



## Investigating and determining the factors influencing customer's avoidance of an educational brand with ethnographic technique

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### Abstract

In today's world, there is a wide range of brands that many factors make customers avoid using such brands of services. The strategies and responses that companies take when confronted with these factors play a crucial role in their success or failure. By knowing and examining these factors, their negative effects can be reduced or eliminated. In this paper, using the collected data from five months of fieldwork in three different schools, the semantic and major discourse concepts associated with the avoidance factors of an educational brand are identified and classified. The findings of the research showed that the most important factors in avoiding a brand from customer are factors such as lack of intimacy, lack of effective and efficient satisfaction of trainees' expectations from educational services, negative experience of the brand.

**Keywords:** affective factors on brand avoidance, ethnography, negative experience, lack of intimacy

### Introduction

Today, according to the prevailing principles in the era of franchising and trans-Europeanism of brands, customers have more complete rights to choose a brand, and with a more liberal approach, they choose brands or even remove their shopping cart (Halt, 2002). In the new era, customers can love a brand (Carroll and Ahoya, 2006) [15] and depend on it (Thomson and etc, 2006) and at the same time they have the right to hate a brand (Dali and etc, 2006) and to escape from it. This love, and on the other hand, avoiding a brand is a strong sensory response that the customer shows in relation to brand and performance, and in particular, in the negative sensory responses of the customer to the brand, and thus to examine what factors can affect the attitude And the customer's intention to avoid the brand is very important.

Brand Avoidance As a new concept in the field of brand research, the customer is said to be consciously refraining from buying a brand. (Lee, 2009) [27]. In fact, the customer has reasons for it, whether those reasons relate to personal experiences of the brand, or whether they result from negative effects of the community and reference groups on the brand's performance, for a specified time period or forever, a particular brand from the basket exclude your purchase. It is important to note that "brand avoidance" is distinguished from "lack of brand preferences."

The lack of brand preferences from Lee *et al.*'s perspective can be due to high prices, low promotions, low access levels, and so on; while avoiding the problem, the customer, despite the availability, low prices, or numerous promotional measures for the brand, for some reason More important, such as negative social actions in the destruction of a particular brand (the actions of anti-brand communities), brand identity or the formation of an undesirable identity for the customer, the

perceived risk of buying that brand, etc. occurs to the customer.

### Importance and necessity of research

The present research has carried out several aspects of necessity. Understanding the elements that can avoid customers from the brand can be done instead of focusing on loyalty in the customer, especially in the domestic market, where customer loyalty to the affiliated brand - for dozens of reasons, convincing in terms of quality, price, etc. - has been done. Avoid them from the brand. The second reason is rooted in the fact that many brand and brand managers still do not understand the difference between brand avoidance and customer reluctance to buy their brands because, if this concept is not understood properly, the company's capital flows in the direction of flow It finds out that it may solve the problem of not preference for brand, but cannot solve a bigger problem, such as avoiding a brand. The third reason for the need for this research is the large-scale research gap in this area of study across the country. This study is one of the first studies to examine the concept of brand avoidance and the factors affecting it at the school level; a topic that can partly reduce the research gap in this area.

### Theoretical fundamentals and research background Brand

So far, a broad body of literature has been identified to determine the scope and marketing philosophy, in which all brands have played a central role. (Palmer, 1996) refers to the brand as a symbol of the company's reputation, and this issue has become so important that the experts in the field know the brand as the owner of the personality. One of the thinkers in the same vein points out brand identity as the core and the

closest variable in customer decision making. The brand tells organizations how they should develop or manage this position in general, the marketplace and the stakeholders in the organization, and in general the brand is a mirror of the organization's activities with the community. (Charbalesh, 1387). On the other hand, Kotler brand is defined as follows: a brand is a name, phrase or term, sign, symbol, symbol, design or combination of them whose purpose is to introduce a product or service provided by a vendor or a group of vendors, thereby are distinguished from the products of competing companies (Kotler, 1999). In fact, branding by many market researchers is considered as one of the most powerful strategies for positioning, which enables the product to be exploited by the benefits and promise among its rivals and stand in the minds of customers (Crawford-Welch, 1998). A strong brand makes product differentiation Qaba (Lim & Okas, 2001) reduces the cost of search (Asal, 1995) (minimizing perceived risks and perceived risks (Brown, 1999) and providing high quality customer visibility (Ordm, 1998). According to Cler (2007) what gives brand strength and strength a solid brand identity, for example, should support a clear, clear general theme. In traditional terms, the role of branding has been the only product differentiation. Today, increasingly, brands are affiliated with the image of an organization, which is created especially through services, where the untrustworthy qualities of goods are attributed to the organization, which is one of The main indicators of customer selection (Palmer, 1996), Andreas Birnik *et al.* (2010), in his article titled "Brand Challenges for Asian Manufacturers", addressed these challenges and how successful organizations worked, and the customer-oriented, long-term vision, Focus on quality and innovation, and tracking and communicating In order to promote effective inter-agency knows the brand. In his article "Brand Product Concepts: Developing a Global Scale and Conceptual Assessment", Strizzakova *et al.* (2008) concludes that the subject of the brand is related to concepts such as quality, self-expression, grouping, ability to promote social status, Interests, concerns, family traditions, and national and moral values.

#### **Factors affecting avoiding customers from a brand according to previous research**

There are always some reasons why the customer is turning away from a brand and is not going to hurt its physical, mental, psychological, and social status by purchasing it. In one of the most comprehensive and documented definitions, avoid the brand

"The Customer's deliberate and deliberate deliberate deprivation of the purchase of a brand." (Lee *et al.*, 2009) <sup>[27]</sup> Based on the above and as previously mentioned, avoiding a brand is not due to the brand's being expensive or unavailable; on the other hand, as Riddle and colleagues (2014) believe, despite being conscious and The deliberate intention of this decision is to avoid a brand in the right sense when it is voluntary and based on coercion or externality (for example: political pressure). Avoiding a brand can have different forms. Hog and Collateral (2009) they argue that this phenomenon is different in terms of problems that a brand can face for a client from an individual and social perspective. Li and colleagues

Ron (2009) considers individual brand avoidance as a type of anti-consumer behavior, which is mostly due to negative experiences (physical and mental / psychological) for the client; on the other hand, these thinkers in a more comprehensive research (2009) Brand Avoidance is categorized into four different categories and explained the reasons for it:

1. Avoiding an Experienced Brand: This kind of brand avoidance occurs because brand promises are not fulfilled.
2. Avoiding Identity Brand: This brand avoidance because the brand symbolically affects the attractiveness of the individual in the community; on the other hand, when brand promises are not attractive for the type of identity that it makes for the customer, this Brand avoidance occurs.
3. Avoiding a conscientious brand: This type of brand avoidance occurs because a person feels that by buying a particular brand he hurts various aspects of his community's rights (environment, human rights, etc.). This state of affairs is conflicting with the principles of the environment and the rights of humans, and even contradicts the integrity of a country, even because of the dominant approach.
4. Avoiding Brand-Oriented Brand: This type of brand avoidance is caused by inadequate promises of functionality on the brand. An inadequate promise of a brand that cannot meet at least customer expectations will make the customer turn away from that brand.

#### **The factors affecting customer brand avoidance are somewhat debatable**

These are explained in more detail below: negative experiences from the brand. Today's age is the era of experience, and the experiences that result from the use of a brand in the minds of the customer and, if necessary, re-enacted and retrieved by the customer determines the customer's decision to buy or escape from buying that particular brand. Concerning the importance of these types of experiences, and especially its negative, Olive *et al.* (1992) <sup>[30]</sup> argue that customer dissatisfaction with the purchase of a brand and, in fact, their negative experience of brand lead to brand avoidance and brand choice. Rindle (2007), also describing the term "recorded images," points out that the customer stores images of his previous negative brand experience in mind, which will re-read these images in the future of the purchasing process of the person from the purchase. Rebranding the brand. In recent studies, the effect of negative customer experiences on the brand has been proven. White and colleagues (2012) consider one of the factors affecting the brand's avoidance of customers as negative experiences from the brand. Riddle and colleagues (2014) also emphasize the importance of this factor in avoiding the brand of customers beyond any other factor.

#### **Destruction of customer identity due to brand use**

Many studies (Carlson *et al.*, 2009; Bassra and Badrinarayanan, 2013; Rubio *et al.*, 2014) <sup>[14, 33]</sup> have confirmed that brands today are not just the consumer's needs and act as a symbolic symbol for the customer. These identities and sometimes the destruction of identity by the

brand are the main factors that have encouraged the customer to buy a brand (Ebrahimi *et al.*, 2012, Azizi and Jamali Kappak, 2012) or avoiding the brand of the customer. Hogg and Bennister (2001) <sup>[18]</sup> show that identity damage caused by the purchase of a particular brand is a factor in avoiding its brand; in this case, brand purchasing is for personal interest, individual identity, and the perception that the individual has., Hurts. In a study by Kim and colleague (2013), this is confirmed and emphasized that if brand use hurts the customer's identity, this will avoid customer brand. Lee *et al.* (2008) argue that when customers realize that the use of a particular brand separates them from their particular sense of identity, this will make customers turn away from that brand. Asif Khan and Busuo (2012) and Asif Khan and Lee (2014) <sup>[11]</sup> have pointed out that if brand identity is designed to make the client approach its undesirable identity if it is used, this reinforces the attitude The customer is about avoiding the brand. Social worker: Sometimes, there is no reason why our customers have a negative experience with a brand, so that they reverse it. Doohachek *et al.* (2007), explaining this state of the art, have said that many times an anti-branded community has such a power in turning a customer away from buying a brand that can never be the same as a brand buyer. With this initial explanation, it's clear that negative action sometimes has more severe effects on doing one's behavior - for example, avoiding a brand-in someone. In this regard, Halen Beck and Zinc khan (2010) <sup>[21]</sup> argue that one of the factors affecting the brand's avoidance is the impact that social groups, and especially anti-social groups, have on the negative news of brand performance from various information channels such as the network Social campaigns, street campaigns, etc., which will lead to a reversal of a brand. The examples of these communities and the effects they have on customers' attitude and even brand avoidance can be found in McDonald's and Wal-Mart's anti-drug society (Hallenbeck and Zinnkhan, 2006), the Starbucks anti-aging society (Thomson & Aarsal, 2004) Electric (Kozinets & Handel, 2004) <sup>[25]</sup>. As a result of Asif Khan and Busuo's research (2012) and Asif Khan and Leigh (2014), negative social activism can have a positive effect on customer's attitude toward brand avoidance and based on Kim *et al.* (2014) <sup>[24]</sup> research on the intention to avoid customer brand.

### **Risky brand**

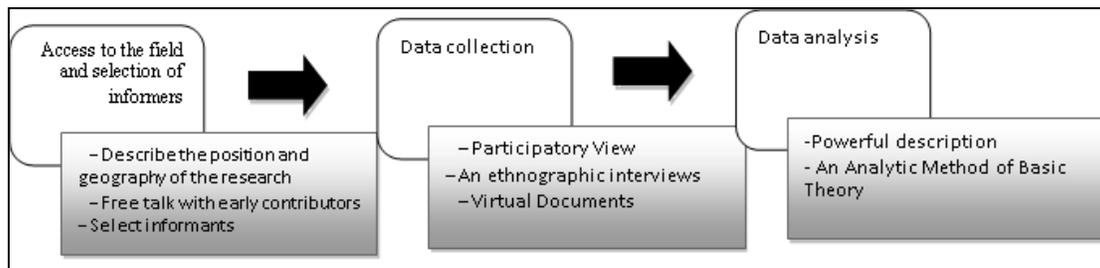
One of the main brand functions is the perceived risk reduction of the customer in the buying and consuming process (Bahrain Zadeh and Ziaee, 2012); that is, by purchasing a particular brand, the perceived risk of a quality, price, The commitment to environmental standards, etc., is a solved problem and is being bought more comfortably; thus, the lack of that certainty and the perceived risk of a brand can be a factor in avoiding a customer's brand. Lee (2007) <sup>[26]</sup> studies in this area and in relation to the McDonald's brand affirm that this is because some customers have a certain perceived risk of McDonald's brand health (various sandwiches) and the effects of these products on They leave the body, they are out of this brand. On the other hand, Lee *et*

*al.* (2009) <sup>[27]</sup> argue that the customer's fears that the brand is not worthy of value relative to the cost is one of the effective factors in avoiding the brand of customers. An Attitude to Avoiding a Brand and Its Future Based on the theory of aggression (1991), the customer's attitude (positive or negative) is one of the strong predictors of the intention to do or not to behave on behalf of the customer. This issue can be generalized to the brand as well, and it is anticipated that the customer's attitude toward brand avoidance can also be achieved with the intention of doing this and avoiding the customer's brand. Asif Khan and Busuo (2012) and Asif Khan and Lee (2014) <sup>[11]</sup> also emphasized that client's attitude toward brand avoidance is intimidated by the customer.

### **Research methodology**

This research was conducted in ethnographic way. The goal of ethnography is to describe the culture and everyday life of ordinary people. In this way, the researcher for a long time, secretly or obviously immersed in the natural context of the subject. During this, he observes, listens, questions, and collects in general any available data to better understand topics and questions that are at the center of attention (Hey, 2004). Therefore, in ethnography, data collection has not been relatively well-established in most sectors. This means that, firstly, the research does not follow the precise design of the work from the beginning, and secondly, the categories that are prepared for the interpretation of the statements and functions are not made in the process of data collection through a scheduled observation or a questionnaire. On the contrary, they are being built into the process of data analysis. Also, the focus of the study is on a small number of examples, and a small scale (probably an environment or a group of people). This makes the deep study easy.

Postmodern criticism has created four major problems for classical ethnography. First, it has challenged the representation of the research field; secondly, it has challenged the value that has been described in ethnography; thirdly, it has questioned the credibility and reliability of ethnographic data; third, the credibility and reliability of data asked about ethnographic questions and finally reminded the fabrication of ethnographic reports. Postmodern ethnography accepts anti-realism criticisms and tries to respond to post-modern representational reflections using the concept of rethinking. Simply put, postmodern ethnography is a retrospective and out of place of extreme postmodernism. Here, too, understanding the relationship between text and reality is of paramount importance, but it avoids the inability of empirical research due to the confusion of relativism that distorts the concept of reality (Coffey & Atkinson, 2001). Humphries and Atkinson (2007) defend the "realistic realism" of the "realistic realism" critique, in which proportionality is an alternative to collecting research data instead of credibility and reliability. In this paper, realistic ethnography is used as a methodology and from the practical framework of Homsley and Atkinson (2007) and John Brouwer (2005) as the method of designing and implementing the paper.



**Fig 1:** The practical step of research

In the selection process for informants, a selection of choices and criteria for the access and selection of information has taken place. In Table 1, the most important strategies for sampling and selecting informants are:

**Table 1**

General considerations	Sample size	Sampling unit	Strategies	Major type
-Select people from a certain social class (moderate) -To make more social communication -To enable interaction and friendship -Use of access	Square: three schools People:12 people	Square: school People: Trainees	-Fortist / Emerging -snowball -Teady / Non-Typical -Some sort of thing -The maximum amount of dispersion -the severity -Critical	-Successive implantation -Specimen and adaptable examples

The intensive fieldwork of this research has begun since the beginning of March 1395 and continued until mid-June of 1396. During this period, at various intervals, the researcher participated in collaborative observation and discussions with the participants at three Sharif Institutes of Technology, Tehran Technical Complex, and the Technical Complex of the West. By accepting the risk of losing a critical approach to field work due to immersion in the field of research, efforts have been made to consolidate and strengthen these connections and the full participation of the researcher during fieldwork. There are also three major contributions to participatory observation, ethnographic interviews, in the way Springer (1984), and sometimes the study of virtual documents has been used to collect data. However, it should be emphasized that the researcher has, in accordance with family and educational backgrounds, enjoyed a widespread experience in a variety of educational environments, which in many cases was both a resource and a source of data interpretation. Has played an important role in the elaboration of this study. Table 2 refers to techniques for recording and analyzing data from each of the techniques for collecting information.

**Table 2:** Methods for data collection and analysis

Analysis Techniques	Registration Techniques	Technological characteristics	Data collector
-coding open -Coding coding Selective coding -Programming -Convection -Tematological analysis	-Employer registering field notes (General Specifications, Summary of Dialogues, Activity Summary, Raw and Compact Commentary and Analysis, Methodological Considerations) Selective Dialogue -Choice of Dialogue	-Community is a full participant / observer partner -Accessibility of culture Amic's approach, naturalism -Analysis of people -Snowmobiling and targeted targeting Ladder process (access, presence, role stabilization, relationships, trust, data recording) Reproductive process (separating the role of researcher and participant in data formation)	Participatory View
-coding open -Coding coding Selective coding -Programming -Convection -Tematological analysis	-Selective Dialogue -interviewing -Linear and natural -Touch conversations naturally -Designing the dialogues in the style of writing literature	-Open, Deep, Not Made, Free -Friendly, informal, in the field of natural actions: Intimate -The researcher's role as an interview guide -Shift from great travel log questions to small travel log questions Time Linear Questions -Examples and experiences -emotional questions -Help questions	An ethnographic interview
Annotate video on important content	Saving important items	Virtual Documents (content shared on virtual networks and blogs)	Non-intervention measures

**Analysis of the findings**

The analytical methods used in this study are mostly conventional methods in the basic theory. The basic theory is

not only one of the independent methodologies of qualitative research that provides an efficient and methodical system for data collection, and ultimately provides data analysis. In this

method, during the return process, gradually emerges from theories, concepts, concepts, categories, and categories of theories. (Mullay, 2011). However, it should be emphasized that in this research only the analytical method of the basic theory has been used (Murchison, 2010) and the methodology and method of ethnography.

Our macro approach in this article is a theory of post-structuralist linguistics in discursive psychology, which believes that subjectivity is the product of the intersection of discourses or semantic systems and living experience. Although discourses provide available semantic systems for the subjects, but human life experiences in the course of everyday life provide the possibility of modifying, modifying, and reinterpreting these semantic structures. Therefore, discourses or interpretative treasures are not pre-existing and structural resources, which are considered as flexible resources for social interaction and action. One of the general strategies during field work is to look at the concepts that their formation stems from the experience of schoolchildren. Is one of those that has a discursive aspect and is presented because of living within certain discourse boundaries? Interpretative treasury categories refer in fact to the discursive aspects of coding and data analysis. On the other hand, the concepts associated with living experience have chosen different aspects of the cultural experience of the schoolchildren from their interaction with various educational brands. Through their symbolic interaction, the trainees begin to modify their brand-thinking and discursive semantic systems in their everyday lives. The categories of life experience have tried to outline an array of unformed and dispersed informational life experiences with an in-depth look.

During the fieldwork process, the general responses of the participants to the large travel logic questioned were followed by two distinct trends. A bunch of informants responded with inspiration from the nature of their life experiences. For example, Arian was one of the informants who usually cited his own biological experience in the form of responses. When we ask him: What features do you think of a good brand? And what causes a brand to avoid? This is the answer: a good brand of education means having strong secretaries and carbolds, a good brand of education means having an attractive learning environment, a good brand of education, having a strong plan and design, also questioned the brand avoidance factors: the lack of emotional relationship between The trainers and the staff of the school so that the trainers do not feel intimacy with the director and instructors, the lack of responsibility of the director and instructors.

In contrast, Septan often answers questions about the characteristics of a good brand of education and the factors of avoiding an educational brand that seems to have provided such answers to his access to various socio-cultural discourses. For example, the factors that avoid a brand can be described as follows:

"Factors that prevent a brand from being avoided is having a negative experience of yourself or friends and acquaintances in such a way that personal or group impressions of a brand are negative and cause people to be reluctant to a particular brand."

This has enabled us to identify and classify two different categories of rhetoric during fieldwork and data analysis, and

based on theoretical considerations of discursive psychology. The term "commentary treasures" is meant by the concept of "interpretive treasures" that has been identified in discursive psychology by Control and Potter, and reflects the mentally and semantic systems of the trainer on their perception of the negative factors of a brand. Of course, it should also be pointed out that these abstract and mental aspects are usually constructed through conversation and through the language that is being constructed, and it is unlikely that in other contexts, when talking with another researcher and for various reasons, there are other concepts in The linguistic agenda of the contributors is to be found (Jorgensen, 2010). Other researchers may also provide a different cultural description by applying a different coding system. Therefore, the foregoing categories represent essentially theoretical considerations that we have chosen during the theoretical study and are recreated, corrected, modified, and eventually stabilized during fieldwork. In contrast, the categories of brand-new experiences refer to the interpretations that trainees have given to their teaching with educational brands and refers more to the dispersal experiences and fluency of trainees during everyday life, rather than having a discursive nature.

### **Interpretative Treasures Avoiding Educational Brand**

The main concepts associated with interpretive treatises are the variety and the wide range of avoiding a brand and the concepts associated with other major categories of this subject. Anti-brand activities now use cyberspace and the internet as a powerful tool. Many anti-virus websites are community-based and enable concerted action against brands by providing cyberspace to express active and powerful consumer dissatisfaction, providing opportunities for exchange of information, organizing sanctions and coordinating litigation, providing they bring. The school's trainers stated that if the services of the school were lower than they thought they were lower, they would not re-test that brand. They also acknowledged that if the services were poorly provided, for example, effective suggestions and guidance as well as appropriate staffing the school is not appropriate, they will not continue to use that brand. In the followings of the school's trainers, there are reasons such as the lack of real interest of instructors in teaching, the lack of adequate teacher training, the lack of advisory systems and the guidance of trainees efficiently and effectively, the lack of practical workshops for occupations in the community, lack of attractive and uplifting space Educational, lack of proper heating and cooling.

### **Life experience**

Experienced living experiences of brand avoidance agents are richer than semantic contexts in which they interpret their experience. Regardless of this, the bulk of the reports provided by the trainers is a description of their activities at the schools. In this study, under the three main notions of lack of intimacy, the lack of effective and efficient implementation of the expectations of trainees from educational services, negative experience the brand is codified and categorized. One of the avoidance factors for trainees from an educational brand is the lack of attention and importance of managers and their consultants to their goals and features, and to eliminate

various questions and ambiguities. In a good school, the job of all employees is to provide compassionate services to individuals. The knowledge and experience of the professors should not be shaken by their pride in satisfying the student and trying to succeed him. The most important factor in avoiding people from an educational brand is the lack of a learning environment with peace. The proper training space will significantly reduce the amount of stress tomorrow. It is imperative that this space, calm and security, like the house, is induced by the individual, because the stressful environment in most schools (from sound to bells and to rush and traffic) is the main enemy of learning.

Educational environment decoration should have a dramatic difference with environments such as offices and the like. In addition, the outside space of the classroom, or the open space of the institution, should also be a fantastic space for students to find the environment in addition to an extremely entertaining educational environment and can spend hours in an environment such as a club with Have fun. In a school, the student's view of the degree of popularity and satisfaction with the performance of professors and counselors should be graphically arranged in the school's pamphlet so that the respondents at the selection stage will have a general overview of the performance of the faculty both in terms of both academic level and skills Teaching and ethics. A student must know that a master loves his growth and is only concerned with teaching and teaching. Their institutions and directors must employ professors who, above all else, have chosen a teaching job with their hearts, so that they can apply all their knowledge and skills to interest classroom learners and classify the attractiveness of the classroom. To increase the degree to completely abandon all students for hours of everyday concerns and their senses only focus on the subject. One of the negative factors is considered to be an educational brand. The book should tell the author how to teach and techniques. Inform the teacher of his proposal as a page on the page, because whatever the relationship between the authors of the books and the professors the professor's success will be greater in creating an appropriate environment. So the school should write books and pamphlets itself or they should use books with a comprehensive teaching guide. In a learning environment, individuals should have the opportunity to experience and try and work. An educational environment is an environment that allows students to practice and use their inferences and analyzes, because learning is not meant to preserve presuppositions and to understand theories and opinions of professors.

The professors must allow trainees in every subject to make tangible experiences (with five senses) to make their trainer recognized as a truth finder and to feel the triumph and satisfaction of his efforts. In learning the content, it's a sensation of the topic with five senses and reminiscence, which transmits the subject well and persists in the mind. It can be implemented through even trivial tools and facilities. Institutions' tests in the educational environment should by no means be stressful. According to international standards, mid-term examinations should be possible with reference to the pamphlet. Delegating the exciting and exciting projects of each person to him during the semester rather than the stressful and enduring exams of the final term will be very

fruitful, and the results, especially in the progress of the trainees, are far more and better than methods Our tests should be Achievement Tests, that is, for example, a person can successfully project a project of his own interest and interest. Obviously, the student will never forget the memory of such projects. You can easily check with a 3-point logic according to the clarity and honesty you see in your answer: 1. teaching conditions in it What are the schools and how are the professors selected? Obviously, the more precise and principled the choice. It shows a better quality school. What is your in-service training for the staff and will you be allowed to attend a one-on-one training session as a guest? In-service training is costly behind the curtain, and usually the trainers are unaware of whether or not to do so. If you have been allowed to attend lecturers' meeting and training sessions, do not hesitate to select the school. 3. Ask the school how many branches do you have? The more branches it has, the more its weaknesses are! In the engineering systems of the system, there are methods for establishing branches in a franchising method, which these methods are applicable to a very small number of companies worldwide, and this science has not yet been institutionalized in many countries, such as Iran.

### Conclusion

In the coding of the results of the field ethnographic interviews and participatory observation notes, it was possible to construct a coherent structure with the name of avoidance brand education. Factors such as lack of sense of intimacy, lack of effective and efficient failure of trainees' expectations from educational services, negative experience of the brand were identified. Why is the analysis of the research findings possible?

First, the impact of negative social activism is confirmed by the fact that dissatisfied customers are more powerful than satisfied customers, and by launching negative campaigns against a brand, they are able to change their attitude towards other customers. Also lack of optimal and efficient management, lack of proper educational environment, lack of services in accordance with educational needs of trainers, lack of commitment and responsibility of professors, poor educational resources, and lack of familiarity of teachers with the way of compilation of educational books, the impossibility of learning experience of trainees, evaluation system Weak and inefficient, also identified the factors that trainees avoid using an educational brand because of their existence.

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