

Understanding Purchase Intention: The Impact of Brand Awareness, Brand Image, and Brand Preference with Perceived Quality as a Mediator

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Abstract: This study investigates the influence of Brand Awareness (BA), Brand Image (BI), and Brand Positioning (BP) on Purchase Intention (PI), with Perceived Quality (PQ) acting as a mediating variable. A quantitative research approach was employed, and data were collected through a structured questionnaire distributed to consumers. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings reveal that Brand Awareness has a positive but relatively weak direct effect on Purchase Intention ($\beta = 0.150$) and does not significantly contribute to Perceived Quality ($\beta = -0.009$). Conversely, Brand Image and Brand Positioning exhibit substantial positive effects on Perceived Quality ($\beta = 0.474$ and $\beta = 0.409$, respectively). Furthermore, both Perceived Quality ($\beta = 0.376$) and Brand Positioning ($\beta = 0.415$) positively influence Purchase Intention, indicating their important roles in shaping consumers' buying decisions. The mediating analysis suggests that Perceived Quality serves as an important mechanism through which Brand Image and Brand Positioning enhance Purchase Intention, whereas no meaningful mediating role is observed in the relationship between Brand Awareness and Purchase Intention. The novelty of this study lies in highlighting the differing contributions of branding dimensions to consumer purchase behavior. Specifically, the results demonstrate that merely increasing brand awareness is insufficient to strengthen consumers' perceptions of quality, while favorable brand image and effective brand positioning enhance purchase intention by improving perceived quality. These findings enrich the branding and consumer behavior literature and provide practical insights for managers seeking to strengthen consumer purchase intentions through strategic brand management.

Keywords: Brand Awareness, Brand Image, Brand Positioning, Perceived Quality, Purchase Intention, PLS-SEM.

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Research Paper

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INTRODUCTION

English Training Center in Jakarta has long been recognized as one of Indonesia's leading institutions in English language education and teacher training. For decades, the institution has served a broad spectrum of learners, ranging from children and students to working professionals, while maintaining strong public visibility through its extensive network of learning centers and educational programs. However, as the educational landscape becomes increasingly competitive and digitalized, established institutions are challenged to adapt to evolving learner expectations, technological advancements, and the emergence of alternative online learning providers. In response to these changes, English Training Center has undertaken a

comprehensive rebranding initiative aimed at revitalizing its brand identity, refining its value proposition, and aligning its educational services with contemporary market demands and digital learning environments.

Brand evaluation represents a critical indicator of the success of any rebranding strategy, as it reflects how consumers and stakeholders perceive and assess a brand's overall strength, quality, associations, and value. These evaluations encompass both cognitive and emotional responses that influence future behavioral outcomes, including loyalty, positive word-of-mouth, and enrollment intentions. Existing literature on Consumer-Based Brand Equity (CBBE) highlights the importance of assessing brand performance through

multiple dimensions, including brand awareness, perceived quality, brand associations, and loyalty. Moreover, recent developments in branding research emphasize the need to adapt brand evaluation measures to digital and experiential contexts, particularly within service-oriented sectors such as education. Consequently, these frameworks provide a robust theoretical foundation for conceptualizing brand evaluation as a key outcome variable in studies examining the effectiveness of rebranding initiatives.

Previous empirical research has produced diverse findings regarding the impact of rebranding on brand-related outcomes. While successful rebranding efforts have been shown to enhance brand awareness, strengthen perceptions of quality, and improve brand associations, their effectiveness often depends on several contextual factors. These factors include the preservation of brand authenticity, the effectiveness of communication strategies, the perceived relevance of the new brand identity, and the organization's ability to engage stakeholders through digital channels. Recent studies conducted in service industries and small-to-medium enterprises further suggest that the relationship between rebranding and brand equity may be influenced by mediating factors such as perceived authenticity and perceived quality, as well as moderating factors including prior brand reputation and the clarity of rebranding communications. For educational institutions such as English Training Center, these findings indicate that evaluating the outcomes of rebranding requires a comprehensive perspective that extends beyond visual identity changes to include communication effectiveness, service quality improvements, and digital engagement initiatives.

Accordingly, this study seeks to examine the influence of English Training Center's ongoing rebranding efforts on brand evaluation among its primary stakeholder groups, including prospective students, current learners, parents, and instructors. By employing a multidimensional brand evaluation framework derived from contemporary CBBE literature and incorporating relevant mediating constructs such as perceived authenticity and digital engagement, this research aims to contribute to the advancement of brand equity measurement in educational service settings. In addition, the study is expected to provide practical insights and strategic recommendations that can support English Training Center in optimizing the effectiveness of its rebranding strategy and strengthening its competitive position in the evolving education market.

LITERATURE REVIEW

2.1 Brand Awareness

Brand awareness is a fundamental component in the English language training sector, reflecting the

degree to which potential learners can identify and remember a particular institution when seeking language education services. Within an increasingly competitive educational environment, strong brand awareness helps reduce uncertainty and perceived risk, making prospective learners more likely to consider a training provider among available alternatives. Institutions that achieve high levels of brand awareness often enjoy enhanced visibility, stronger market credibility, and greater enrollment potential, especially when learners have limited information regarding service quality before making a decision (Keller, 2020).

In the context of service-based education, such as English language training, brand awareness functions as an important cognitive reference point that shapes learners' expectations about instructional quality, learning effectiveness, and institutional reputation (Zarantonello *et al.*, 2020). Furthermore, contemporary research suggests that digital marketing activities, social media interactions, and consistent brand messaging play significant roles in strengthening brand awareness within educational services. Increased brand awareness subsequently contributes to more positive brand evaluations by fostering stronger perceptions of quality, reliability, and trustworthiness among learners and other stakeholders (Dwivedi *et al.*, 2021).

2.2 Brand Image

Brand image is an essential determinant of learners' perceptions and behavioral intentions within the English language training industry, particularly as competition among educational providers continues to intensify. A favorable brand image reflects learners' perceptions of instructional excellence, institutional reliability, international relevance, and the ability of the institution to deliver effective learning outcomes. These perceptions play a significant role in building trust and encouraging prospective learners to enroll in language training programs.

According to Keller (2020), brand image emerges from a network of strong, positive, and distinctive associations that consumers develop toward a brand. In the context of English language training, such associations may include highly qualified instructors, internationally accredited curricula, innovative teaching methods, and supportive learning environments. Similarly, Hemsley-Brown *et al.*, (2020) emphasize that educational institutions possessing a strong brand image are better positioned to attract and retain learners, as branding helps reduce uncertainty inherent in service-based educational offerings. Furthermore, Kotler *et al.*, (2021) argue that a positive brand image minimizes perceived risk while increasing perceived value, particularly for intangible services such as language education, where the benefits and outcomes become

evident only over time. Consequently, cultivating a strong brand image is crucial for English language training providers seeking to strengthen their competitive advantage, enhance learner confidence, and ensure long-term organizational sustainability.

2.3 Brand Preference

Brand preference is a key determinant of learners' choices when selecting English language training providers, as it represents the tendency to favor a particular brand over competing alternatives based on perceived value, benefits, and previous experiences. Within the English language training industry, brand preference is influenced by various factors, including instructional quality, the reputation of instructors, learning convenience, and the achievement of desired learning outcomes. These factors contribute to learners' overall evaluation of a training provider and shape their likelihood of choosing one institution over another.

Ebrahim (2020) suggests that strong brand preference develops when consumers consistently perceive a brand as delivering superior value and satisfying their expectations, thereby encouraging repeat patronage and positive recommendations. In addition, Dwivedi *et al.*, (2021) emphasize that brand preference in service-oriented educational settings is strongly associated with brand credibility and perceived quality, both of which help reduce uncertainty and increase confidence during the decision-making process. Likewise, Kotler *et al.*, (2021) argue that brand preference is cultivated through continuous positive brand experiences, particularly in intangible services such as language education, where trust and perceptions of performance play central roles in influencing consumer behavior. Consequently, fostering strong brand preference is essential for English language training institutions seeking to strengthen learner loyalty, encourage long-term engagement, and sustain a competitive advantage in the educational marketplace.

2.4 Perceived Quality

Perceived quality is a fundamental factor influencing learners' assessments and decision-making behavior in English language training services, as it reflects their overall perception of the excellence, reliability, and effectiveness of the educational experience. Within the English language training context, learners' perceptions of quality are shaped by various elements, including the expertise of instructors, the relevance of the curriculum, the effectiveness of teaching approaches, the adequacy of learning facilities, and the achievement of desired language proficiency outcomes. These aspects collectively contribute to learners' evaluations of the value provided by a training institution.

According to Keller (2020), perceived quality constitutes one of the core dimensions of brand equity, particularly in service industries where consumers often depend on reputation and prior experiences rather than tangible product attributes when making decisions. Similarly, Zeithaml *et al.*, (2020) argue that high levels of perceived quality help reduce uncertainty and strengthen consumer confidence, especially in educational services that are inherently intangible and whose benefits are realized over an extended period. Furthermore, Kotler *et al.*, (2021) highlight that perceived quality has a positive impact on customer satisfaction and loyalty, as learners are more inclined to continue participating in and recommend educational programs that consistently deliver outcomes aligned with or exceeding their expectations. Therefore, improving perceived quality is crucial for English language training institutions seeking to enhance learner trust, strengthen their competitive position, and achieve long-term organizational sustainability.

2.6 Brand Awareness to Perceived Quality

Brand awareness is an important factor that influences learners' perceptions of quality in English language training services. When prospective learners are familiar with a particular institution, they are more likely to perceive its educational offerings as trustworthy and of higher quality, particularly in situations where the actual outcomes of the training cannot be fully assessed before enrollment. In service-based educational contexts, brand awareness functions as a cognitive cue that helps learners form initial judgments regarding the credibility and effectiveness of a training provider.

Keller (2020) argues that strong brand awareness enhances consumers' ability to recognize and recall a brand, thereby creating positive associations that contribute to more favorable quality perceptions. Similarly, Kotler *et al.*, (2021) suggest that widely recognized brands are often viewed as more dependable and reputable, leading consumers to infer higher levels of service quality. Furthermore, Hemsley-Brown *et al.*, (2020) emphasize that within educational services, brand awareness helps reduce perceived risk and uncertainty, enabling learners to develop stronger confidence in the institution's ability to deliver quality learning experiences. Consequently, strengthening brand awareness can serve as an effective strategy for English language training institutions to improve perceived quality and encourage positive enrollment decisions.

H1: Brand Awareness positively influences Perceived Quality.

2.7 Brand Image to Perceived Quality

Brand image is a crucial factor influencing learners' perceptions of quality within English language training services. Learners often assess the quality of an

educational institution based on its reputation, credibility, and professional image, particularly when they have limited direct experience with the service. A favorable brand image, characterized by qualified instructors, internationally recognized curricula, effective teaching practices, and successful learning outcomes, can create positive perceptions that enhance evaluations of service quality.

According to Keller (2020), brand image consists of strong, favorable, and distinctive associations that consumers attach to a brand, which subsequently serve as important cognitive signals in shaping perceptions of quality, especially in service-oriented industries. Likewise, Hemsley-Brown *et al.*, (2020) contend that a strong brand image helps reduce uncertainty and perceived risk in educational services, thereby encouraging more positive quality assessments among learners. Furthermore, Kotler *et al.*, (2021) argue that organizations with a positive brand image are generally perceived as offering higher-quality services, even before consumers directly experience them. Consequently, developing and maintaining a strong brand image is essential for English language training institutions seeking to improve perceived quality and positively influence learners' enrollment decisions.

H2: Brand Image positively influences Perceived Quality.

2.8 Brand Preference to Perceived Quality

Brand preference is an important antecedent of perceived quality in English language training services, as learners who develop a favorable preference toward a particular institution are more likely to evaluate its educational offerings positively. In the context of language training, brand preference is shaped by factors such as previous learning experiences, institutional credibility, perceived value, and emotional connections with the brand. These factors influence how learners assess the effectiveness of instruction, the quality of learning experiences, and the achievement of desired educational outcomes.

Dwivedi *et al.*, (2021) suggest that strong brand preference fosters positive cognitive and emotional responses, which subsequently enhance consumers' perceptions of service quality. Similarly, Ebrahim (2020) argues that in service-oriented industries, brand preference is closely linked to trust and customer satisfaction, both of which play significant roles in shaping quality perceptions. Furthermore, Kotler *et al.*, (2021) explain that preferred brands often enjoy a perceptual advantage, whereby consumers tend to evaluate their performance more favorably, particularly when objective assessments of quality are difficult to make. As a result, cultivating strong brand preference can help English language training institutions

strengthen perceived quality and improve learners' overall evaluations of their services.

H3: Brand Preference positively influences Perceived Quality.

2.13 Brand Awareness to Purchase Intention

Brand awareness is widely regarded as an important factor influencing purchase intention because it reflects the degree to which consumers can recognize and recall a brand during the decision-making process. In highly competitive markets, strong brand awareness increases the likelihood that a brand will be considered among available alternatives, thereby enhancing consumers' propensity to make a purchase. Consumers generally exhibit greater confidence in brands they are familiar with, making brand awareness a significant driver of purchasing behavior. Huang (2024) found that higher levels of brand awareness positively affect consumers' willingness to purchase, as familiarity with a brand helps reduce uncertainty and facilitates decision-making. This effect is particularly relevant in service industries, where the intangible nature of offerings often leads consumers to rely on brand-related cues when evaluating available options.

In addition to its direct influence, brand awareness can also affect purchase intention through several psychological mechanisms. Contemporary studies suggest that increased brand awareness contributes to the development of favorable consumer attitudes, stronger trust, and higher perceived value, all of which encourage purchase behavior. Kurniawan (2024) demonstrated that positive consumer attitudes generated by brand awareness significantly strengthen purchase intention. Similarly, Emini and Zeqiri (2021) highlighted the role of brand awareness in digital and social media environments, where it enhances consumer engagement and subsequently increases purchase intention. Therefore, strengthening brand awareness is essential for organizations seeking to influence consumer decision-making and stimulate purchasing behavior.

H8: Brand Awareness positively influences Purchase Intention.

2.14 Brand Image to Purchase Intention

Brand image is a key determinant of purchase intention because it represents the set of perceptions, beliefs, and associations that consumers hold toward a brand. A favorable brand image can strengthen consumer confidence and reduce perceived uncertainty, particularly when evaluating products or services that are intangible or difficult to assess before purchase. In highly competitive markets, consumers tend to prefer brands that are perceived as credible, trustworthy, and capable of delivering superior value. As a result, a positive brand image can significantly influence consumers' willingness to purchase a brand's products or services.

Previous studies have demonstrated that brand image positively affects purchase intention by fostering trust and creating stronger emotional connections with consumers. Rahman *et al.*, (2022) found that favorable brand perceptions contribute significantly to consumers' intentions to purchase, as brands associated with reliability and quality are more likely to be selected over competing alternatives. In addition, brand image indirectly strengthens purchase intention by shaping consumer attitudes and increasing perceived value. Shanahan *et al.*, (2021) reported that a positive brand image enhances perceived quality and customer satisfaction, both of which contribute to stronger purchase intentions. Moreover, in digital environments, brand image plays a crucial role in influencing online consumer behavior, where factors such as visual identity, brand communication, and organizational reputation affect consumer trust and willingness to buy (Seo & Park, 2023). Therefore, establishing and maintaining a strong brand image is essential for organizations seeking to stimulate purchase intention and sustain a competitive advantage in the marketplace.

H9: Brand Image positively influences Purchase Intention.

2.15 Brand Preference to Purchase Intention

Brand preference is an important factor influencing purchase intention because it reflects consumers' inclination to choose a particular brand over competing alternatives based on their perceptions of value, previous experiences, and emotional connections with the brand. When consumers develop a strong

preference for a brand, they are more likely to prioritize it during the purchasing process and demonstrate a greater willingness to purchase its products or services. This becomes especially important in highly competitive markets, where competing brands often offer similar benefits and features, making brand preference a key determinant of consumer choice.

Previous studies have consistently found that brand preference positively influences purchase intention. Ebrahim (2020) and Dwivedi *et al.*, (2021) suggest that consumers who perceive a brand as superior, reliable, or more satisfying are more likely to exhibit stronger purchase intentions. Moreover, brand preference is closely linked to important psychological factors such as trust, satisfaction, and perceived value, all of which contribute to consumers' purchasing decisions. Bairrada *et al.*, (2022) argue that individuals with a strong preference for a brand tend to interpret brand-related information more favorably and develop positive attitudes, thereby increasing their likelihood of purchase. Furthermore, in service-oriented and digital environments, brand preference can be strengthened through consistent positive experiences and effective brand communication strategies. These factors enhance consumer engagement and loyalty, which subsequently encourage stronger purchase intentions (Rather *et al.*, 2022). Therefore, fostering strong brand preference is essential for organizations seeking to improve consumer loyalty, strengthen competitive positioning, and increase purchase intention.

H10: Brand Preference positively influences Purchase Intention.

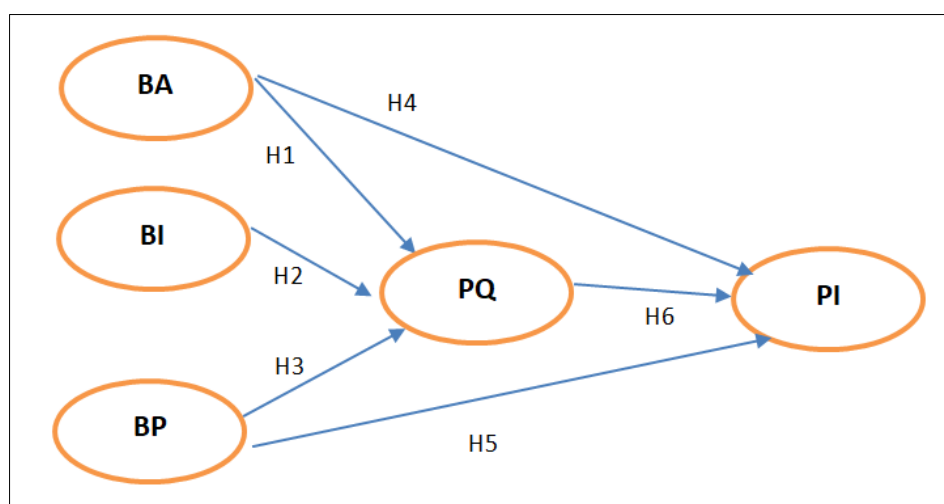


Figure 1: Conceptual Framework

METHODOLOGY

The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with SmartPLS version 3.2.9. PLS-SEM was

selected because of its ability to simultaneously assess both measurement and structural models, making it suitable for examining complex relationships among latent constructs. The analysis procedure consists of two main stages: evaluation of the measurement model (outer

model) and evaluation of the structural model (inner model).

The outer model assessment focuses on examining the relationships between observed indicators and their corresponding latent variables. This stage aims to evaluate the reliability and validity of the measurement instruments, ensuring that the indicators accurately and consistently represent the constructs being measured (Hair *et al.*, 2019). Reliability and validity tests are conducted to confirm the adequacy of the measurement model before proceeding to the structural analysis.

The inner model assessment, meanwhile, evaluates the relationships among latent constructs within the proposed research framework. This stage examines the predictive capability and explanatory power of the model by analyzing path coefficients, coefficients of determination (R^2), and the significance of hypothesized relationships. Through this process, the structural model provides evidence regarding the strength and direction of the relationships between constructs, thereby enabling the testing of the proposed research hypotheses (Hair *et al.*, 2019).

3.1. Outer Model

Berdasarkan Hair *et al.*, (2019), evaluasi outer model dilakukan dengan menguji reEnglish training center bilitas dan validitas indikator yang diukur. Uji reEnglish training center bilitas dilakukan secara bertahap. Pertama, indikator pada variabel laten diperiksa dengan ketentuan nilai outer loading harus lebih besar dari 0,708. Kedua, reEnglish training center bilitas konstruk diuji melalui perhitungan Cronbach's alpha dan composite reEnglish training center bility, dengan nilai yang disyaratkan di atas 0,7. Selanjutnya, validitas konstruk ditentukan melalui average variance extracted (AVE), yang harus melebihi 0,5. Terakhir, uji validitas diskriminan dilakukan dengan menganalisis

heterotrait-monotrait ratio (HT/MT), di mana nilainya harus berada di bawah 0,9 agar terpenuhi.

3.2. Inner Model

Menurut Hair *et al.*, (2019), inner model atau model struktural menggambarkan hubungan antar variabel laten dalam suatu penelitian. Tahap pertama dilakukan dengan mengecek variance inflation factor (VIF) guna mengetahui adanya multikolinearitas. Nilai VIF yang baik adalah di bawah 3, sedangkan rentang 3–5 mengindikasikan potensi multikolinearitas, dan nilai di atas 5 menunjukkan kondisi kritis. Selanjutnya, tahap kedua adalah menilai koefisien determinasi (R^2) yang berada pada rentang 0–1, di mana semakin mendekati angka 1, semakin baik kemampuan model PLS-SEM dalam menjelaskan variabel. R^2 dengan nilai 0,75 dianggap kuat, 0,5 moderat, dan 0,25 lemah. Tahap ketiga adalah meninjau Q^2 atau predictive relevance untuk mengukur kemampuan prediktif model. Apabila $Q^2_{\text{predict}} < 0$, berarti model tidak memiliki daya prediksi. Dengan demikian, ketiga langkah ini digunakan untuk menilai kualitas model secara menyeluruh.

Pengujian hipotesis merupakan tahap paling krusial dalam penelitian ini. Pada tahap ini dilakukan bootstrapping untuk menilai hubungan serta signifikansi antar variabel. Uji hubungan dapat dilakukan dengan metode satu arah (one-tail) atau dua arah (two-tail). Metode one-tail menunjukkan adanya pengaruh positif antar variabel. Penelitian ini menggunakan tingkat signifikansi 0,05 dengan derajat kebebasan tak terbatas, sehingga nilai T-tabel untuk one-tail adalah 1,645. Selanjutnya, hasil perhitungan T dari bootstrapping dibandingkan dengan T-tabel. Jika nilai T hitung lebih besar dari 1,645, maka dapat diartikan terdapat pengaruh positif. Sementara itu, dilihat dari nilai P-Value, hubungan antar variabel dinyatakan signifikan apabila nilai yang diperoleh kurang dari 0,05

3.2 Variable Operationalization

Table 1: Operationalization of Variable

Variable	Definition	Operationalization of Variable	CODE	REFERENCE
Brand Awareness	The extent to which consumers can recognize and recall a brand. Keller (2020); Kotler <i>et al.</i> , (2021)	I am aware of an English language training institution called English Training Center	BA1	Keller (2020); Kotler <i>et al.</i> , (2021)
		I have heard about the English language training programs offered by English Training Center	BA2	
		I can recognize the LIA logo when I see it.	BA3	
Brand Image	Consumers' perceptions and associations toward a brand. Keller (2020); Hemsley-Brown <i>et al.</i> , (2020)	English Training Center has a reputation as a high-quality language training institution.	BI1	Keller (2020); Hemsley-Brown <i>et al.</i> , (2020)
		English Training Center is known for having professional instructors.	BI2	

Variable	Definition	Operationalization of Variable	CODE	REFERENCE
		English Training Center is perceived as a modern institution that keeps up with current developments.	BI3	
		English Training Center is perceived as a friendly and trustworthy institution.		
Brand Preference	Consumers' tendency to favor one brand over competing alternatives. Dwivedi <i>et al.</i> , (2021); Ebrahim (2020)	I consider English Training Center as my primary choice when choosing a language training institution.	BP1	Dwivedi <i>et al.</i> , (2021); Ebrahim (2020)
		I prefer English Training Center over other language training institutions.	BP2	
		The learning programs offered by English Training Center attract my interest to enroll.	BP3	
Perceived Quality	Consumers' commitment to continue using and recommending a brand. Ebrahim (2020); Keller (2020)	The teaching quality at English Training Center is better than that of other institutions.	PQ1	Zeithaml <i>et al.</i> , (2020); Keller (2020)
		The learning materials at English Training Center are relevant to current needs.	PQ2	
		The supporting learning facilities at English Training Center meet good quality standards.	PQ3	
		Overall, English Training Center is a language training institution with a positive image.	OBE1	Click or tap here to enter text.
Purchase Intention	Consumers' subjective evaluation of overall service excellence. Zeithaml <i>et al.</i> , (2020); Keller (2020)	I'm willing to consider LIA if I need an English course.	PI1	Keller (2020); Zarantonello <i>et al.</i> , (2020)
		The course fees at LIA are commensurate with the quality offered.	PI2	
		I feel the LIA program is worth the cost.	PI3	
		I plan to enroll in the LIA program within the next six months.	PI4	
		If LIA opens a new class, I'd be interested in enrolling.	PI5	
		I'm willing to consider LIA if I need an English course.	PI6	

RESULT

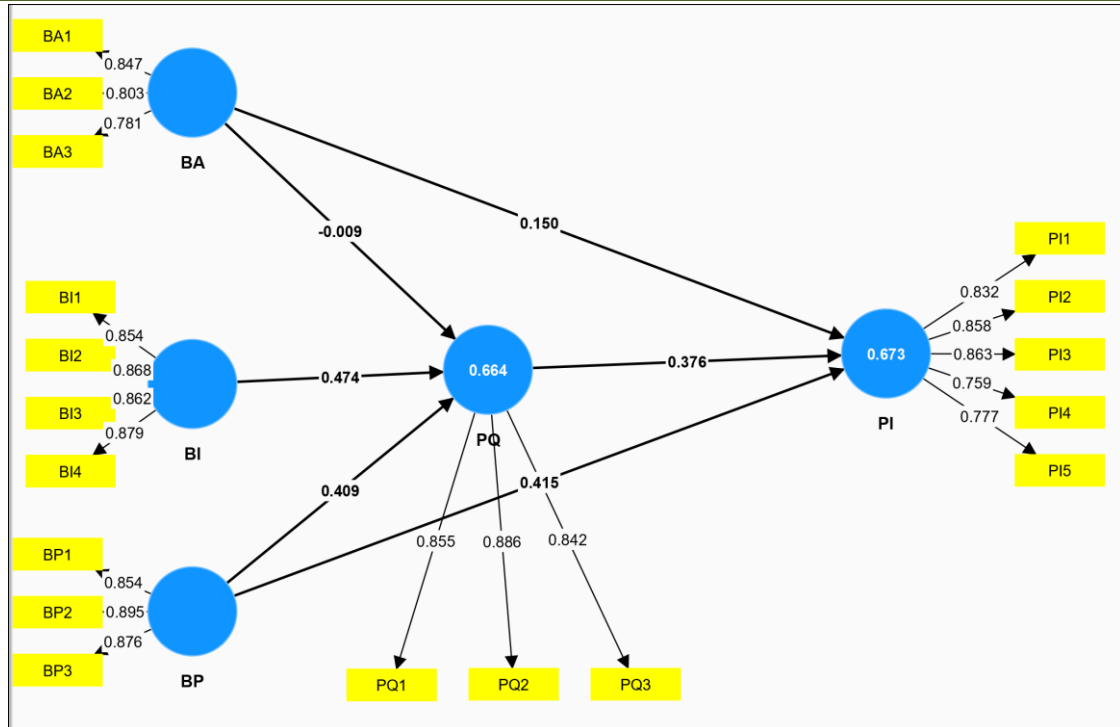


Table 2: Outer Loading

	BA	BI	BP	PI	PQ	Result
BA1	0.847					Reliable
BA2	0.803					Reliable
BA3	0.781					Reliable
BI1		0.854				Reliable
BI2		0.868				Reliable
BI3		0.862				Reliable
BI4		0.879				Reliable
BP1			0.854			Reliable
BP2			0.895			Reliable
BP3			0.876			Reliable
PI1				0.832		Reliable
PI2				0.858		Reliable
PI3				0.863		Reliable
PI4				0.759		Reliable
PI5				0.777		Reliable
PQ1					0.855	Reliable
PQ2					0.886	Reliable
PQ3					0.842	Reliable

All indicator has reliable, because has exceed 0.708. (Hair *et al.*, 2019)

Table 3: Construct Reliability

	Cronbach's alpha	Composite reliability (rho_c)	Result
BA	0.739	0.852	Reliable
BI	0.889	0.923	Reliable
BP	0.847	0.907	Reliable
PI	0.877	0.910	Reliable
PQ	0.826	0.896	Reliable

All construct has reliable, because has exceed 0.7. (Hair *et al.*, 2019)

Table 4: Construct Validity

	Average variance extracted (AVE)	Result
BA	0.657	Valid
BI	0.750	Valid
BP	0.766	Valid
PI	0.671	Valid
PQ	0.742	Valid

All construct has valid, because the AVE has exceed 0.5. (Hair *et al.*, 2019)

Table 5: Construct Validity

	BA	BI	BP	PI	PQ
BA					
BI	0.655				
BP	0.570	0.829			
PI	0.611	0.802	0.878		
PQ	0.546	0.892	0.890	0.872	

Table 6: VIF

	BA	BI	BP	PI	PQ
BA				1.288	1.412
BI					2.338
BP				2.381	2.115
PI					
PQ				2.316	

All construct has valid and no multicollonarity, because has value between 1 to 3. (Hair *et al.*, 2019).

Table 7: R²

	R-square	R-square adjusted
PI	0.673	0.673
PQ	0.664	0.664

All construct has reliable, because has exceed 0.7. (Hair *et al.*, 2019)

Table 8: Hypotesis Testing

	Original sample (O)	T statistics (O/STDEV)	P values	Result
BA -> PI	0.150	7.207	0.000	Supported
BA -> PQ	-0.009	0.519	0.302	Not Supported
BI -> PQ	0.474	17.993	0.000	Supported
BP -> PI	0.415	15.514	0.000	Supported
BP -> PQ	0.409	15.594	0.000	Supported
PQ -> PI	0.376	14.579	0.000	Supported

Result supported if T Statistics > 1.645 and P values > 0.05 (Hair *et al.*, 2019).

Table 9: Spesific Indirect

	Original sample (O)	T statistics (O/STDEV)	P values	Result
BP -> PQ -> PI	0.154	10.601	0.000	Supported
BA -> PQ -> PI	-0.003	0.519	0.302	Not Supported
BI -> PQ -> PI	0.178	11.154	0.000	Supported

Result supported if T Statistics > 1.645 and P values > 0.05 (Hair *et al.*, 2019)

DISCUSSION

The results of this study demonstrate that Brand Awareness (BA) has a significant positive effect on Purchase Intention (PI) ($\beta = 0.150$, $t = 7.207$, $p < 0.001$), supporting H8. This finding suggests that learners who are familiar with and can easily recognize English Training Center are more likely to consider enrolling in its language programs. In the educational services sector, where prospective learners often face uncertainty regarding service quality before consumption, brand awareness serves as an important signal that reduces perceived risk and increases confidence in decision-making. This result is consistent with the studies of Huang (2024) and Kurniawan (2024), which found that higher levels of brand awareness enhance consumers' willingness to purchase by improving brand recall and familiarity. Therefore, increasing brand visibility through marketing communications and digital engagement can effectively stimulate learners' purchase intentions.

However, the findings reveal that Brand Awareness does not significantly influence Perceived Quality (PQ) ($\beta = -0.009$, $t = 0.519$, $p = 0.302$), leading to the rejection of H1. This result indicates that merely being aware of English Training Center does not necessarily lead learners to perceive its educational services as high quality. In the context of educational services, learners may require more concrete evidence, such as instructor qualifications, curriculum relevance, and successful learning outcomes, before forming quality perceptions. This finding suggests that awareness alone is insufficient to enhance perceived quality and supports the argument that consumers differentiate between knowing a brand and evaluating its actual service performance.

The study further shows that Brand Image (BI) has a strong and significant positive effect on Perceived Quality ($\beta = 0.474$, $t = 17.993$, $p < 0.001$), supporting H2. Among all antecedents of perceived quality, Brand Image exhibits the strongest effect. This result suggests that learners' perceptions regarding the institution's reputation, professionalism, teaching excellence, and credibility significantly shape their evaluations of service quality. A favorable brand image creates positive associations in consumers' minds, which are translated into higher perceptions of educational quality. This finding aligns with Keller (2020) and Hemsley-Brown *et al.*, (2020), who emphasize that strong brand image functions as a quality cue, especially in service industries where consumers cannot directly evaluate the service before purchase.

Similarly, Brand Preference (BP) significantly influences Perceived Quality ($\beta = 0.409$, $t = 15.594$, $p < 0.001$), supporting H3. This finding indicates that

learners who prefer English Training Center over competing institutions tend to evaluate its educational services more positively. Brand preference is often developed through previous experiences, trust, satisfaction, and emotional attachment, all of which contribute to favorable quality assessments. When learners already favor a particular institution, they are more likely to interpret its performance positively and perceive higher service quality. This result is consistent with Ebrahim (2020) and Dwivedi *et al.*, (2021), who found that preferred brands benefit from stronger perceptions of value and quality.

The analysis also reveals that Perceived Quality significantly affects Purchase Intention ($\beta = 0.376$, $t = 14.579$, $p < 0.001$). This finding confirms that learners' evaluations of educational quality play a crucial role in determining their intention to enroll in English language training programs. When learners perceive that an institution offers competent instructors, effective learning methods, and valuable educational outcomes, they are more inclined to choose its services. This result supports the service marketing literature, which identifies perceived quality as one of the most important predictors of consumer behavioral intentions. Consequently, improving educational quality remains a key strategic priority for increasing enrollment intentions.

Furthermore, Brand Preference directly influences Purchase Intention ($\beta = 0.415$, $t = 15.514$, $p < 0.001$), representing the strongest direct effect on purchase intention among the independent variables. This finding suggests that learners' preference for English Training Center significantly increases their likelihood of enrollment. In competitive educational markets, learners often compare several alternatives before making a decision. Therefore, when a particular institution becomes their preferred choice, purchase intention naturally increases. This result reinforces previous studies indicating that brand preference serves as a powerful determinant of consumer choice because it reflects trust, satisfaction, and favorable emotional attachment toward a brand.

The mediation analysis provides additional insights into the mechanisms underlying consumer decision-making. The results indicate that Perceived Quality significantly mediates the relationship between Brand Image and Purchase Intention ($\beta = 0.178$, $t = 11.154$, $p < 0.001$). This finding suggests that a positive brand image not only directly shapes learners' perceptions but also indirectly increases purchase intention by enhancing perceived quality. In other words, learners who perceive English Training Center as reputable and professional are more likely to believe that it provides high-quality educational services, which

subsequently motivates them to enroll. This result highlights the importance of maintaining a strong institutional image to strengthen quality perceptions and behavioral intentions simultaneously.

Finally, the study finds that Perceived Quality significantly mediates the relationship between Brand Preference and Purchase Intention ($\beta = 0.154$, $t = 10.601$, $p < 0.001$), whereas the mediation effect between Brand Awareness and Purchase Intention is not significant ($\beta = -0.003$, $t = 0.519$, $p = 0.302$). These findings demonstrate that perceived quality acts as an important psychological mechanism through which brand preference and brand image influence purchase intention. However, awareness alone does not generate favorable quality perceptions capable of driving enrollment decisions. Overall, the results suggest that English Training Center should prioritize strengthening its brand image, cultivating brand preference, and continuously improving perceived quality rather than relying solely on increasing brand awareness. Such strategies are likely to generate stronger learner engagement, greater purchase intention, and sustainable competitive advantage in the increasingly competitive English language training market.

CONCLUSION AND LIMITATION AND SUGESION

This study examined the relationships among Brand Awareness, Brand Image, Brand Preference, Perceived Quality, and Purchase Intention in the context of English language training services. The findings reveal that Brand Awareness has a significant positive effect on Purchase Intention but does not significantly influence Perceived Quality. In contrast, both Brand Image and Brand Preference significantly enhance Perceived Quality, while Brand Preference also exerts the strongest direct influence on Purchase Intention. Furthermore, Perceived Quality significantly affects Purchase Intention, confirming its important role in shaping learners' enrollment decisions.

The mediation analysis provides additional evidence that Perceived Quality serves as a significant mechanism through which Brand Image and Brand Preference influence Purchase Intention. However, Perceived Quality does not mediate the relationship between Brand Awareness and Purchase Intention because Brand Awareness does not significantly affect Perceived Quality. These findings indicate that while awareness helps attract attention and increase consideration, learners' perceptions of quality are primarily shaped by the institution's image and their preference toward the brand. Therefore, creating positive brand associations and fostering brand preference are essential for enhancing learners' purchase intentions.

From a theoretical perspective, this study contributes to branding and consumer behavior literature by demonstrating the distinct roles of different branding dimensions in influencing purchase intention within educational services. The findings support the argument that Brand Image and Brand Preference are more influential than Brand Awareness in shaping Perceived Quality. Moreover, the study highlights the importance of Perceived Quality as a mediating construct that connects branding efforts with learners' behavioral intentions. These results extend existing branding theories by providing empirical evidence from the English language training industry, a sector where service quality perceptions play a critical role in consumer decision-making.

From a managerial perspective, English Training Center should prioritize strengthening its Brand Image and Brand Preference through consistent brand communication, service excellence, and learner-centered experiences. Efforts should focus on highlighting instructor expertise, successful learner outcomes, innovative teaching methods, and internationally recognized curricula. Additionally, maintaining high service quality and delivering positive learning experiences can strengthen learners' perceptions of quality and reinforce their preference for the institution. Digital marketing activities, testimonials, and success stories may also be utilized to enhance brand credibility and emotional connections with prospective learners.

Future research is encouraged to expand this study by incorporating additional variables such as brand trust, customer satisfaction, brand authenticity, or electronic word-of-mouth, which may further explain learners' purchase intentions. Researchers may also investigate different educational contexts, compare multiple language training providers, or employ longitudinal designs to examine changes in consumer perceptions over time. Such studies would provide a more comprehensive understanding of branding effectiveness and consumer behavior within the rapidly evolving educational services industry.

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