

A Work Project, presented as part of the requirements for the Award of a Master's degree
in Management from the Nova School of Business and Economics.

A COMPARISON STUDY ON PORTUGUESE BUSINESS SCHOOLS YOUTUBE
VIDEOS AND THEIR PERSONALITIES

HELENA DU

Work project carried out under the supervision of:

Luis Martinez and Omid Asgari

17-12-2021

Abstract

Business schools need to promote their brand personality in order to retain talent. This research intends to study and analyze the top 5 Portuguese Business schools Promotional YouTube Videos using a university brand personality scale (UBPS) lens to find the main themes and messages and which brand personality dimensions are perceived by the students. This study carries mixed methods research: content analysis and correspondence analysis. Twenty-one themes were found in the videos which were attached to the UBPS. Students perceive personality trait of appeal was common for all the b-schools, Nova SBE is closer linked to Cosmopolitan dimension; Catholic-Lisbon with the Sincerity trait; Porto Business School with Lively dimension; ISCTE displayed a dual personality and ISEG an uncertain brand personality. Afterwards, students were also asked which business school they consider applying for, NOVA SBE being a major choice and ISCTE the least. This study adds new insights into the Higher Education marketing field, namely YouTube as a valuable communication channel and the recent brand personality scale developed by Rauschnabel et al. (2016).

Keywords: Higher Education, advertising, business schools, video promotion, brand personalities, University Brand Personality Scale (UBPS)

This work used infrastructure and resources funded by Fundação para a Ciência e a Tecnologia (UID/ECO/00124/2013, UID/ECO/00124/2019 and Social Sciences DataLab, Project 22209), POR Lisboa (LISBOA-01-0145-FEDER-007722 and Social Sciences DataLab, Project 22209) and POR Norte (Social Sciences DataLab, Project 22209)

1. Introduction

Higher education (HE) has become increasingly diverse and competitive and Business schools are not an exception (Dass et al., 2021; Han, 2014). In order to face this new challenge, universities have been influenced by marketization, meaning, the use of marketing practices. Since students have many options, high education institutions (HEIs) have been creating new ways to bring students attention and keep them (Guilbault, 2016).

When we are talking about a Business school choice, brands have a tremendous impact in the process (Sharma et al., 2013), thus, having a strong brand can be seen as a device to improve “consumers” of business education (individuals and corporations) to make their choice (Hawawini, 2005). Even though it is acknowledged that a great brand is heavily due to its product quality and service experience, in order to have a significant impact in influencing consumers’ decision making and building loyalty, a brand must create value and be a differentiator (Sharma et al., 2013).

Lately, the concept of brand personality has increased in popularity among consumer behaviour researchers, referring to the set of human characteristics related to a brand (Aaker, 1997) and it may embody strong differentiation criteria between the many colleges competing for student recruits (Rutter et al., 2017). As Harris (2009) conclude: “An important role of branding and brand personality is to help differentiate products and sellers in the marketplace” (p.294). Aaker’s scale is one of the most important scales and has been a foundation of other scales which either researches explore a new point of view, focus on one of the aspects of Aaker’s brand personality or adopt brand personality in particular contexts (Zarantonello & Pauwels-Delassus, 2016).

In a pursuit to develop a new way of exploring brand personalities in the Higher Education context, Rauschnabel, Krey, Babin, & Ivens, (2016) developed the university

brand personality scale (UBPS) that is adapted based on Aaker's (1997) framework by improving some of the model's criticisms addressed by many researchers.

As mentioned previously, universities have put efforts to be the prospective students' first choice and including promotional videos in their marketing strategies is a common practice for this goal (Pham et al., 2017). Thus, many university YouTube videos not only serve as an advertisement tool, but they have an underlying aim to impress the viewer by exhibiting the desirability of an institution (Kraus & Burford, 2020).

A key aim and contribution of this study are to explore how the brand personality is being communicated by Portuguese businesses schools, using Rauschnabel et al. (2016) university brand personality scale (UBPS) in the YouTube promotional videos. This work provides an initial empirical look into the ideas and messages addressed towards the target audience. The data for this study come from an analysis of the visual, auditory, and narrative elements displayed in the videos. From this, we can assess how Portuguese Business Schools are projecting the brand personalities and from the survey, how these elements come up to the audience. A further contribution is to provide a better understanding of how Portuguese b-schools brand personality is being perceived through the eyes of students and the viewers and compare their results.

2. Literature Review

2.1 Higher Education advertisement

Despite higher education marketing research field still being in a relative pioneer stage, marketing approaches which have been successful in the business world, are slowly now being applied by many HEIs: not only to gain a competitive advantage but also a larger share of the international market. (Guilbault, 2016; Hemsley-Brown & Oplatka, 2006).

Advertising has always been present and an important factor to create visibility for educational institutions (Kumar et al., 2021). Through culture tools (advertising and branded artefacts), events (open days and football bowls) and physical places (campus grounds and buildings) Higher Educations Institutions are broadcast to their audiences (Cannizzo & James, 2020).

Nowadays, universities no longer rely only on traditional media platforms for recruitment advertising; lately, online videos and social media are the main channels to advertise themselves locally and in the international sphere (Kraus & Burford, 2020; Mwenda et al., 2019), helping HEIs to achieve higher scores in engaging with their potential customers (Kumar et al., 2021). Hence, promotional videos are commonly used for this purpose (Pham et al., 2017).

Jan and Ammari (2016) research concluded that online advertising - websites and social media – have a strong impact on students’ decisions and choice of a university for higher education, therefore Universities should update their website regularly and be present on various social media platforms.

University direct-to-consumer advertisements (DTCAs) of Australian universities were analysed by Cannizzo and James (2020) and concluded that existential themes of living a meaningful, authentic or exceptional life, whether through focusing on goal development/lifestyle/seeking or focusing on work outcomes/educational support, ultimately idealizes the role of the university within an idealized social order (Cannizzo & James, 2020).

Klassen (2001), through the analysis of college viewbooks, concluded that appealing images of faculty, students, and campus events, college viewbooks help create striking ideas of an academic life which resonated with a very “niche market”, by

comparing top-and lower-ranked colleges and universities images, it is possible to conclude how the needs and desires of students from the range of schools are reflected.

Harris (2009) study shows that public service announcements (PSAs) are focused on five key themes: campus characteristics, staff prestige, cocurricular activities, prestige building and mission/purpose. Overall, colleges and universities are promoting the fact that individual success plays a crucial feature in their activities. Clayton, Cavanagh, and Hettche (2012) further Harris' study by adding the sense of belonging and community building, taking into consideration both emotional appeal and appeal to reason. Recently, Diel and Katsinas (2018) also found that the PSAs have consistency in messaging communicating to prospective students that they offer beautiful, park-like environments, suggesting that students socializing will be the priority rather than studying.

2.2 The use of YouTube in higher education marketing

Video is used as a common way to promote a given product or service (Pham et al., 2017). "Since its launch in 2005, YouTube has become the world's most popular Web 2.0 video sharing platform" (Kraus & Burford, 2020, p.207).

Research regarding the design and content presented by universities in their YouTube as a marketing tool is quite narrow: Pham et al. (2017) have directly investigated this approach by analyzing the content of 140 promotional YouTube videos produced by HEIs revealing that universities have a homogenous structure in their choice of information, content, and key messages, including convincing messages that inform possible future students regarding the institution's identity and build credibility through reputation and world-rankings. They also realize that rational and emotional aspects are in the recipe of the behaviour and decision-making process of potential students (Pham et al., 2017).

Mwenda et al., (2019) analysed a sample of 81 YouTube videos that promote Science, Technology, Engineering, and Mathematics (STEM) courses in 40 Australian universities. Again, video content showed a homogenous formula; having the most prevalent themes the Course Experience, Career & Labour Market, Motherhood Statements, Impact to Society, and Work Integrated Learning. Also in Australia, Gottschall and Saltmarsh (2017) proved that online promotional videos within Australian university websites focus on the ‘promise of happiness’, showcasing social experience for students who are usually portrayed as youthful, attractive, active and fun as the main priority. Moreover, Kraus & Burford (2020), analysed how Thai universities apply their promotional videos in the IHE context.

2.3 Business school’s environment

Business education is still a prevalent path for both the students and the institute given the growth opportunities for both parties (Dass et al., 2021). B-schools bring an additional value proposition by being a “relatively cheap way of keeping young adults intellectual stimulated, busy, and relatively happy”. (Trkman, 2019).

However, business schools are suffering paradigmatic shifts, and they are feeling the impact of these changes (Schlegelmilch, 2020) but they are not being able to follow those changes (Trkman, 2019). According to Schlegelmilchb (2020), the main concerns Business Schools face are due to the digital paradigm shift which business schools are not leading, deglobalization, and the increasing Asia economic power, affecting scientific exchange the student flows. Furthermore, COVID-19 pandemics has brought additional changes in the university system at a whole new unprecedented scale. B-schools worldwide had to shift to online classes and remote teaching emergently. (Krishnamurthy, 2020).

Hence, for a given business school, the brand (expressed by the school's name and logo) is a statement of that school's successful strategy, which allows it to stand out from the rest of schools not only in the mind of the general public but also of people and companies directly linked to it (students, faculty, staff, alumni, corporate sponsors) (Hawawini, 2005). Evidently, the result of schools with a strong brand is the attraction and retention of the best students, faculty, staff and corporate sponsors within their targeted market segment by offering a life-changing experience (Hawawini, 2005).

There has been some literature regarding branding in business schools, namely, on-brand experience, brand love and brand trust (Dass et al., 2021); consumer-based equity in Indian Business schools (Sharma et al., 2013); student self-branding in the socially embedded context of a Swedish business school (Holmberg & Strannegård, 2015); how faculty members respond to business schools branding (Frandsen et al., 2018). This study will add to the literature insights regarding YouTube Promotional videos and how they manifest their brand personalities.

2.4 Brand Personality

Brand management in HE optics, even though has been the researchers' agenda for some time, its attention is still very scarce (Chapleo, 2007). Nevertheless, universities have been acknowledged as corporate brands, due to their strategies in promoting the university as a brand. (Palmer et al., 2016).

Particularly in the Higher Education field, brand personality research is beginning to have a better grasp on the positions of institutions in their competitive context (Rutter et al., 2017). Brand personality can be seen as human characteristics been associated with inanimate objects such as commercial brands (Sung & Jooyoung, 2010). Brand personality researchers emphasize identifying and describing underlying dimensions of these human brand attributes (Rauschnabel et al., 2016). By attributing human

characteristics to objects, animals, or something else, we are assisting an anthropomorphizing phenomenon. People assign traits to brands as this allows them to explain their products in terms of their conceptions and past experiences (Aggarwal & McGill, 2007).

Aaker (1997) defined brand personality as the “set of human characteristics associated with a brand”, the author identified measures organized by qualities for each of the five traits. In her article, the brand personality dimensions were the following: 1) sincerity, 2) excitement, 3) competence, 4) sophistication, and 5) ruggedness. This framework's dimensions are derived from 15 personality traits of brands that are divided into 42 different personality traits.

Brand personality can be noted from the standpoint of two main viewpoints - the personification of brand attributes and the emotional response that people have with the brand itself (M. Sung & Yang, 2008).

Eisend and Stokburger-Sauer (2013) research allow us to drive empirical generalizations about antecedents and consequences of brand personality. The authors provide insights about the drivers of brand personality, how they affect the maturity of a brand and which dimensions are the most influential on variables such as brand attitude, image, commitment and purchase intention.

Despite the popularity, some authors have revealed criticisms of the Aaker (1997) scale. For instance, Kaplan, Yurt, Guneri, and Kurtulus (2010) proved that the research of brand personality can go beyond commercial goods, and by applying it to places, it generates more and diverse associations, including negative aspects of personality. On the other hand, Geuens, Weijters, and De Wulf, (2009) states that Aaker’s personality definition is too loose, not taking into consideration other factors such as age and gender;

the authors also point out the lack of generality for a specific brand or within a specific product category but also the fact that it is non-replicable in the context of different cultures. Kumar (2018) has collected a list of criticism and alternatives scales from several authors.

Still, it is safe to say that the work of Aaker (1997) inspired most of the research on brand personality to date (Geuens et al., 2009). Academics have applied the concept of the theory in several perspectives that are distinct from the initial focus on traditional consumer products and services (Do & Ralev, 2021). Opoku, Hultman, and Saheli-Sangari, (2008) investigated whether Swedish Universities communicate distinctive brand personalities on the internet. Polyorat (2011) study attempts to investigate the impact of different brand personality dimensions of a university on brand identification and word-of-mouth. Rutter et al., (2017) analysed the prospectuses of the top 10 HEIs in the UK and draw a comparison between their relative positions using Aaker's (1997) brand personality lens.

In a recent study, Rauschnabel et al. (2016) develop a new framework to assess university brands - university brand personality scale (UBPS) - adapted based on Aaker's (1997) "Big Five" by enhancing some of the model's critiques addressed by many scholars. The new dimensions from the UBPS are the following: **"prestige", "sincerity", "appeal", "lively", "conscientiousness", and "cosmopolitan"**

Table 1 Definition of UBPS dimensions

UBPS Dimensions	Explanation
1. Prestige	Represents a university's reputation, perceived successfulness, snob appeal, acceptance, leading and considerable.
2. Sincerity	Sincerity is the second UBPS dimension and shares similarities with the sincerity dimension of the Aaker brand personality scale. The sincerity dimension shows a correlation with the items of humane, helpful, friendly, trustworthy, and fair.

3. Appeal	Reflects the desirable traits of universities as a person and reveals association to the items of attractive, productive, and special.
4. Lively	It is somewhat like Aaker's (1997) dimension for excitement and in the context of universities, it is related to the items of athletic, dynamic, lively, and creative.
5. Conscientiousness	It is linked to the items of organized, competent, structured, and effective.
6. Cosmopolitan	It explains whether people view a university as a closed or open institution and is correlated to the items of networked, international, and cosmopolitan.

Source: (Rauschnabel et al., 2016).

The new model can be seen as a useful tool for university managers that allows for effective measurement of their institution's and competitors' brand personalities. The author highlights the need for HEIs marketing managers to precisely assess their institution's current position and develop ideal UBPS profiles based on the established methods in academic and applied literature (Rauschnabel et al., 2016).

Thus, this study will focus on trying to answer the following questions: Question 1: What elements and features are commonly used in Portuguese business schools YouTube videos and how do they translate in terms of university brand personalities? Question 2: What are the students' perceptions regarding the videos and how do they assess the university brand personalities?

3. Method

Achieving scientific objectives or understanding and analysing scientific subjects is only possible if it is using appropriate methodology. In this study, will be applied mixed methods methodology, which may be defined as 'research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study (Tashakkori and Creswell, 2007:4 as cited in (Doyle et al., 2009). Qualitative research is applied through the content analysis of the videos in order to answer question 1, and regarding quantitative

research, correspondence analysis is what we considered most suitable to find insight for question 2, which aims to find out what students' perceptions regarding the videos are.

3.1 Sample and data collection

3.1.1 Business Schools and Videos criteria

This study aims to explore the main themes and messages that are being projected through the university YouTube videos and which brand personality best fit each school. In order to answer the research question, a sample of YouTube of ten videos to analyse was selected. We focused on Portuguese business schools, and to limit our scope we took only into consideration the ones present on the Financial Times ranking. The business schools studied are the following: ISCTE Business School, Nova School of Business and Economics (NOVA SBE), Lisbon Catholic School of Business and Economics, Porto Business School, ISEG- Lisbon School of Economics and Management. Data collection was undertaken in October 2021.

A set of criteria was established to find the most core videos that allowed to find the school's personality. We consider the following keywords to search for university promotional videos in YouTube's search engine as our starter point: "university + promotional video/film/movie", "university + introduction video/ film/movie", "welcome to university". We also looked into the Institution YouTube channel and considered the featured video on the channel. Besides finding the most recent version of the video, four other selection criteria were considered to define our sample. The videos (i) had to be in English only since a university creates a video to also recruit international students and English is considered the standard language in the higher education sector; (ii) had to be promotional or introductory in its core and it is sales and marketing driven. In most cases, was identified titles of the videos were suggestive enough for this purpose, which included phrases such as "Welcome to", "Why choose", or simply the slogan of the school,

having established in the first seconds of the video; (iii) had to be produced by the official institution which accounts ownership and stylistic features, and not be student projects, nor students' vlogs nor third-party channels; (iv) also, videos that weren't promoting the university as whole but rather to endorse a sub-institutional unit such as a school, a department, or a university special event/service such as an anniversary celebration, a new opening program or an alumni activity's event were excluded (Pham et al., 2017). In total 10 videos (2 for each school) were selected for analysis.

3.1.2 Survey Demographics

The second part of the study aims to assess students' perceptions regarding the videos and consequently, the brand personality for each university. A sample of 120 responses was collected: 5 people were high school students, 32 were bachelor's students and 79 were master's students, 3 were international students and one professor.

3.2. Data Analysis

3.2.1 Video coding procedures

As this research is seeking to identify common approaches and themes that are displayed amongst these YouTube videos, a content analysis was chosen as the preferred methodology. In this phase, coding each video is in its entirety focusing on message elements such as the voice-over narration, soundtrack, images, characters, and background scenes. Actors and figurants, graphics, voice-overs, music, and other components were taken into consideration to provide a complete analysis. For this qualitative segment, NVivo software was the tool used for the transcription and analysis of coded data.

3.2.1 Survey Structure

For the survey analysis, each participant had to watch one video from each studied Business School (the one with the shorter length) and write an open answer for what they

believe is the main idea of the video presented by the HEI. In the second question were given a set of adjectives related to the University Brand Personality Scale and they had to select the ones (presented in Table 2) that they felt more suitable for each b-school. Lastly, it was asked what business school they would consider applying to, based on the video they have watched.

In order to explore whether the business schools were able to position a distinct brand personality through their Youtube promotional videos, Correspondence Analysis was used to analyze the relationship between each university's brand personality and the six dimensions, which was computerized using SPSS.

Table 2 Selected words from (Rauschnabel, Krey, Babin, & Ivens, 2016b) work

Dimension	Selected words
Prestige	Prestige, Accepted, Leading, Reputable, Successful, Considerable
Sincerity	Sincerity, Humane, Helpful, Friendly, Trustworthy, Fair
Appeal	Appeal, Productive, Special, Attractive
Lively	Lively, Athletic, Dynamic, Lively, Creative
Conscientiousness	Organized, Competent, Structured, Effective, Conscientiousness
Cosmopolitan	Cosmopolitan, International, Networked

4. Results

4.1 Qualitative results (Content analysis)

From the analysis of the sample videos, 21 themes were extracted that formed the major aspects of the University Personality Scale, as indicated in Table 3.

Table 3 University Brand Personality Dimensions and themes

Themes	University Personality
Alumni, Awards, Rankings, Reputation	Prestige
Volunteering activities, Socialization	Sincerity
Business Driven culture, Campus, Location, Professional Context, Graduation	Appeal
Activities outside b-schools, Students having fun	Lively
Career Fairs, Classes, Employability, Program portfolio, Students studying	Conscientiousness
International references/programs, Testimonies Diversity faces	Cosmopolitan

4.1.1 Trait 1: Prestige

This dimension is presented in the videos in the form of awards, rankings, successful alumni, and reputation.

ISCTE Business School points out that it is very important to award and distinguish their best students while showing a ceremony of students receiving a diploma, several awards exposed and a group of youngsters taking a selfie with their respective certificates. The institution also promotes prestige by including several alumni in important job positions.

NOVA SBE has also a brief mention of the Alumni component, but instead of showing different successful alumni, informs the prospective student that once the pupil graduates, will be part of the Alumni Club and have their own standing place on campus, the Pedro Santa Clara Alumni Lounge. On the other hand, Porto Business School indicates that have 10.000 and growing active alumni members.

University rankings have become more and more prominent in the higher education landscape for different stakeholders such as institutional leaders using ranking information as a Key Performance Indicator (KPI) to guide and evaluate their decisions (Jacqmin, 2021). It is not surprising that institutions such as ISEG, Porto Business School and NOVA Business School and Economics highlight their achievements of being placed in prestigious rankings namely the Financial Times.

Reputation has also a role in the presented videos. Catholic-Lisbon uses the testimony of International Students on why they have chosen Catholic-Lisbon to study and one of the reasons mentioned is regarding its reputation, while ISCTE claims “its faculty benefits from the experience of prestigious managers and decision-makers,

teachers who bring the professional world into the classroom” and ISEG invites future students to be “part of the prestigious University of Lisbon.”

4.1.2 Trait 2: Sincerity

Catholic displays sincerity by showing several clips of students doing volunteer work, students socializing with one another and showing affection while sending messages such as “Choose wisdom, choose happiness.” “Choose kindness, choose to be the best version of yourself.”

Friendliness and helpfulness are exhibited in the NOVA SBE video by mentioning the several places the school has that help a student with a specific need. Those places are for instance the Student’s Central where students have personalized academic help or NOVA SBE Student’s Union which is described as “the voice of every student”.

4.1.3 Trait 3: Appeal

Appealing factors identified in the videos included campus characteristics, location, business-driven university culture and graduation.

The 5 universities show their campus by directly mentioning such NOVA SBE “Welcome to the campus that the world has been talking about for two years, the campus from now on is your home” or more implicitly as part of the background showing off not only the outside but also classrooms, auditoriums, and cafeteria. As Harris (2009) mentioned the size of the campus can be a selling point for both small and large institutions, seeking to convey the positive features available to each (p.190).

Four out of five Business schools are in Lisbon and one is in Porto. Beautiful landscape shots and some emblematic monuments are shown throughout the videos, conveying the message that the city the school is located in is attractive and pleasant to study. One student was looking for “nice places, warm places” to pursue her masters.

ISCTE emphasizes its location by showing a map at the beginning of its video, ISEG stresses that it is located “in the heart of Lisbon” while NOVA SBE highlights the fact the campus is located close to the beach in Carcavelos.

Another factor present in the videos has to do with the business-driven culture of the school, manifested by the strong links with the corporate world and the involvement of companies in the studies. ISCTE, ISEG and NOVA SBE display images of graduation ceremonies of students holding their diploma and celebrating underlining as a great achievement guaranteed if the student chooses that university. Lastly, students working in offices and factories, analyzing data speaking on the phone are displayed as an outcome of having studied in that Business School projecting the image of professional success.

4.1.4 Trait 4: Lively

Lively for a university emphasizes creative and athletic meanings (Rauschnabel et al., 2016). Even though none of the Business-school videos focuses on the athletic identity, two institutions stand out by displaying an “out of the box” and creative approach to promote their school.

Both Porto Business School and ISEG Lisbon showed people doing activities that are not directly related to the school business school environment. Porto Business School video “make change happen” demonstrates people doing radical sports such as Parkour, skydiving and bungee jumping perceived as risky in order to show that the real risk is not applying to their school. On the other hand, ISEG video “ISEG-Open minds. Grab the Future” presents young people with different hobbies and other activities and in the video, there is visual text qualifying the activities figuratively: part-time poets, urban sketchers, Saturday chefs, avid collectors, board gamers, endless seekers, lunchbreak black beltlers and human calculators. This range of activities has the purpose of sending the message that ISEG Lisbon is open to students with different talents and backgrounds.

We noticed these two videos have the most cinematic visual appealing images and epic soundtrack compared with the rest of the sample. On the other hand, they also present “motherhood statements”. Motherhood statements included appeals to emotion, such as aspirational clichés and platitudes that were unsupported by evidence and lacked meaning in their vague, generalized form (Mwenda et al., 2019, p.201). Examples of these “motherhood statements” include “Embrace risk and defy the status quo”; “Choose to live 100%”, which are also prevalent in the Catholic Lisbon video. In fact, a student doesn’t learn much about the school since those videos don’t provide much specific information.

The lively dynamic is also felt in what was coded in “students having fun” which takes the form of students socializing, attending parties, concerts and doing activities complementary to their studies.

4.1.5 Trait 5: Conscientiousness

In UBPS, administrative processes, the behaviour of university employees, and perceived teaching quality may drive the perceived conscientiousness of a university (McCracken, 1989; Plummer, 1985 as cited in Rauschnabel et al., 2016, p.3083). The attributes that best correspond to this dimension are career fairs, classes, employability, program portfolio and students studying.

Career fairs are inserted in this dimension since it involves organisational skills, is demanding and requires attention to detail. Schools that show to provide these professional events show diligence and are aware of the students' needs.

Furthermore, students being active in classes and professors showing commitment in their teaching were a common feature present in the majority of the videos analyzed. There are also videos with a slight resemblance with the previous topic which was coded

“students studying”, which shows students reading, writing, or doing work projects outside the classroom environment.

In our sample, three out of five b-schools disclosure their program portfolio, however, NOVA SBE was very specific while ISEG gave a piece of more generic information “teaching in Management, Economics and Finance.”

“Employability” is also a code inserted in the conscientiousness dimension. Portuguese business school guarantees successful employability at a high rate in a short period of time (6 months to a year).

4.1.6 Trait 6: Cosmopolitan

Lastly, the dimension “cosmopolitanism” describes whether people view a university as a closed or open institution (Rauschnabel et al., 2016).

This trait was identified through direct references such as “IBS is the business school in Portugal, that offers great opportunities of an international proximity with students from around the world”; “A community of world citizens dedicated to the development of talent and knowledge that impacts the world”; “50% of the Magellan MBA students are International”.

One common visual approach also detected in 3 videos was the display of different faces with people from different ethnicities. Another way to prove openness to international students is by having international students give their testimony themselves, which is what Católica-Lisbon presents in their video “Why Católica Lisbon?” with two Austrian students and one from the United States.

4.2 Quantitative Results (Survey)

In Table 4, it is possible to see the frequency of attributes for each university by brand personality dimension that the respondents selected after watching the video. A

chi-square test ($\chi^2 = 574,242$; $df = 20$; $p < .001$) shows that the row (i.e., the brand personality dimensions) and the column (i.e., student's videos perception) variables are related. Afterwards, a map was conceived to better establish the understanding of the correspondence. It is apparent that the Nova School of Business and Economics contained the most words associated with brand personality dimensions with 1044 terms, while Catholic-Lisbon was the least associated. In terms of individual brand personality dimensions, "prestige" was perceived most in all the universities accounting for 27,60% (1160/4202), while "cosmopolitan" representing 10,38%, was the least perceived.

Table 4 Student's perceptions of each business school by University Personality

University	Appeal	Conscientiousness	Cosmopolitan	Lively	Prestige	Sincerity	Total
Católica	92	112	40	65	152	252	713
ISCTE	140	214	91	21	322	70	858
ISEG	140	92	87	157	180	192	848
NOVA SBE	140	116	162	86	336	204	1044
PBS	133	126	56	172	170	82	739
Grand Total	645	660	436	501	1160	800	4202

Figure 1 is a correspondence analysis map that unveils the underlying structure and positioning of students' perception of Portuguese business schools YouTube videos in relation to the university brand personality dimensions. The graphical output brings to fore information about how students feel Portuguese b-schools YouTube videos are being displayed and dimensions are positioned between and against each other.

The plot shows that Prestige and Cosmopolitan are within the same quadrant (lower left) and are quite closely related to each other. Conscientiousness even though is in the upper left quadrant shares similarly related upon the y axis, but not the x-axis. The dimensions Sincerity and Lively are the ones most distant from the other, located in the upper right quadrant and the lower right quadrant, respectively. The map shows that the brand personality dimension, Appeal, is positioned relatively centrally and has a poor impact in distinguishing among the b-schools. This indicates that Appeal is a dimension

widely spread in all 5 university videos and that the other five brand personality dimensions are differential perceptions from the base brand personality of Appeal.

In the same picture, it is possible to pinpoint where the business schools are positioned. The map highlights that NOVA SBE and Catholic-Lisbon have an individual and unique university brand personality. Nova Business School was strongly associated with the Cosmopolitan dimension, whilst Catholic-Lisbon was most clearly associated with Sincerity. Porto Business School seems to be associated to some extent with the lively dimension. However, ISEG doesn't look to reflect a particular brand personality dimension, since is not close to any dimension. In the ISCTE case, the university appears to fall in between or among dimensions (conscientiousness and prestige), which means that students perceive that the video message is split into these two dimensions, i.e, the communication of dual personality.

Figure 2 displays the results of students' perception in terms of brand personality for each business school. The set of spider graphs allows us to have a clear image of the intensity of each brand personality dimension perception regarding the videos.

Additionally, to the question "Which university would you consider applying to? (based on the videos only)", the majority with 35% would choose Nova School of Business and Economics; 24,17% would consider Porto Business School; ISEG- Lisbon School of Economics and Management counted with 20%; the last positions were occupied by Lisbon Catholic School of Business and Economics and ISCTE Business School with 15,83% and 5%, respectively.

Figure 1 Correspondence Analysis Map of 5 Portuguese Business Schools

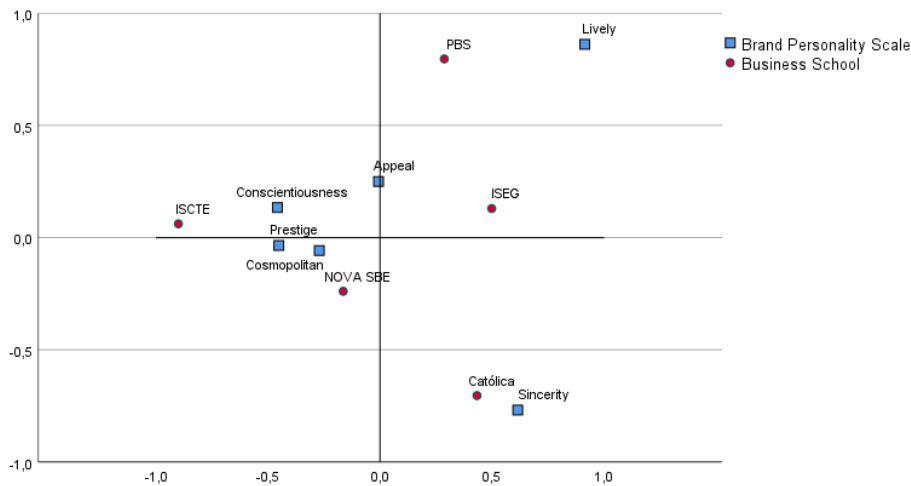


Figure 2 Business School and Brand Personality dimensions perception



5. Discussion

This research aims to identify how university YouTube promotional videos display university brand personalities and whether students can perceive them and identify the unique brand personality of each school through the videos. From our analysis, we found that students view Appeal as a common trait and equally communicated by 5 universities, indicating an underlying brand personality dimension present in the videos.

Nova Business School is mapped closed to the cosmopolitan and prestigious dimension. According to the students who participated in the survey, several comments highlight “That this is a really good school that is recognized internationally and that wants its students to make the difference”, Moreover, the words “reputation”, “prestigious”, “academic quality”, “opportunities for the future career” were continuously repetitive in the students’ opinions.

Catholic-Lisbon is also perceived with a strong brand personality regarding sincerity. According to participants “This video shows a lot of empathy with a speech about motivation and choices, and it may have an impact on our decisions and our way to see our choices and our life. It is very appealing. It also shows a lot of humanism”.

Not as close to the university brand personality dimension as the other previous business schools, Porto Business School is relatively close to the lively dimension. This positioning can be justified by some of the comments done by students such as “First I thought it was about extreme sports so I was quite surprised when the plot changed and started to focus on the Porto Business School I like the idea of connecting business with extreme sports since there are certainly some elements in common”.

ISCTE seems to be perceived with a dual personality between prestige and conscientiousness. The student’s point of view clearly states this duality. “This university seems to be trying to pass an image of seriousness, quality and experience. They layout fact-based reasons for why the student should choose this university, from a number of courses to the international diversity.”

Lastly, ISEG shows a somewhat unclear position. In fact, “diversity” was one of the words most mentioned by the participants of the survey. Since the video is trying to reach everyone “This video transmits the idea that everyone, no matter how different they are, have a spot in ISEG, and that ISEG can help them find themselves.” It is not surprising that ISEG may not be perceived with a clear brand personality.

After watching the videos and completing the survey, it was asked which business school participants would consider applying for. This question was pertinent in order to assess which university personality they value the most and which school delivers it. More than one-third of the students would choose NOVA SBE as a future alma mater,

thus this research concludes that cosmopolitan and having a strong international environment is a feature students appreciate. It was also visible that schools with a perceived defined brand personality were more likely to be chosen than those who weren't. One curious thing noticed was that even though in figure 1 ISCTE and NOVA SBE are quite close, these schools were voted the least and the most, respectively. This assumes that the visual elements such as cinematography, image quality, length and soundtrack have an important role in the videos and consequently how schools showcase their brand personality.

All in all, a few Portuguese business schools appear to create robust media brand personalities by clearly choosing graphic/acoustic elements allowing students to plainly distinguish them. This is pursued by, applying several elements of the university brand personality scale to convey the message they intended. However, students have more difficulty in perceiving a clear brand personality in one business school, meaning its personality is not strong or clear enough.

6. Theoretical and Practical Implications of this study

The present study sought to explore how the university brand personalities are incorporated in Business Schools YouTube Promotional videos and how they are perceived by students to determine its brand personality as a whole.

Due to its recency, by incorporating an already established theoretical framework, developed by Rauschnabel et al. (2016), we conclude this area of research is relatively limited, therefore a relevant topic to explore and add new insights to the current literature. Thus, the theoretical contribution of this research is the following:

Firstly, by applying an established scale, the study provides new insights on how an HEI's brand personality can be perceived by students and identify the brand personality

dimensions in the videos which influence their final choice to a certain extent. For HEIs, that theoretical contribution implies the importance of developing a strong and coherent brand personality and for those who don't, it can lead to missed opportunities for a unique selling proposition. Secondly, this study adds new insights to the existing literature on HEIs' brand personality by providing information on how students anthropomorphise the Business Schools presented, i.e., the various perceptions and associations about human-like traits and typical qualities that students connect to HEIs. Lastly, previous works related to YouTube videos in the HE environment were mainly focused on the International Education context (Kraus & Burford, 2020) or at a discipline-specific level (Mwenda et al., 2019). Since YouTube channels are an increasingly relevant tool for higher education recruitment strategy (Pham et al., 2017), this study goes further by analysing the content of Business Schools videos highlighting the features of videos according to brand personality lenses and its contribution for universities to manage its brand communication.

The above findings have several managerial implications for Higher Education Institutions overall, but more specifically business schools. As education has suffered from strong competition, universities need to come up with more sophisticated strategies to stand out in the education sector. Thus, university administrators might need to create a unique brand personality to establish as a differentiator from the rest of the competition. Hence, this study might be a revelation to not only attract but also retain prospective students. We intend to demonstrate how different elements of personality dimensions can affect consumers' favourable reactions toward the brand of an academic institution.

Previous studies have pointed out the importance to explore student perceptions for a better grasp in improving universities brand communication tools (Pham et al., 2017; Rutter et al., 2017). Since the school's brand personality in this study was built based

solely on students' perception and considering that students are the main customers, there is no better source for marketers involved in advertising campaigns to create videos with the elements that go along with their brand personality. Therefore, it is important to take into consideration several elements that make an attractive video, from the visual's clues and image quality; its length (longer videos were negatively viewed than the shorter ones) to the soundtrack and verbal messaging.

7. Limitations and future research

This research has some limitations that need to be taken into consideration. Our study includes just 5 Portuguese Business schools; thus, it is not representative enough and it may be misleading doing generalizations. The videos in consideration were only one per school which is a considerable small sample to determine one's personality. A deeper analysis of the differences and similarities in several communications tools and between a range of universities across countries is suggested for future research.

Regarding the content analysis of the videos, the analysis was made from the common elements that the videos share regarding the brand personality, therefore is no distinction among the universities. A comparison between what is the Business school desired brand personality and what is perceived is suggested for future research. Moreover, the university brand personality scale developed by Rauschnabel (2016) recognition is still in progress in the context of higher education. Further research should use different brand personality scales like Aaker's (1997) model to test the consistency of the results and compare each other. Lastly, despite acknowledging that YouTube videos and other online tools have a positive influence on student's decision making (Jan & Ammari, 2016), other factors such as student's personal social networks such as friends, acquaintances, teachers and counsellors and "geography proximity" also play a role in the HEI choice (Simões & Soares, 2010).

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Appendix

Table 5 Brand Personalities and its applications

Author	Journal	Personality Scale	Study related to	Application
Aaker (1997)	JMR	BPS	Brand personality dimensions	Consumer Brands
Opoku et al., (2008)	JMHE	BPS	The evaluation of Swedish universities' online brand personalities	Swedish Universities' websites
Kaplan et al., (2010)	EJM	Excitement, Competence, Ruggedness, Peacefulness, Malignancy and Conservatism	Branding places: Applying brand personality concept to cities	Multiple cities
(Polyorat, 2011)	AJBR	BPS	University's brand identification and word-of-mouth.	Universities
(Rampl & Kenning, 2014)	EJM	BPS	Employer brand trust and affect: Linking brand personality to employer brand attractiveness	Employer brand trust and employer brand attractiveness
(Rauschnabel et al., 2016)	JBR	Prestige, Sharing, Appeal, Lively, Conscientiousness, Cosmopolitan	University Brand Personality Scale	Universities
(Rutter et al., 2017)	JMHE	BPS	UK university prospectus	Universities

Journals: AJBR: Asian Journal of Business Research; EJM: European Journal of Marketing; JBR: Journal of Business Research; JMHE: Journal of Marketing for Higher Education
 Personality Scale: BPS: Brand Personality Scale (Aaker, 1997)

Table 6 The sample of HEIs used in this research.

HEI	Number of programs ranked
ISCTE Business School	5
Nova School of Business and Economics (NOVA SBE)	5
Lisbon Catholic School of Business and Economics	5
Porto Business School	3

ISEG- Lisbon School of Economics and Management	2
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Table 7 Details of university videos.

No	Name of the video	Institution	Upload date	Durations	Views (as of 29 Sep 2021)
1	ISCTE Business School	ISCTE	18 January 2013	2:25	4988
2	Why ISCTE Business School?	ISCTE	14 July 2016	3:35	4846
3	Welcome to Nova School of Business & Economics	Nova SBE	23 September 2021	1:38	318
4	Nova SBE Campus Tour	Nova SBE	28 August 2020	6:00	12 670
5	Choose to create your future. Choose CATÓLICA-LISBON	Lisbon Catholic School	16 September 2020	1:00	93
6	Why CATÓLICA-LISBON?	Lisbon Catholic School	15 October 2019	1:07	1198
7	Make change happen	Porto Business School	30 August 2017	0:55	738 965
8	Porto Business School Institutional video	Porto Business School	16 May 2014	3:02	4672
9	ISEG MASTERS	ISEG	17 February 2021	1:07	802
10	ISEG - Open Minds. Grab the Future.	ISEG	4 March 2021	1:06	2 276 945

Figure 3 Selected words from Rauschnabel et al. (2016) University Brand Personality Scale paper



Figure 4 Business School Brand Personality Scale

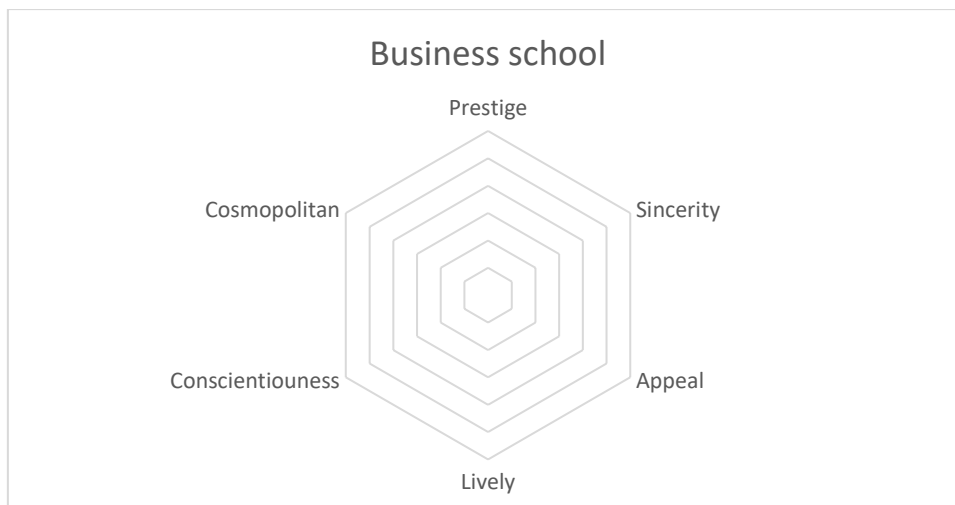


Figure 5 Portuguese business schools brand personality perception

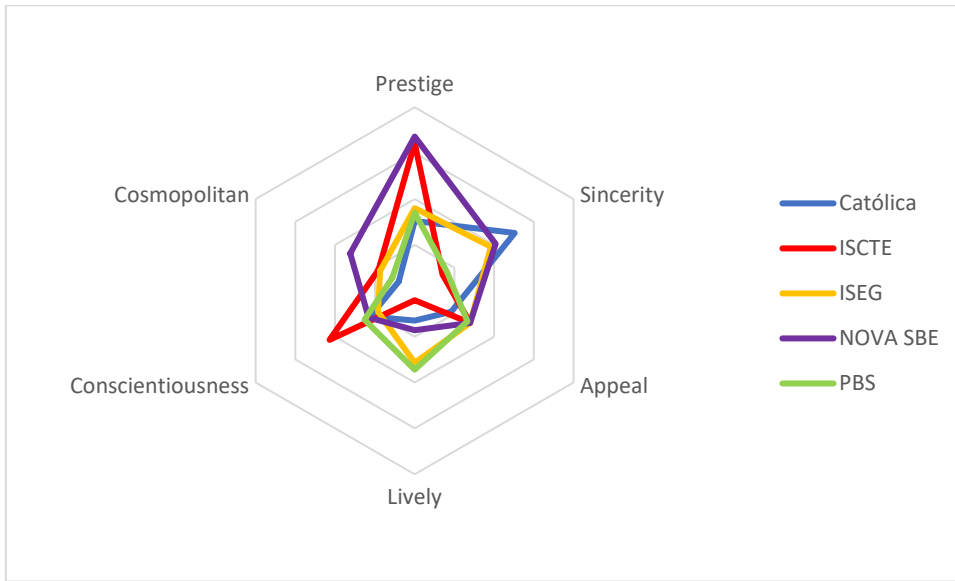


Figure 6 Results of most like to be chosen B-school

