaching 200 cubic metres of renewable water per capita per year, below the water poverty line of 1000 cubic metres per capita per year (World Bank Group, 2012). Moreover, Jordan used to import oil mainly from Iraq and often at concessionary prices but since the war on Iraq in 2003, Jordan has imported oil primarily from Saudi Arabia and other gulf countries which incurs a higher cost (MOP, 2004).

It can be seen that Jordan has been affected by vulnerabilities and sources of unrest from neighbouring countries (Aladwan et al., 2014). After the end of the Iraq-Iran war in 1988 and the fall in worldwide oil prices, it was observed that regional trade and transit activity were suppressed. As a result, the Jordanian government increasingly turned to borrowing resources to sustain national growth and to counter the gap in its budget deficit (ESCWA, 1999). In 1988, soaring debt and diminishing currency reserves led to a crisis and to a significant devaluation of the Jordanian Dinar (Aladwan et al., 2014). In 1988, Jordan's total external debt had climbed to more than 190% of GDP and it became one of the most heavily indebted countries in the world (Nugent, 2014).

Jordan has witnessed a mass return of over 350,000 Jordanian migrants from Kuwait and other Gulf states as a result of the gulf war in 1990/1991 (Sharp, 2014). Five billion Jordanian dinars were registered as Jordan's trade deficit in 2005 (equivalent to seven billion dollars in current prices) (Central Bank of Jordan, 2006). In addition, foreign aid to Jordan has surged in recent times, registering \$1.289 million. The partial loss of the Iraqi market and the relapse of the peace process with Israel in the continuing heavy debt burden of the Jordanian budget still over 100% of GDP has dominated the early years of the 21st century (Central Bank of Jordan, 2006). Similarly, in this climate of uncertainty, the pace of local and foreign investments in Jordan has been low and the real economic growth has, at best, matched the population growth. Matabadal (2014) indicates that, the insufficiency of natural resources in Jordan makes the country highly dependent on the import of basic necessities such as food, water and energy. In 2013, economic growth was estimated to be slow as 3% due to the lack of actual reforms in the Kingdom, which resulted in continued high unemployment of around 14% in 2013 (Matabadal, 2014). Although economic growth of 3% is a slight progress from the 2.7% growth in 2012, this is mostly due to the \$5 billion grant that was given to Jordan by the Gulf Cooperation Council (GCC) and by the help of the USD (Assaad, 2014). This allowed financing for several government projects, which supported gross fixed investment. Since the ongoing *global economic crisis* that *started* in the United States in late 2008, exports have been affected by weak demand from large trade partners, such as India and US, while consumer demand continues to suffer from high unemployment rate (Assaad, 2014).

Furthermore, government capital spending was expected to boost economic growth in 2014 to 3.5-4%, while the contributions of other non-financial growth drivers are expected to remain roughly the same (Benner, 2013). Overall, the economy remains heavily dependent on the government to be the main enhancer for growth of the country (Kawamura, 2015). If no new economic reforms are implemented, growth will remain subdued. Also, risks such as an escalation of the war in Syria and an increase in the tension between Israel and Iran remain significant (El-Said & Harrigan, 2014).

Remittance is a transfer of money by a foreign worker to an individual in his or her home country. Remittance flow from Jordanians working in the Arabic Gulf region is a

significant external source of funding. Remittances can alleviate credit constraints and work as a substitute for development finance (Bettin et al., 2014). According to Al-Assaf & Al-Malki (2014), remittances have increased for the last three years: 2012 increased to \$3.79 billion; 2013, \$3.64 billion and 2015, \$3.66 billion as expected by the end of 2015 to rise to \$3.94 billion (Jordan Times, 2015). However, the unstable geopolitical conditions in the Middle East region could have an adverse effect on this source of foreign exchange reserve. The contribution of different Jordanian economic sectors shows that services and industry play a significant role in development. Hence, increasing exports of both service and manufactured sectors can be an important source for sustaining Jordan's economic development and in solving its trade deficit. The widening of trade deficit can be narrowed through a dramatic change in the growth differentials between imports and exports, with import growth slowing distinctly and exports growth rising significantly (Badran, 2014).

Increasing exports of manufactured goods and services are confronted with the increased competition from more efficient imports, which means that some local industries will not survive. The high population growth rate of Jordan, which stands at 2.2% per annum, leads to high employment challenges, and an even higher population growth rate in the region means that employment opportunities in the region may not be as readily available a few years from now (Al adwan et al., 2014). Jordan's finances have also been strained by a series of natural gas pipeline attacks in Egypt causing Jordan to substitute more expensive diesel imports, primarily from Saudi Arabia, to generate electricity (ESCWA, 1999). Jordan is currently exploring nuclear power generation in addition to the exploitation of abundant oil share reserves and renewable technologies to forestall energy (Patrick Nee, 2013). Although private enterprise plays a major role in the Jordanian economy, services (particularly government spending) account for about one fourth of GDP and employ approximately one third of the workforce (Turner, 2015). Service sector experts can help to solve Jordan's modest endowment with financial resources, as the country is still to a great extent dependent on education and student mobility as a potential source of highly skilled workers. That means, relying on the growth of its human capital in the course of achieving an independent and sustainable development of its economy (Patrick Nee, 2013; Aladwan et al., 2014).

Jordanian Society

The vast majority of Jordanians are Arabs, which include people from mainly Jordanian and Palestinian background; and Bedouins are considered a minority in Jordan who are Arabic-speaking nomadic people of the Middle Eastern deserts. The Jordanian ethnic groups consist of 98% Arab, 1% Circassia and 1% Armenian (George, 2005). The religion of the country is Islam and therefore, 92% of Jordanians are Sunni Muslim 6% are Christians (most of them are Greek and Syrian Orthodox) and 2% are Shia Muslim (Homer & Wilcox, 2015).

Bedouins constitute only about 7% of the Jordanian population but reside in or utilise a large part of the land. The values of this tribe, hospitality, honour, frankness, bravery and openness have an impact on the traditions of this country. Consequently, these values and traditions have become an integral part of society in Jordan (Sabri, 2012). Furthermore, tribal leaders are in control of the situation and individualism has no place among them. It was observed that detribalisation process was taking place in Jordan in the 1980s; there was a decline of the impact of tribal affiliation on the individual's sense of identity and this was because of the awareness generated by Education becoming a major force in this process. Clans and tribes were replaced as a primary reference group by the extended family (Sabri, 2012).

According to the 2015 record of Jordan's population of 6.741 million people; 60% of the population are aged in the range of 15-64, 35.8% are under 15, and 5.1% over the age of 65 (Sharp, 2014). It was reported that the median age of Jordanians is 21.8. Most people live in big cities and so the urban population comprises 82.7% while 17.3% live in the countryside (Homer & Wilcox, 2015). Life expectancy at birth for men is 72.79 and for females 75.5. Jordan has a very low crime rate in comparison with the western world, the rate is at 5.0 per 1000 of the population (Department of Statistics, 2012) (Refer to Appendix 6F). However, the population has increased by 20% since 2011 due to the current Syrian civil war as more than 1.5 million Syrians have crossed to Jordan and more than 600,000 live in camps while the rest have moved to many Jordanian cities and villages (Luck, 2013).

Jordanian society consists of extended families and tribes, and in this country, strong social ties and close relationships are the main characteristics of the community (Homer

& Wilcox, 2015). Jordanian families and tribes are influenced by Islamic rules in relation to regulation of life. Arabic culture and Islamic rules are most dominant elements for individual and group behaviour, social values, beliefs, attitudes, states laws, the political system and economy. Jordan's culture is similar to that of other Arab countries. They share some major features, among which are the influences of the Islamic religion, along with a collective tribal and family structure (Sharp, 2014). Collectivist cultures lean toward cooperation and cohesion with their in-group and family. In the Jordanian context, After Israel gained control over part of Palestine in 1948, many Palestinians escaped to become part of the socio-political system in the East Bank (Jordan) where the dominant socio-political order was "tribalism" (Walker & Firestone, 2009). Many of these new immigrants were well educated and highly skilled, which gave them considerable cultural and economic power in the society in Jordan as it gained stability (Rowland, 2009; Hager, 2015).

Notwithstanding, the Arabic culture has unique features, particularly Jordanian culture which scholars argue that the Arab societies have their unique cultural and social environments (Barakat, 2008; Kilian-Yasin & Al Ariss, 2014).

Appendix 7: Top thirteen nationalities of students studying in Jordan

	Country name	2013/12	2012/11	2011/10	2010/09	09/08	% between 2013&09
1-	Palestine	7883	7739	7111	7732	7275	8%
2-	KSA	3653	4200	3964	4120	4215	-13%
3-	Iraq	3584	3319	3336	3288	3066	17%
4-	Syria	3137	2184	1777	1740	1904	65%
5-	Malaysia	2724	2054	1506	1084	763	257%
6-	Israel	2660	3036	3064	2945	2707	-2%
7-	Kuwait	2263	2189	2100	1870	1598	42%
8-	Oman	1131	1219	1434	935	981	15%
9-	Yemen	963	980	963	855	886	9%
10-	Bahrain	701	998	694	755	689	2%
11-	Egypt	529	461	413	411	338	57%
12-	Thailand	266	206	171	96	71	275%
13-	USA	206	205	201	245	244	-16%
	Total of INS	29700	28790	26734	26076	24737	
	Percentage	3.16%	7.69%	2.52%	5.41%		

Source: MoHESR (2013)

Appendix 8: Ethical Approval



College of Arts & Social Sciences
Room 626 Maxwell Building
The Crescent
Salford, M5 4WT
Tel: 0161 295 5876

12 June 2013

Khaled Qassem M Hailat
University of Salford

Dear Khaled

Re: Ethical Approval Application – CASS120030

I am pleased to inform you that based on the information provided, the Research Ethics Panel have no objections on ethical grounds to your project.

Yours sincerely

Deborah Woodman
On Behalf of CASS Research Ethics Panel

Appendix 9: Interview Protocol

Semi-structured interview questions (Protocol)

I. Introduction

The researcher started the interview by clarifying the following:

- Background of the research topic
- Why the topic is being researched
- Why the institutions have been chosen
- The people who will be interviewed and why
- The expected time for the interview
- The confidentiality of information gathered
- Any health and safety or security issues

II. Demographical information on country of origin

- Institution -----
- Name of participant -----Gender----- Age -----
- How long have you been in Jordan ----- Country of origin -----
Major -----

- 1) What is the definition of campus violence?
- 2) What are the different types of campus violence?
- 3) Do you think that campus violence is a common and widespread phenomenon?
- 4) Have you had campus violence at your university?
- 5) Have you been exposed to any types of campus violence?
- 6) Why have you chosen Jordan for your studies?
- 7) Does the Ministry of Higher Education have trouble controlling campus violence and what are the difficulties they encounter?
- 8) What are the difficulties that face institutions regarding campus violence?

- 9) What are the drivers behind campus violence in the JHE sector?
- 10.) What are the effects of the students' region of origin on campus violence?
- 11) Are there differences between disciplines in terms of campus violence (consumer misbehaviour)?
- 12) What are the impacts of campus violence on the brand image of JHE?
- 13) Has your university's brand image been impacted by campus violence?
- 14) Has the brand image of Jordanian universities in general been affected?
- 15) How can campus violence be mitigated?

Appendix 10: Informed Consent Forms

Participant Information Sheet

Dear Participant...

My name is ***Khaled Q.M. Hailat*** and I am a lecturer in Marketing Department, Faculty of Business Administration, Yarmouk University- Jordan. Currently, I am a PhD candidate at the University of Salford, Greater Manchester, UK, in the field of Marketing, and this research is funded by Yarmouk University. I would like to invite you to participate in this research.

The Purpose of this Study is to get your views on the impact of Jaycustomers on the perceived brand image in Jordanian universities.

What Participation Involves. Face to face interview: I would like to invite you to participate using Face to face interview data collection. It will take about one hour.

Risk. If you decide to participate in this study there are no known risks for you, nor are there any costs for taking part.

Anonymity. Please be assured that anonymity is guaranteed and no identifying information is kept on file at the completion of the research. Names and email addresses are optional and are collected so that you can be contacted; and at the completion of the study, the data will be non-identified, which means that any identifying information will be permanently removed. The data will be stored electronically, will be password protected, and any printed material will be kept in a locked storage cabinet in my office.

Withdrawal from the Study. Participation in this study is completely voluntary and you may withdraw your participation at any time. The decision to do so will not affect the research in any way.

Further Information. You can contact me in the United Kingdom Tel: + 44 (0) 7404683010 and in Jordan 0777640264. My E-mail: K.g.Hailat@edu.salford.ac.uk

Or My **Supervisor Contact:** Dr Peter Reeves United Kingdom Tel: +44(0) 161 295 5720 E-mail: P.Reeves@salford.ac.uk

Thank you for your willingness to participate and your interest in this research.

Khaled Q.M. Hailat
Salford Business School

E-mail: K.g.Hailat@edu.salford.ac.uk

Appendix 11: Transcript Interviews

Interview: 3

Date of interview: 4-7-2013

Researcher: Assalam Alaikom, I am Khaled Hialat, a PhD student at Salford University Business School. I am conducting a research about campus violence and its impact on the brand image of JHEIs. The aim of this study is to investigate the influence of consumer misbehaviours on the perceived brand image of JHEIs, and more specifically on international students attending Jordanian universities. Can you tell me about yourself such as?

R: What is your name please? P: My name is xxxxxxxxxxxxxx

R: Where are you from? P: I am from the Kingdom of Saudi Arabia

R: How old are you? P: I am 22 years' old

R: How long have you been in Jordan? P: I have been in Jordan for a year and a half

R: Which university are you enrolled in? P: Yarmouk University

R: What is your major of study? P: I am studying educational supervision

R: In your opinion what are the reasons for your selection to study in Jordan?

P: proximity, and as well as similarity in customs and traditions between the two countries and we have the same language and the most important thing is the good reputation of Jordanian education in the Kingdom Saudi Arabia.

R: Through your experience, what are the reasons that students choose a particular University or a particular country to study?

P: Personally, I was recommended to come to my university from my embassy but I think the country reputation, the higher education reputation, and the university reputations then the major reputation within the university and safety are the major reasons for the selection of education destination.

R: Based on what you see and hear about campus violence, how do you define campus violence (consumer misbehaviours)?

Campus violence has many definitions... However, my opinion is that the contempt of some students who come from big and large families and clans has a bad look or use provocative words or movements toward students who have come from small families and have fewer friends, which lead to mass brawls between students and colleagues and relatives. All of this increases gradually and this is called "chivalry" in Jordan.

R: Who are they?

P: They are students mostly belonging to big clans and having connections but don't perform well in school, instead try to use their families or clans as a way of power to show off. I believe most of the time, students who are doing well and coming from well-known clans in school do not go for this kind of bad behaviour because they care for the good reputation of their families. They use their connection to get what they want in school even when they go for brawls, they find someone who defend and side with them. I think most of them were enrolled in college through their connections and favouritism.

R: Have you or your friends faced or been exposed to campus violence (consumer misbehaviours)?

P: No, not really, not personally. I never had any problem with campus violence. I try not to put myself in such situation.

R: Have you seen campus violence?

P: Yes, I saw little violence with the opposite sex. They flirt with other guys who sometimes lead to big fights between guys who are relatives to the female students and their lovers or boyfriends. These things provoke the use of fighting tools such as knives or sorts or sticks, even one guy was murdered at Muta University in the beginning of this year, for example ... I have friends there and it happened once during a festival for Arabian Gulf students. Saudi and Omani students were attacked by Jordanian students and five of my friends were injured. Saudi embassy emailed warning messages to students. Later, Saudi Arabia government recommended its students not to be enrolled in these kinds of universities, which are far away from the big cities. Moreover, these

students were transferred to universities in the capital city of Amman. Omani government did the same thing.

R: Do you think violence is a common phenomenon in your University, department, and classroom and how widespread is it?

P: Yes, I think so, but not from the same university students, but students coming from outside the university in particular as the security team of university does not ask for student identity when they enter the campus. Recently, increased violence in Jordanian universities has been shown all over the Jordanian media and became very important issue because of the killing of six people, including a member of the faculty at the University of Al- Hussein and another person in the Balqa suggesting that violence has become a serious phenomenon in Jordanian society. Moreover, I have heard His Majesty King Abdullah II Bin Al-Hussein talking about campus violence in his speech at Mu'ta University when he attended a graduation ceremony.

R: Where campus violence takes place?

P: I think between lectures in the caladors then it is moved to the outside of the building within the university and sometimes initiated outside the walls of the university. Two months ago, the fight that took place at Al hussian University spread all over the city of Ma'an and the army had to interfere. Consequently, the University was shut down for two weeks when four people got killed burning tires and shots were fired between the biggest families in the city, which forced the army to interfere.

R: Is there a difference between humanitarian and scientific disciplines in terms of violence?

P: I expect that there is no violence between disciplines, while the difference in opinion signs and the cumulative average for all students by specialization where students with high marks tend to be less violent because they are afraid for their future career and social status. As for students with low marks, they stand indifferent, ignorant, and someone may provoke violence before exams to put the blame on others to hide his shortcomings in the study.

R: What are the most common types of violence?

P: altercation speech, and then disperse, fights between students and may develop into Pejorative, bad looks, belittle other students, writing bad words about other people,

clans or attempt to obstruct the lectures. In addition, damaging university property such as; windows, breaking doors, attacking security personals, and harassing female students. All of that could lead to massive brawls.

R: Do you think that the Ministry of Higher Education are having trouble controlling campus violence?

P: Yes... I think Jordanian higher education encounter trouble in controlling campus violence, where this violence influences negatively on the reputation and image of the JHE and Universities due to the lack of implementation to the rules and regulations on those who participate in initiating campus violence. There is no deterrent by the Higher Education to stop this kind of violence because connection and favouritisms are huge preventers of implementing the law.

R: What are the main difficulties faced by the university in addressing campus violence?

P: I think the university's inability to implement the rules and regulations because of some obstacles such as interference of outsiders in which they pressurize the university management to be influenced by outsiders' decision makers such as politician and head of clans and families. All of these interferences lead to increases in the side of the problem and spread of violence to other universities and communities, which increases the size of the problem.

R: Have you seen students who cause trouble, enrolled back to the university without punishment?

P: I do not know the truth, but anything is possible. But if connection and favouritism exist then it could happen.

R: Are the campus violent get affected by undergraduate years?

P: Yes, I expect that the new students are more aggressive, and the reason is due to poor interpersonal skills and lack of social relationships with new students and their presence in the new environment increases the psychological pressure on them, which inevitably increases the campus violence. Many students come to college and they cannot handle the truth that they are accompanied with female classmates because they have not had

any prior experience in studying with the opposite gender. So I think, they try to show off in front of these female students.

R: According to your opinion, can you tell me the reasons behind campus violence (consumer misbehaviours) in J.H.E?

P: ... the rich students try to show their richness, the poor guys sometimes get frustrated and get jealous and feel injustice when they see rich guys have good relationship with the opposite sex which make them more aggressive, and low grades in exams. In addition to the economic factor, opinion plays an important role in the university violence; they become less tolerant with others. Also, bias toward the same region and the weakness of religious faith and the declining role of the family in building generations, as well as link the concept of violence masculinity... Moreover, many of the fights are caused due to the emergence of differences because of the emotional ties with the opposite sex.

R: In your view, are students with religious background more or less violent?

P: less violent of course because they feel that they should be good examples to other students. This is why they always win the student union election. They are well respected by the majority of good students and seen as offensive by violent students.

R: Does the region affect the violence?

P: Yes, for example, the people of the desert, including dredge more and more violence because of tribal intolerance and poor communication skills and understand others in the new environment, as well as the countryside and the city. These groups have more violence because they are relatives and easy to gather to form groups and defend each other.

R: In your opinion, how do you see the impact of violence affecting the brand image of Jordanian universities?

P: It will have a negative effect, which will inevitably lead to a lower percentage of international students in Jordan. This kind of university violence has an impact on the image and reputation of Jordanian universities, which alienates the students and non-thinking to study in Jordanian universities. Moreover, an example of that are Saudi students who have changed their destination of study to other places such as Europe and

America than Jordanian universities. I know students were thinking to come to Jordan to study but they changed their mind because the Saudi government discouraged them to come here. This low number of international students will reduce the hard currency that these students spend in Jordan, which will hurt the Jordanian economy.

R: In your view, do you encourage any of your friends or a member of your family to study in Jordanian universities?

P: Yes, certainly at my university because not many cases of violence has taken place. Many private universities around the city of Irbid, I do not encourage, and we hear a lot about more violence in the governmental universities in the South side of Jordan.

R: Are there other countries that have warned their students?

P: I have no knowledge at all but I am sure of Saudi Arabia because they send us warnings and gave us the choice if we want to stay in Jordan. I heard about the fight with Omani and Kuwaiti students but do not know if they have warned their students.

R: According to your opinion, which level of students stopped studying in Jordanian universities more, bachelors or master students?

P: In my opinion the number of bachelor students has decreased significantly from Saudi Arabia especially students who have scholarships from the Saudi government which recommended them not to come to Jordan and encourages them to study in the USA and Europe.

R: Would you tell me about the consequences of campus violence (consumer misbehaviours) on brand image of JHE?

P: I think there are a number of negative implications that affect the JHE brand image such as, giving bad image and reputation of these universities not even that but it may get bad image of the country as a whole. Yes... More violence fewer international students come to Jordan which leads to less income to these universities. Negative impact economically affects communities in these areas, which show the way to real estates, shops and reduces the per capita income of the Jordanian and investor in those areas.

R: In your view, does your university brand image get impacted by campus violence (consumer misbehaviours)?

P: Yes, just simple small brawls altercation. Thanks God no one has been seriously injured in my university as far as I know.

R: In your opinion, how can the institution reduce/ eliminate campus violence (consumer misbehaviours)?

P: Make strict rules and regulations that would punish the violators, prerequisite exam to get accepted to the university. Put cameras inside the university and increase security, tighten the role of higher education and the recruitment of competent staff, administrators and faculty members. Student religious education in schools and promote the role of the family and eliminate connections and external interference. Universities should offer a course of code of ethics or code of conduct.

R: Do you think that the brand image of the universities got affected?

P: Yes... Nowadays, many Jordanian universities have negative perceived brand image. Especially in the last few years, more brawls, more bad reputations of these universities, even the whole sector of Jordanian higher education has been affected negatively. This is why many countries have warned their students in Jordan to be more cautious.

R: But the number of foreign students in Jordan is on the rise. How can you explain that?

P: I think and believe because of many Syrian, Iraqi and other students who study in the Arab spring countries have come to Jordan. Therefore, they are coming from war zones to a very safe country as counted to Jordan.

R: in your opinion, are there any students moving from Syria and others to Jordan?

P: Yes... I know many students who have come from Syria even international students who were previously studying in Syria have now moved to Jordan.

R: Do you think that some students who moved to Jordanian Universities would go back if their home countries have restored security?

P: I do not know, but maybe yes

R: Do you think violence can be reduced or controlled and how?

P: Have tough rule and regulations and stop connections and have surveillance cameras all over these universities. All of that could make difference in reducing violence. Raise

kids well and teach them how to respect the law and encourage them to have more loyalty to the country and to the public property. All of that comes through building justice and fair system.

R: Would you like to add anything more?

P: No, thanks

Appendix 12: Sample of Data Analysis

There are seven steps used in the data analysis as seen in this sample.

Step one: Interviewing each student separately.

Step two: Putting each interview in one file.

Step three: Gather all interviews' responses for each question together as seen in this example.

R14: In your opinion, can you tell me the drivers behind campus violence (consumer misbehaviours) in the JHE?

Step four: Data reduction for each participant's response to an interview question.

Drivers behind campus violence or Jaycustomers' activities in the JHEIs

Participants' Numbers	Sub-Themes
1	Girls.... Exotic looks, connection and favouritism, feeling of unjust and unfair P.7
2	Social, economic and personal reasons, tribal empowerment, not having surveillance cameras, student elections, opposite sex, poor education and lack of acceptance of others, P.6
3	Rich, frustrated students, jealousy and injustice, low grades in exams, economic factors, less tolerance, bias with relatives, less faith, declining role of family, concept of masculinity, emotional ties with the opposite sex P.6
4	Personal reasons, influence of alcohol and drugs, decline in the educational system and family role, lack of responsibility towards university property, leisure between lectures, watching violent movies P.5,6
5	Lack of commitment, nature of specialisation, student grade rate, rate of admission, unable to accept others, personal reasons P.6
6	Students are not raised and educated the right way, female students dressed unmorally (provoke bale) P.6,7
7	Tribalism, mixing genders, long free time between lectures P.5
8	The scientific level of the students and low breeding Family, personal reasons, can't understand the new environment P.5
9	Girls, tribal, racism and miss use of the law, not implemented well P.5
10	Tribal, socio-cultural, political, lack of justice among students, low rate of acceptance, student union election, racism, university staff, decline of family role, Arab Spring, personal, unable to communicate well with girls, not well raised, connection and having less religious background and many more... P.5
11	Low acceptance rate, parallel programs, and connections P.5
12	Lack of laws, less authority to security, female students P.5
13	Output of education in the pre-university stage, low level of university admission, failure to follow the principles of Islam and Christianity, not following traditions and customs, lack of morality, and mix gender P.6
14	Not following the Islamic faith, bad parenting, mixing of genders, bad manners of some girls P.6

15	Harassments of different races and genders, and Student union elections, racism and discrimination among Jordanian, discrimination among international students. P.6
16	Girls and tribal intolerance with others P.6
17	Tribal intolerance P.5
18	Girls, tribal discrimination, lack of awareness and political arguments P.5
19	Personal matters, social, economic and political reasons, female harassments and no fear of punishment. P.6
20	Immaturity, girls, jealousy from international students, Students' union elections, tribal violence and personal matters, economic or social and political reasons, also retribution and revenge, absence of justice and fairness P.6
21	Security with no authority, University officials are not serious in dealing with violent students, tribal show off, girls, connections and no fairness and justice, bad policy of admission and not having strict rules and regulations P.5,6
22	The way society is built, tribalism, connections and favouritism, immature as childish acts. Bad teachers who refuse to regret when he is wrong, no fear of punishments, vitamin W, bad high schools and poverty. P.6
23	Political reasons, female harassments and no fear of punishment. P.6
24	Some kind discrimination among international students.P5
25	Retribution and revenge, the absence of justice and fairness P6

Step five: Reduction to themes (coding)

Drivers behind campus consumer misbehaviour in the JHEIs

Themes
Girls and mixing gender relationships
Exotic looks
Connection and favouritism
Unjust and unfair
Social
Personal
Economical
No surveillance cameras
During student election
Lack of accepting others (intolerance)
Low grades
No faith
Decline role of family
Masculinity
Consumption of Alcohol and drugs
Decline in the educational system
Lack of university commitment
A lot of free time
Watching violent movies
Type of specialisation
Rate of admission policy
Tribalism
Adopt new environment
Racism and discrimination
Not following the law
Political reasons
University staff
Arab spring
Parallel program
Lack of Security authority
Culture and traditions
Lack of morality
Lack of awareness
No fear of punishment
Childish
Jealousy
Revenge
Bad admission rate
Bad rules and regulations
Poverty

Step Six: Data categorisation (Meta coding)

Drivers behind campus violence or Jaycustomers' activities in the JHEIs

Field Themes	Sub Field-Themes
Personal and Family/ Clan	Exotic looks P1 (p.7)
	Personal matters P2,5,19,20 (p.6), P4,8 (p.5)
	Less faith and morality P3,13,14 (p.6), 10 (p.5)
	Masculinity P3 (p.6)
	Alcohol and drugs P4 (p.5)
	No commitment P5 (p.6)
	Unable to adopt to a new environment P5 (p.6), P8,10 (p.5)
	Jealousy P3,20 (p.6)
	Lack of awareness P18 (p.5)
	No fear of punishment P19 (p.6)
	Childish act P19,22 (p.6)
	Retribution & Revenge P20 (p.6)
	Less tolerance P3 (p.6)
Cultural/ Social Issues	Mixing genders P1 (p.7), P2,3,13,14,15,16,19,20 (p.6), P7,9,12,18,21 (p.5)
	Connection and favouritism P1 (p.7), P10,11,21 (p.5), P22,23,24 (p.6)
	Social P2,13,19,20 (p.6), P10 (p.5)
	Lack of accepting others P2 (p.6)
	Declining role of family P3,6,14 (p.6), P4,8,P10 (p.5)
	Watching violent movies P4 (p.5)
	Tribalism P2,16,,22 (p.6), P7,9,10,17,18,21 (p.5)
	Racism P9,10 (p.5), P15 (p.6)
	Bias with relatives P3 (p.6)
	Immoral dress for female P6,14 (p.6)
	Way society is built P22 (p.6)
University Operational Activities	Unjust and unfair with students P1 (p.7), P3,20 (p.6), P10,21 (p.5)
	Student election P2,20 (p.6), P10 (p.5)
	Low grades P3,5 (p.6), P8 (p.5)
	Decline of education system, P2 (p.6), P4 (p.5)
	Leisure time P4,7 (p.5)
	Major P5 (p.6)
	Rate of admission P5,13 (p.6), P10,11,21 (p.5)
	Academic staff P10 (p.5), P22,25 (p.6)
	Parallel program P10 (p.5)
	Output of the pre university stage P13,22 (p.6)
	Willingness to deal with CV P21 (p.5)
	No surveillance cameras P2 (p.6)
	Not apply rules and regulations P9 (p.5)
	Bad rules and regulations P12,21 (p.5)

	Lack of responsibility P4 (p.5)
	Less authority to security P12,21 (p.5)
Political and economical	Economical P2,20 (p.6), P3,19 (p.6)
	Political P10 (p.5), P19,20 (p.6)
	Arab spring P10 (p.5)
	Poverty P22 (p.6)

Step seven: writing the findings and analysis.