The study proposes and empirically tests a comprehensive model of student-university identification based on social identity, social exchange, and self-expansion theories. It examines the role of university personality, university brand knowledge, and university prestige in developing student-university identification. Furthermore, the effects of student-university identification on various university-supportive behaviors such as affiliation, suggestions for improvement, advocacy, and participation in future activities are examined. Findings reveal that students’ belief about the high-status perception of university results in positive self-view and greater self-esteem. In addition, students who identify with their university identity perceive their destiny as interwoven with the university which drives their desire to engage in extra-role behaviors on behalf of the university. Findings on self-brand connection suggest that universities in their internal branding and marketing communication activities are advised to provide cues to the students about how the university configures an identity relevant to them.

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