Brand Personality of Centro Escolar University Basis for Developing Strong Brand Identity

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Introduction

Strategy of most businesses is to get the customers attention by creating a distinctive brand image for their products . (Kim et al 2001). A research shows samples of these brand images like Canon X Camera which has the image of independence, dynamism and brilliance. General Motors brand of trucks depicted an image of "like a rock image ", For alcohol like Absolut vodka personified and described to be cool, hippy and contemporary 25 year old, whereas Stolichnaya's description is intellectual, conservative older man. Another exciting and popular brand personality dimensions identified are soda companies like Coca Cola which created coke being cool, all-American and real while Pepsi as being young, exciting and hip. (JMR 1997)

These brands create personality dimensions and in some ways become a reflection of 232 customers' choice of brands. Customers select and use brand with various personality dimensions to highlight certain aspects of their own personality in various situational contexts (ABMR 2011).

Roll (2006) mentioned that consumers who make brands' preferences reflect their sense of identity, stimulate their senses, and enrich their life experiences. Further, a customer is described to have a need for affiliation among people they admire and trust , embrace themselves with things they like , and aspire to have achieved something they want. From a customer point of view, a brand is an indicator of quality which brings an emotional state to a person , as well as belief that a brand is reliable, honest, good, effective along with companies behind them.

Though brands are common in businesses related to products , distinguishing remarks however are given for educational brands. Studies show that brand makes a customer feel good, while an educational brand makes a student feel independent and empowered. (Anuph K. Singh, 2014). Since the customer chooses a business brand, an educational institution selects the student. According to Singh, the purpose of a business brand is to acquire a bigger market share , while the object of an educational brand is to rule the mind and enhances institutional reputation.

Having a clear concepts of branding, sufficient knowledge and acceptance of brand principles and with proper implementation from the administrators will make the use of branding an effective marketing tool in an educational institution. (Finance and Investment News, 2013. Furthermore, the concept of branding in education is about to whom the university is and what it stands for rather than what a product offers to the marketplace.(Black,2008)

Brand personality according to Jennifer Aaker is defined as the "human character traits that are associated with a brand". Aaker relates that the extent to which a consumer feels attracted to a brand is down to the extent to which he or she recognizes him or herself in the brand (Aaker 1997).
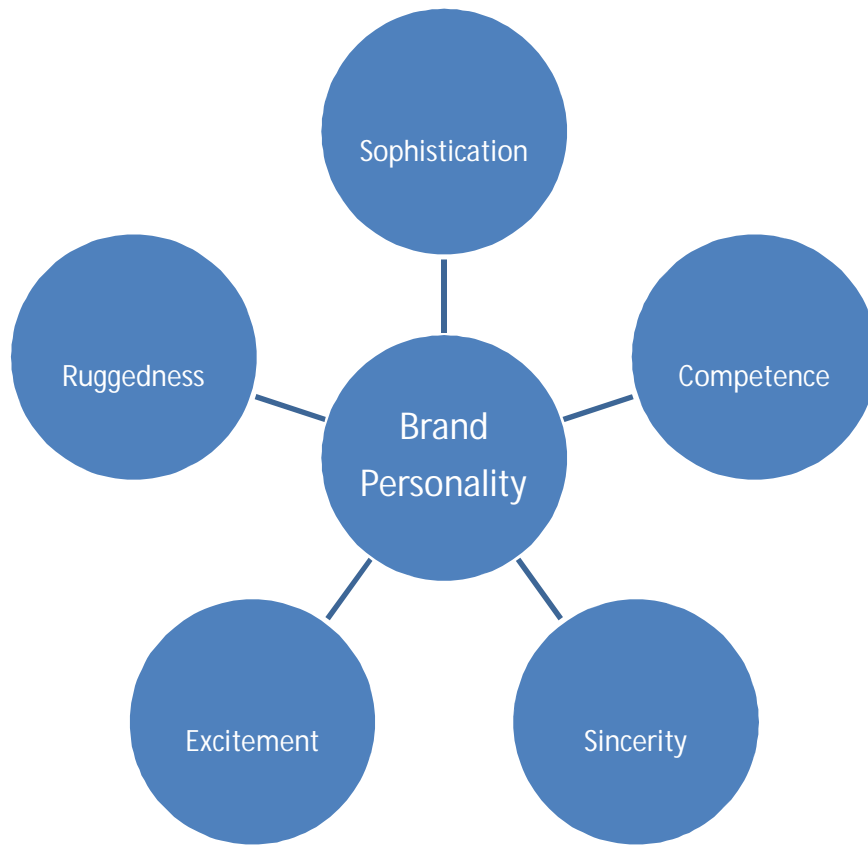
Fig. 1 Brand Personality by Jennifer Aaker

The five dimensions of personality according to Aaker include Sincerity, Excitement, Competence, Sophistication and Ruggedness. The dimension Sincerity consists of personality traits such as down to earth, honest, sincere, genuine, wholesome and cheerful. Excitement consists of daring, spirited, imaginative and up to date. Competence as reliable, responsible, dependable, efficient, intelligent and successful. Sophistication as charming, glamorous, pretentious and romantic and last is the Ruggedness personality with traits such as   tough, strong and outdoorsy. (JMR,Aaker, 1996)

Table 1 shows different personality traits of the personality dimension of Jennifer Aaker.

Table 1.Brand Personality Traits and Characteristics

Sincerity	Excitement	Competence	Sophistication	Ruggedness
Friendly	Daring	Reliable	Upper class	Outdoorsy
Sentimental	Trendy	Hardworking	Glamorous	Masculine
Cheerful	Exciting	Secure	Goodlooking	Western
Original	Spirited	Intelligent	Charming	Tough
Wholesome	Cool	Technical	Feminine	Rugged
Realistic	Young	Corporate	Smooth	
Sincere	Imaginative	Successful		
Honest	Unique	Leader		
Small Town	Up to class	Confident		
Family Oriented	Independent			
Down to Earth	Contemporary			

Source: JMR 2008

Students' points of view on branding becomes a promise in meeting their expectations and facilitates their decisions in selecting which institution to enter. (Finance and Investments News 2013).

Due to prevalent competition in the local and across countries and accelerating educational demands , increasing students' enrolment, changes in government regulations, tuition fee hikes, decrease in government funding for schools. Administrators from the public and private sectors are forced to exploit different marketing strategies in order to achieve their goals, work to outsmart competition and ensuring quality education.

Though branding is critical, experiential for higher education institution in the country, the researchers would still like to explore the brand personality for Centro Escolar University –Malolos.

It is for this purpose that the researchers become interested in investigating the personality type that students, faculty and the non teaching staff would like to associate Centro Escolar University Malolos using the personality dimension of Jennifer Aaker. This study will be useful for both Management and students. The Management will develop strategies that will create strong brand identity for CEU Malolos and to students who will benefit from the strong identity which Marketing researchers explains enhance confidence, worth and character.

Conceptual Framework

The researchers choose Brand Personality as the guiding theory of the study and can be employed to explain CEU's identity.

Students will determine the brand personality of CEU Malolos using the personality dimension of Jennifer Aaker. Strong brand personality helps customers express their own beliefs and attitudes by associating themselves to a particular brand. Thus making a brand identity for CEU.   Internally the study will guide all strategic decisions for the management as to what branding for CEU as an institution and   externally for students to have a clear sense of what the brand stands for, its essence, promises and personality through brand identity.

Figure1
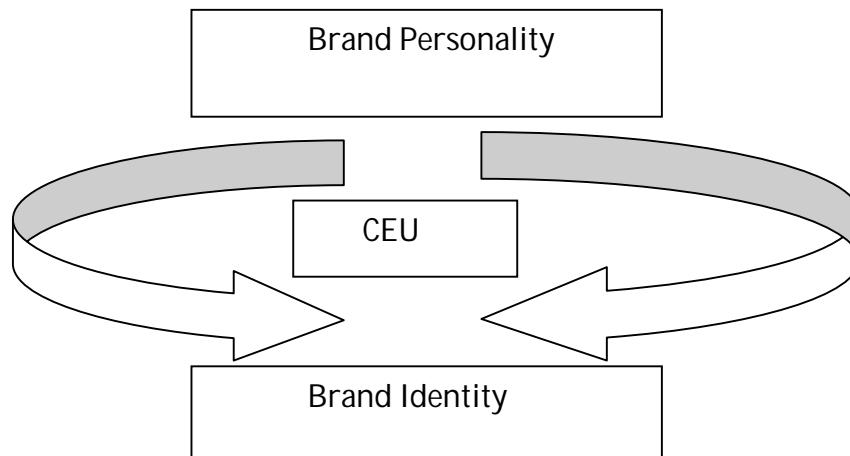
Statement of the Problem

The study seeks to answer the following problem:

1. What is the profile of the following respondents?

   1.1 Internal Customers

      a. students
      b. faculty
      c. non teaching

   1.2 External Customers

      a. Parents
      b. Incoming Freshmen

b. 1. Private School

b. 2 Public School

2. What is the brand personality of CEU Malolos as perceived by the respondents in terms of:

  a. Sincerity
  b. Excitement
  c. Ruggedness
  d. Competence
  e. Sophistication
  f. as a whole

3. What personality dimension can be used to develop strong   brand identity   for CEU Malolos?

Objectives

The study is focused on the following objectives:

1. To study the profile of students, faculty and non teaching staff of Centro Escolar University-Malolos.
2. To explore on what kind of brand personality dimension do students would like to associate with Centro Escolar University-Malolos.
3. The possible brand identification or identity can be used as a marketing strategy for CEU Malolos.

Research Design

The researchers used the qualitative marketing research. Qualitative marketing research address marketing objectives through techniques that allow the researchers to provide interpretations of market phenomena without depending on numerical measurement. The focus is on discovering the true inner meaning and new insights. Also qualitative is less structured and is researcher dependent (Zikmund, Babin,2007).

Respondents of the Study

The researchers gathered information   from all the stakeholders both internal and external. Internal source from the students, faculty and non teaching staff of Centro Escolar University as well as from the external such as parents and senior high school students from the School Year 2013-2014. The total population of students is 2692, faculty is 70 non-teaching of 20, parents of 150 and senior high school of 200.

Sampling Technique

Out of the total students population of 2,692 only 336 or 8.7% were used as respondents. For Faculty of 70, only 59 or 84% respondents and non teaching of 19 or 95% out of 20 were used as respondents. Figure 2 illustrates the population and sample size participated in the study.

Figure 2
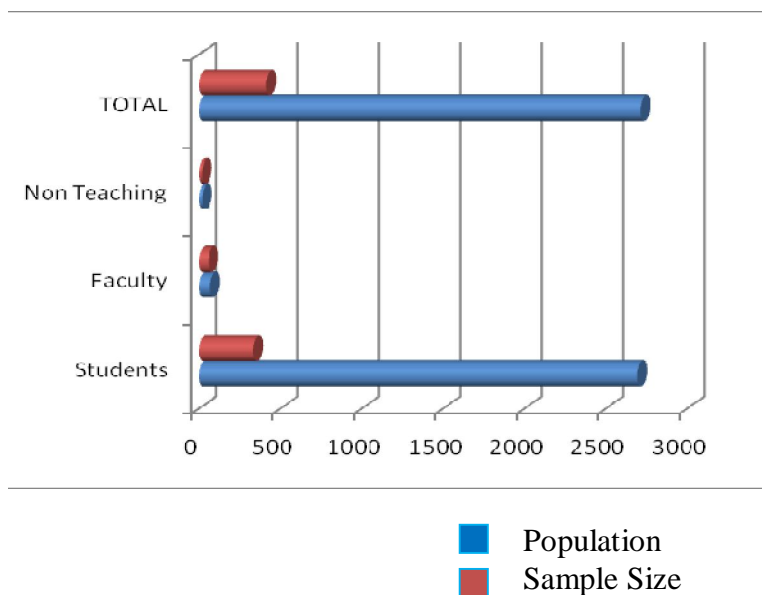
Statistical Treatment

In order to facilitate proper interpretation of data, the following statistical treatments were used.

Frequency and percentage distribution were used. It showed and compared the frequency of the respondents' response from the two groups of respondents.

Weighted mean is the average of the frequency of the respondents putting weights on every response as related.

Further, the researcher used the categorical scales. It is used to measure the behavioural component of an attitude ask about respondents likelihood of purchase or intention to perform some future action (Zikmund and Babin, 2007).

Methodology

A survey research method is used in this study. Respondents were asked the most appropriate personality type for CEU Malolos using the five dimension of personality by Jennifer Aaker.

There are 3 parts of the test. First is the profile of the respondents. Second is the Personality dimension by Aaker. And 3rd is the interview. In addition, the research used the demographic characteristic such as gender and age. Researches have shown that gender and age of the respondents may establish relationship from the brand's imagery.

Definition of Terms

Brand Personality – the set of human characteristics associated with a brand.

Brand Identity – is the strategic charter that guides the company and customers. Internally, identity of the brand guides all the strategic decisions regarding the brand, such as communication, brand/line extension, brand architecture, and association and partnering decisions. Externally, it provides customers with a clear sense of what the brand stands for, its essence promises and personality. (Roll 2006)

Review of Related Literature and Studies

The related literature provides an understanding of branding and brand identity in an Educational setting. The authors include the papers in different countries such as Africa and Malaysia. Further, the following explained some theories and principles related to branding which gave much importance in this research.

A study revealed that the success in the educational marketing environment depends on the ability of an institution to recruit and retain the best students, including faculty and staff. This is in order to provide students with quality education that will enable them to pursue their educational goals. Also mentioned is the need to build and maintain public and legislative assistance in which the author stated can help keep loyal and close connection with alumni and donors. Further, It was suggested that to be able to achieve their goals , it is crucial for higher education institutions to create a consistent, powerful brand identity that provides an advantage over competitors.

With number of studies like in school in Africa showed a remarkable application of branding in an institution. Their study revealed competence which emerged as the most communicated brand personality dimensions in their schools while sophistication was the least communicated. While a school in Malaysia, revealed that brand strength and favorability on brand equity were higher in private institutions while brand uniqueness was a strong predictor of brand equity among public institutions.

Another interesting study were the popular business schools like Manchester Business School, Harvard and Stanford. They found out that business schools associated with highly-ranked, prestigious universities such as Manchester Business School, Harvard Business School, and Stanford Graduate School of Business portrayed the university brand either solely or in conjunction with a less prominent school brand.

Furthermore, institutions of higher education have been criticized for lack of relevance because according to studies, majority of graduates fail to secure employment and rarely exhibit entrepreneurial skills in initiating their own business ventures after completing their studies. There is also a growing concern that scarce financial resources that are diverted to branding programs as opposed to teaching and research activities.

These challenges provide credence for investigating how students perceive educational institution brands as it will signal whether the intended purpose of meeting the needs of the primary consumers through branding is achieved (Finance and Investments News 2013)

A sample of brand personality posted in January 28,2010 by Camille Friendin, made a remarkable associations on brand and brand personality. She said about consumer's proclamation of brand. According to her consumers make purchasing decisions based on any number of associations they have with individual brands, and companies spend millions on advertising and marketing activities so that they can influence customers . Friendin said choosing brand is like choosing our friends based on their personalities. Her samples of Personality dimensions are;

1st Dimension – SINCERITY

Consumers interpret sincere brands as being down-to-earth, honest, wholesome, and cheerful. Sure, some people find Rachael Ray annoying, but more people find her endearing – the kind of woman you can sit down with for a chat at the kitchen table.

2nd Dimension – EXCITEMENT

The most exciting brands are daring, spirited, imaginative, and on the cutting edge. Not only are Burton snowboards on the cutting edge of technology and performance, the products bearing the Burton name are designed with their audience in mind. Funky graphics and forward-thinking designs make Burton a leader in their competitive industry.

3rd Dimension – COMPETENCE

Reliability, intelligence, and success are the traits associated with these brands. Even in these trying economic times, there are a few financial services firms that still manage to play well in consumer minds. Charles Schwab is the stable, successful, smart guy next door who can tell you what to do with your 401k allocations.

4th Dimension – SOPHISTICATION

A brand that is sophisticated is viewed as charming and fit for the upper classes. When it comes to esteem and seemingly eternal longevity, the Chanel brand is unequaled. In good times and bad, this brand remains strong as a symbol of a life lived in all the right places, doing all the right things.

5th Dimension – RUGGEDNESS

Interestingly, consumers pick up on this personality dimension quite well. Rugged brands are seen as outdoorsy and tough. The North Face has built an empire by outfitting people who actually do scary outdoorsy things, and those who just like to look good on the streets of NYC

Results and Discussion

Profile of the respondents represented on the table below.

Table 2: Samples of the Study

INTERNAL		
Category	**Population**	**Sample Size**
Student	2692	358 - 13%
Faculty	70	56 - 8%
Non-Teaching Staff	20	16- 80%
Total sample size		430 – 15%
EXTERNAL		
Category		**Sample Size**
Incoming 1st Year Students		161
Parents and Guardians		90
Total sample size		252

Table 2 presents two groups of the study, Internal and External Samples under the internal consists of Students with 358 sample size out of the total population of 2,692, Faculty and the non teaching staff. While the External consists of the incoming 1st year purposively chosen   and parents and guardians with only 90 respondents.

Table 3: Frequency Distribution of the Respondent's Gender

INTERNAL STUDENTS	College	Course	Gender					
			Male	%	Female	%	Total	%
	College of Management and Technology	BAMA	9	8.41	30	11.95	39	10.89
		BSBA FM	1	0.93	5	1.99	6	1.68
		BSBA MG	1	0.93	3	1.2	4	1.12
		AAT	11	10.28	29	11.55	40	11.17
		BSBA MM	16	14.95	9	3.59	25	6.98
		AIT	32	29.91	10	3.98	42	11.73
	College of Education, Liberal Arts and Science	ABMC	3	2.81	13	5.18	16	4.47
		PSY	3	2.81	8	3.19	11	3.07
		PRE-DENT	2	1.87	10	3.98	12	3.35
	College of Hospitality and Management	BSTM	14	13.08	40	15.94	54	15.08
		HRM	3	2.81	6	2.39	9	2.51
	PDN	BSP	12	11.21	88	35.06	100	27.95
	TOTAL		107	100%	251	100%	358	100%
			Gender					
	Category		Male	%	Female	%	Male and Female	%
	Students as a whole		107	29.89%	251	70.11%	358	100%
FACULTY & NON-TEACHING STAFF			Gender					
	Category		Male	%	Female	%	Male and Female	%
	Faculty and Non-Teaching Staff as a whole		52	72.2%	20	27.8%	70	100%
EXTERNAL								
INCOMING 1ST YEAR STUDENTS			Gender					
	Category		Male	%	Female	%	Male and Female	%
	Incoming 1st Yr as a whole		67	41.61%	94	58.39%	161	100%
PARENTS AND GUARDIANS			Gender					
	Category		Male	%	Female	%	Male and Female	%
	Parents and Guardians as a whole		33	36.67%	57	63.33%	90	100%

There are 107 or 29.89% Male students and 251 or 70.11% Female students participated in the study. While 52 or 72.2% are Faculty and Non-Teaching Staff and 20 or 27.8%. Incoming Students consisted of 67 or 41.61% Male and 94 or 58.39% are Female, they parents and guardians consisting of 33 or 36.67% are Male and 90 or 63.33% are Female.

Table 4: Frequency Distribution of the Respondent's Age

INTERNAL					
Student			**Faculty/Non-Teaching Staff**		
Age Bracket	Frequency	Percent	Age Bracket	Frequency	Percent
16 – 19	298	83.24%	21 – 30	13	18.06%
20 – 25	56	15.64%	31 – 40	22	30.56%
26 – 30	4	1.12%	41 – 50	34	47.22%
			51 – above	3	4.17%
Total	358	100%	Total	72	100%
EXTERNAL					
Incoming 1st Year			**Parents and Guardians**		
Age Bracket	Frequency	Percent	Age Bracket	Frequency	Percent
12 – 15	111	68.94%	21 – 30	72	80%
16-18	50	31.06%	31 – 40	6	6.67%
19-21	0	0	41 – 50	6	6.67%
			51 – above	6	6.66%
Total	161	100%	Total	90	100%

In terms of age youngest student participated in the study is sixteen (16) years old while thirty (30) years old is the oldest. Majority of the students came from 16-19 years old. Faculty and Non-Teaching Staff ranges from twenty one (21) to fifty one (51) and above and majority came from 41-50.

Twelve to fifteen years old dominated the Incoming Students from the outside respondents with 111 or 68.94% and Parents and Guardians from 21-50 years with 21-30 years dominated the sample population with 72 or 80%.

Brand personality of CEU Malolos as Perceived by the Respondents

In terms of the first dimension pertaining to Sincerity, Table shows Students perceived CEU-Malolos as a Friendly University while Faculty/Non-Teaching Staff perception is Cheerful. However External respondents both Incoming First Year students and parents perceived CEU-Malolos as Friendly University.

Table 5: Brand Personality of CEU-Malolos as Perceived by Internal Respondents in Terms of Sincerity

INTERNAL					
Students			Faculty/Non-Teaching Staff		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Friendly	**137**	**1**	Friendly	34	3
Sentimental	47	9	Sentimental	7	7
Cheerful	94	2	**Cheerful**	**41**	**1**
Original	29	11	Original	3	8
Wholesome	49	8	Wholesome	34	3
Realistic	64	5	Realistic	27	5
Sincere	71	4	Sincere	38	2
Honest	62	6	Honest	31	4
Small Town	34	10	Small Town	2	10
Family Oriented	81	3	Family Oriented	21	6
Down to Earth	51	7	Down to Earth	5	9
TOTAL					

Figure 3
Students Perception of Brand Personality in Terms of Sincerity
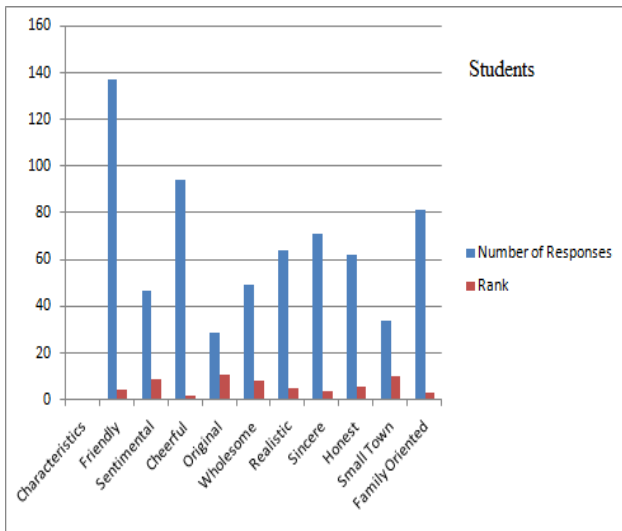
Figure 4
Faculty/Non-Teaching Staff Perception of in Terms of Sincerity
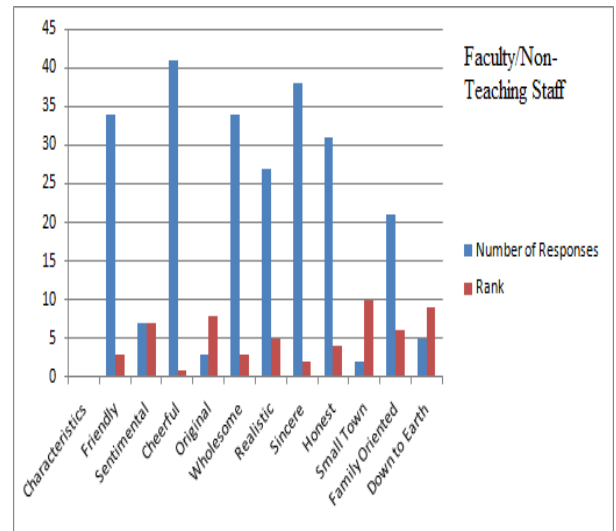
Figure 3 shows the Students Perception of Brand Personality of Sincerity and the Dimensions with friendly ranked as number 1 followed by cheerful and 3rd Family Oriented, 4th sincerity as compared to Figure 4, Cheerful ranked first.

Table 6: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Sincerity

EXTERNAL					
Incoming 1st Year Students			Parents and Guardians		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Friendly	**78**	1	**Friendly**	**30**	**1**
Sentimental	17	9	Sentimental	3	6
Cheerful	48	4	Cheerful	18	2
Original	46	5	Original	15	3
Wholesome	15	10	Wholesome	15	3
Realistic	51	3	Realistic	18	2
Sincere	40	6	Sincere	9	5
Honest	55	2	Honest	15	3
Small Town	5	11	Small Town	12	4
Family Oriented	38	7	Family Oriented	3	6
Down to Earth	24	8	Down to Earth	12	4

Figure 5
Incoming 1st Year Students Perception of Brand Personality in Terms Sincerity
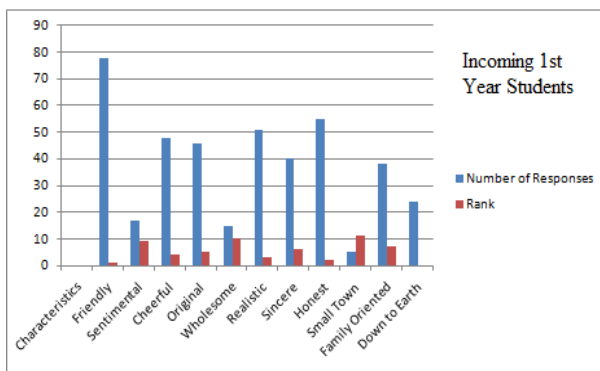
Figure 6
Parents and Guardians Perception of Brand Personality in Terms Sincerity
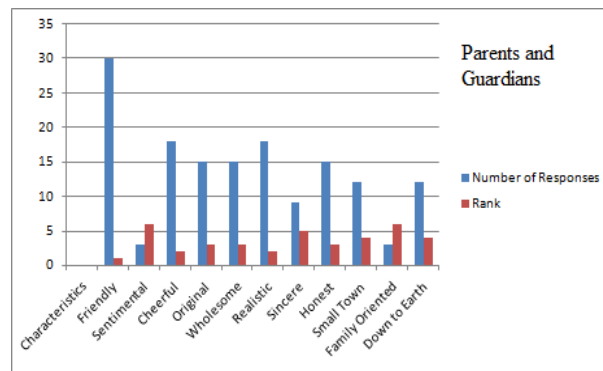
Table 7on the other hand, illustrates that in terms of the second dimension pertaining to Excitement, Students perceived CEU-Malolos as a Spirited University while Faculty/Non-Teaching Staff perception diversed from Spirited, Cool, Imaginative and Contemporary.

Table 7: Brand Personality of CEU-Malolos as Perceived by Internal Respondents in Terms of Excitement

INTERNAL					
Students			Faculty/Non-Teaching Staff		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Daring	7	9	Daring	0	
Trendy	16	5	Trendy	2	3
Exciting	18	3	Exciting	0	
Spirited	**20**	1	**Spirited**	**6**	1
Cool	14	6	**Cool**	**6**	1
Young	13	7	Young	4	2
Imaginative	19	2	**Imaginative**	**6**	1
Unique	17	4	Unique	4	2
Up to class	11	8	Up to class	0	
Independent	18	3	Independent	2	3
Contemporary	6	10	**Contemporary**	**6**	1

Figure 7
Students Perception of Brand Personality
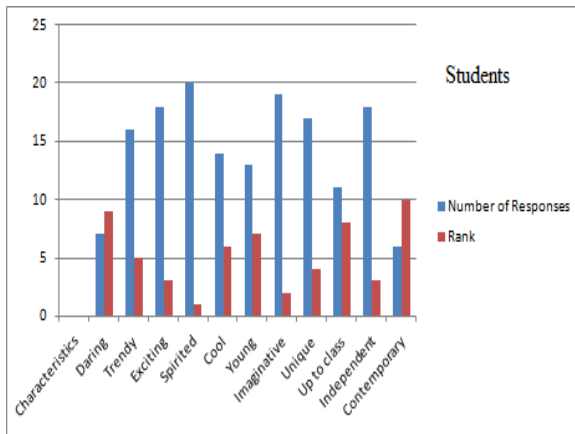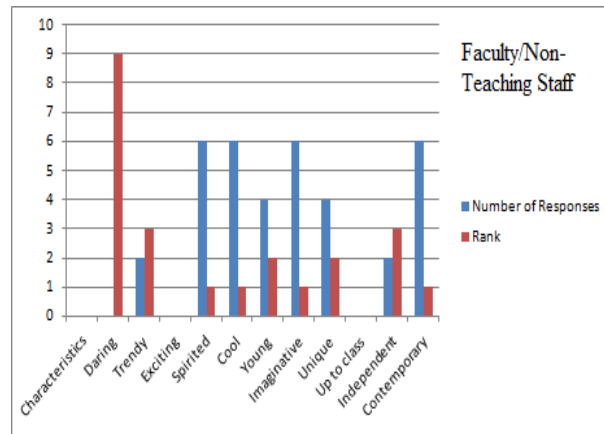**In Terms of Excitement**

Figure 8
Faculty/Non-Teaching Staff Perception
in Terms of Excitement

Respondents from Incoming First Year students perceived CEU-Malolos as Exciting while parents and guardians perceptions were Imaginative and Unique.

Table 8: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Excitement

EXTERNAL					
Incoming 1st Year Students			Parents and Guardians		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Daring	11	7	Daring	15	3
Trendy	12	6	Trendy	9	4
Exciting	**30**	**1**	Exciting	21	2
Spirited	7	8	Spirited	15	3
Cool	27	2	Cool	21	2
Young	13	5	Young	21	2
Imaginative	24	4	**Imaginative**	**24**	1
Unique	25	3	**Unique**	**24**	1
Up to Class	11	7	Up to Class	9	4
Independent	11	7	Independent	3	5
Contemporary	0	9	Contemporary	0	6

Figure 9
Incoming 1st Year Students Perception
in Terms of Excitement
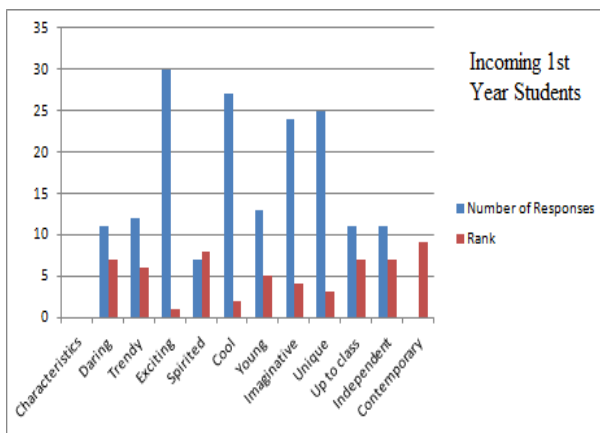
Figure 10
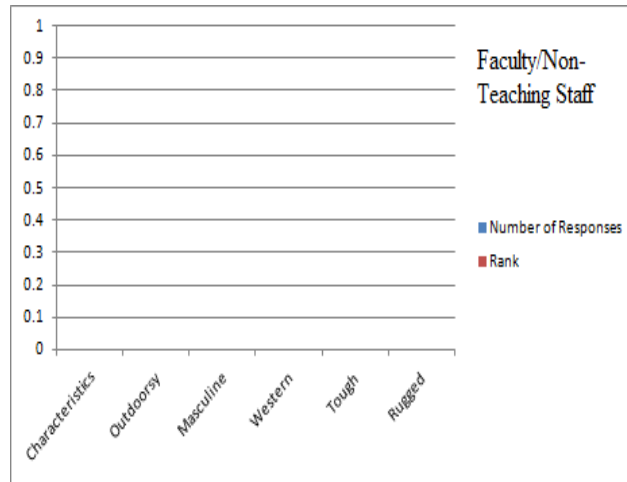**Parents Perceptionof Brand Personality**
in Terms of Excitement
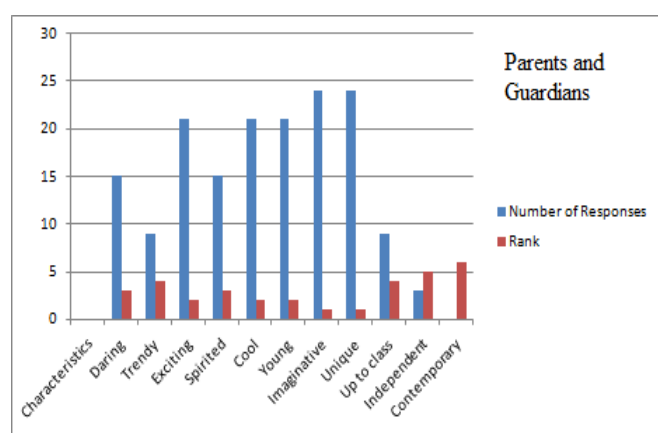
Table 9 Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms Ruggedness

INTERNAL					
Students			Faculty/Non-Teaching Staff		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Outdoorsy	2	2	Outdoorsy	0	
Masculine	1	3	Masculine	0	
Western	2	2	Western	0	
Tough	2	2	Tough	0	
Rugged	**3**	**1**	Rugged	0	

While Faculty/Non-Teaching Staff of CEU-Malolos think that Ruggedness is not an identity of the University, students perceived it as Rugged.

<table>
<tr><th>Figure 11
Students Perception of Brand Personality
In Terms of Ruggedness</th><th>Figure 12
Faculty/Non-Teaching Staff Perception
of Brand Personality (Ruggedness)</th></tr>
</table>
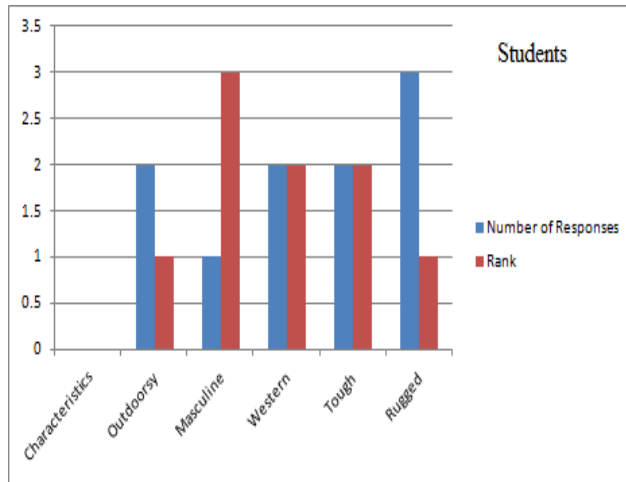
Table 10: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms Ruggedness

EXTERNAL					
Incoming 1st Year Students			Parents and Guardians		
Characteristics	Number of Responses	Ranks	Characteristics	Number of Responses	Rank
Outdoorsy	**2**	**2**	Outdoorsy	0	
Masculine	**2**	**2**	Masculine	0	
Western	**2**	**2**	Western	0	
Tough	1	1	Tough	0	
Rugged	1	1	Rugged	0	

Parents and Guardians like the Faculty/Non-Teaching Staff of CEU-Malolos didn't think of CEU-Malolos has Ruggedness identity while Incoming students perceived as Outdoorsy, Masculine and Western.

Figure 13
Incoming 1st Year Students Perception of
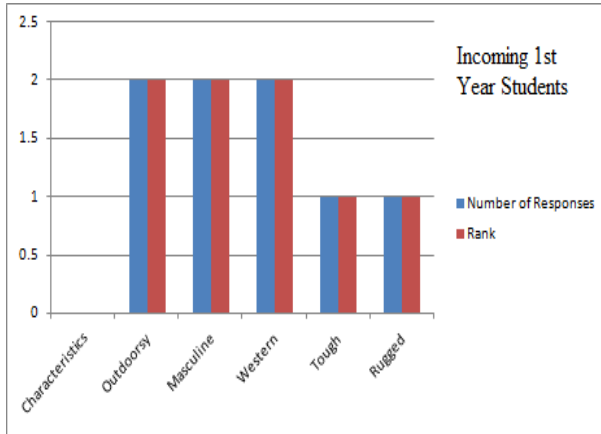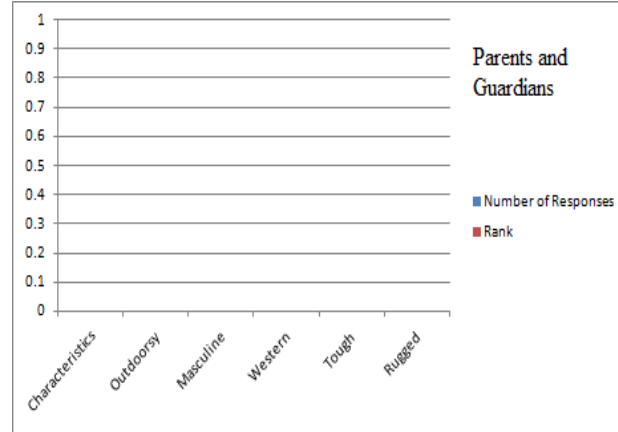**Brand Personality in Terms of Ruggedness**

Figure 14
Parents and Guardians Perception of
Brand Personality in Terms of Ruggedness

Competence as the third dimension, perceived by the Faculty/Non-Teaching Staff as Hardworking while for Students it is Successful.

Table 11 Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Competence

Students			Faculty/Non-Teaching Staff		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Reliable	85	2	Reliable	8	2
Hardworking	82	4	**Hardworking**	**9**	**1**
Secure	85	2	Secure	6	4
Intelligent	83	3	Intelligent	3	5
Technical	50	7	Technical	0	
Corporate	50	7	Corporate	2	6
Successful	**93**	**1**	Successful	7	3
Leader	64	6	Leader	6	4
Confident	68	5	Confident	8	2

Figure 15
Students Perception of Brand Personality
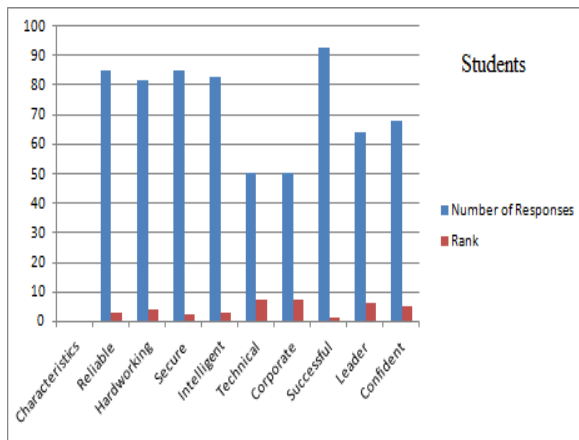**In Terms of Competence**

Figure 16
Faculty/Non-Teaching Staff Perception of
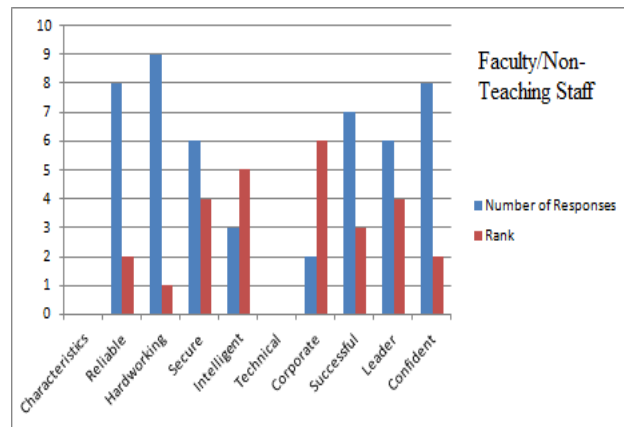**Brand Personality in Terms of Competence**

Table 12: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Competence

EXTERNAL					
Incoming 1st Year Students			Parents and Guardians		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Reliable	20	2	Reliable	15	2
Hardworking	19	3	Hardworking	15	2
Secure	13	5	Secure	9	4
Intelligent	19	3	**Intelligent**	**21**	**1**
Technical	10	6	Technical	0	6
Corporate	5	8	Corporate	12	3
Successful	17	4	Successful	21	1
Leader	6	7	Leader	6	5
Confident	**22**	**1**	Confident	15	2

Incoming First Year students perception as to CEU-Malolos Competence is Confident compared to the Parents and Guardians perception which is Intelligent.

Figure 17
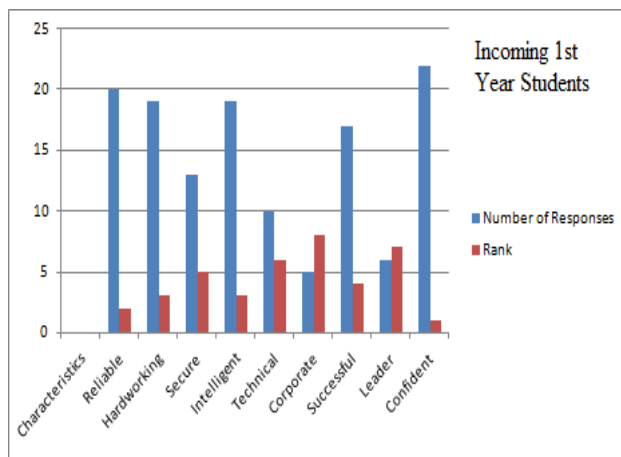**Incoming 1st Year Students Perception of Brand Personality in Terms of Competence**

Figure 18
Parents and Guardians Perception of Brand Personality in Terms of Competence
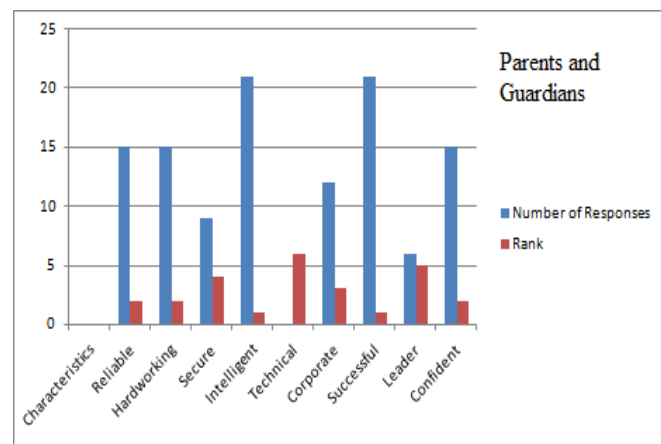

Table 13: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Sophistication

INTERNAL					
Students			Faculty/Non-Teaching Staff		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Upper class	**11**	**1**	Upper class	0	
Glamorous	8	2	**Glamorous**	**2**	**1**
Good looking	8	2	**Good looking**	**2**	**1**
Charming	7	3	**Charming**	**2**	**1**
Feminine	11	1	Feminine	0	
Smooth	7	3	Smooth	0	

Sophistication for CEU-Malolos students is Upper class while Faculty/Non-Teaching Staff diverse from Glamorous, Good Looking and Charming.

Figure 19
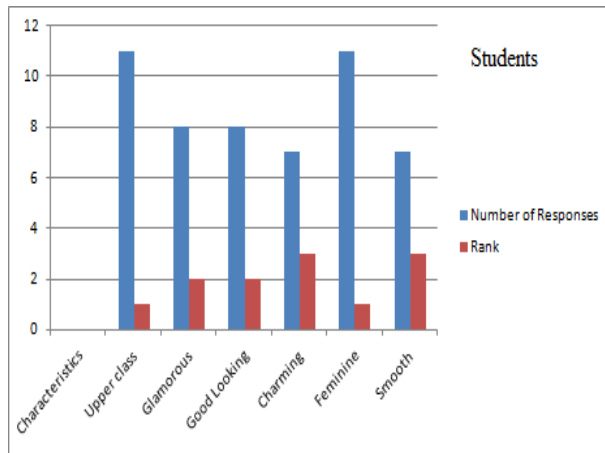**Students Perception of Brand Personality of Sophistication**

Figure 20
Faculty/Non-Teaching Staff Perception of in Terms Brand Personality in Terms of Sophistication
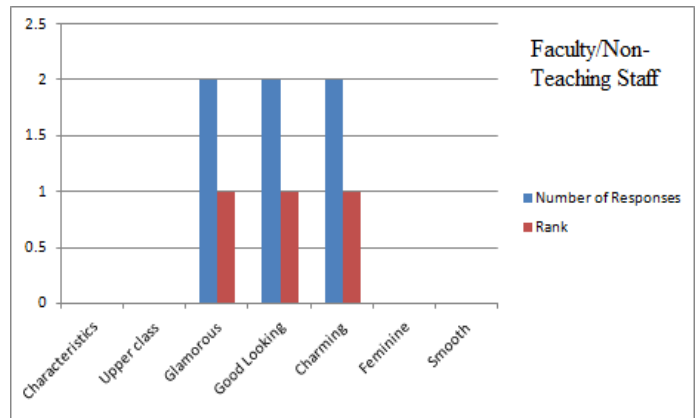

Table 14: Brand Personality of CEU-Malolos as Perceived by External Respondents in Terms of Sophistication

EXTERNAL					
Incoming 1st Year Students			Parents and Guardians		
Characteristics	Number of Responses	Rank	Characteristics	Number of Responses	Rank
Upper Class	2	2	Upper Class	0	
Glamorous	2	2	Glamorous	0	
Good looking	**3**	**1**	Good looking	0	
Charming	2	2	Charming	0	
Feminine	2	2	Feminine	0	
Smooth	1	3	Smooth	0	

Good Looking ranked as the first choice for Incoming Students of CEU-Malolos in the fifth dimension of brand identity which is Sophistication.

Figure 21
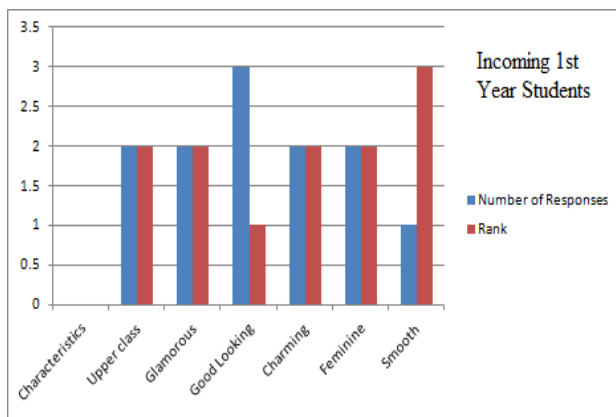**Incoming 1st Year Students Perception of Terms of Sophistication**

Figure 22
Parents and Guardians Perception of Brand Personality in Brand Personality in Terms Sophistication
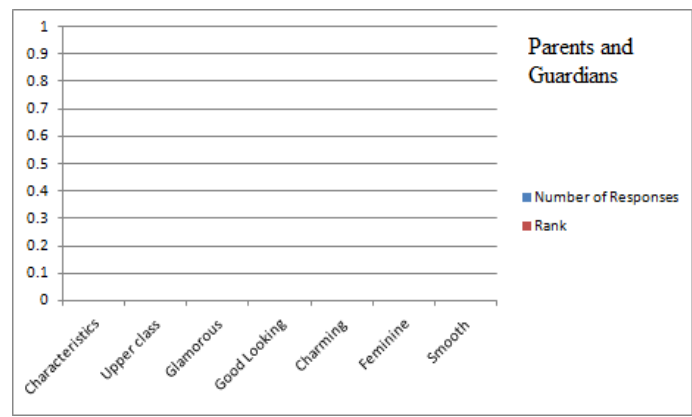
Table 15: Students Perception of Brand Personality as a Whole

INTERNAL Students		Personality Dimension				
College/Department	Course	SINCERITY	EXCITEMENT	COMPETENCE	SOPHSTICATION	RUGGEDNESS
College of Management and Technology	BAMA	23	2	12	2	0
	BSBA FM	1	0	5	0	0
	BSBA MG	0	0	2	2	0
	AAT	16	4	14	6	0
	BSBA MM	14	2	7	1	0
	AIT	17	7	14	3	1
College of Education, Liberal Arts and Science	ABMC	5	1	6	3	1
	PSY	2	2	7	0	0
	PRE-DENT	2	3	7	0	0
College of Hospitality and Management	BSTM	18	14	19	2	1
	HRM	6	2	0	0	1
PDN	BSP	26	8	65	2	0
TOTAL		**130**	**45**	**158**	**21**	**4**
Faculty/Non-Teaching Staff		48	9	13	2	0

Table 15 shows the summary of the five (5) dimensions of the Brand Identity as perceived by the Students of CEU-Malolos. It can be noticed that Compentence ranked first among the students followed by Sincerity, Excitement, Sophistication and Ruggedness respectively.

As compared to the Faculty/Non-Teaching Staff as shown from Table 14 perception of the Brand Identity, Sincerity ranked first followed by Competence, Excitement and Sophistication.

Table 16 Faculty/Non-Teaching Staff Perception of Brand Personality (As a Whole)

Internal					
CEU-MALOLOS Students			**Faculty/Non-Teaching Staff**		
Personality Dimension	**Frequency**	**Rank**	**Personality Dimension**	**Frequency**	**Rank**
Sincerity	130	2	Sincerity	48	1
Excitement	45	3	Excitement	9	3
Competence	158	1	Competence	13	2
Sophistication	21	4	Sophistication	2	4
Ruggedness	4	5	Ruggedness	0	
TOTAL	358		TOTAL	72	

Figure 23
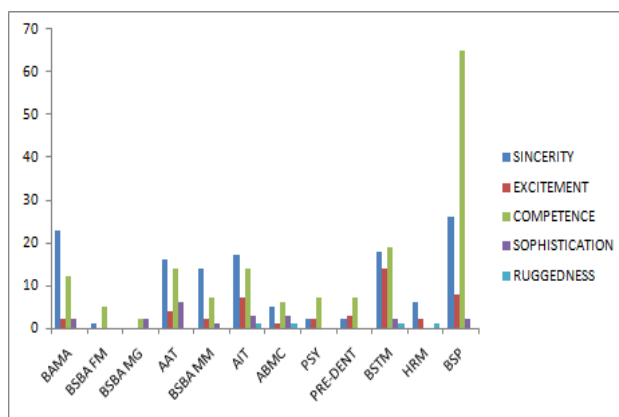**Students Perception of Brand Personality As a whole**

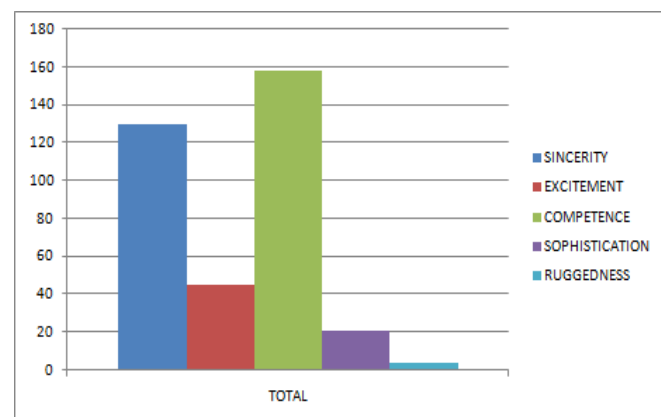**Figure 24**
Perception of Brand Personality As a whole

Figure 25
Faculty/Non-Teaching Staff Perception
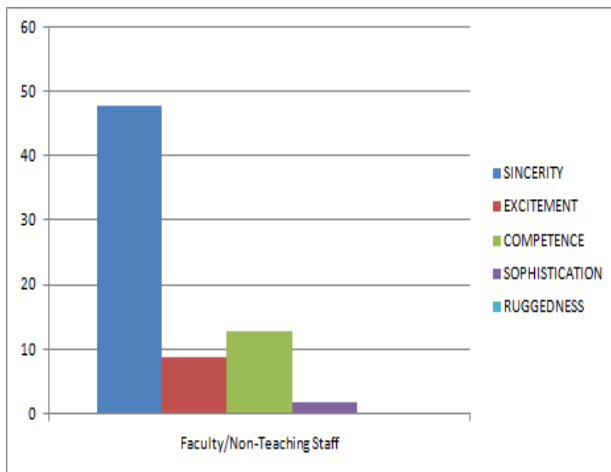**of Brand Personality As a whole**

Figure 26
Incoming 1st Year Students and
Parents/Guardians Perception of Brand
Personality As a whole
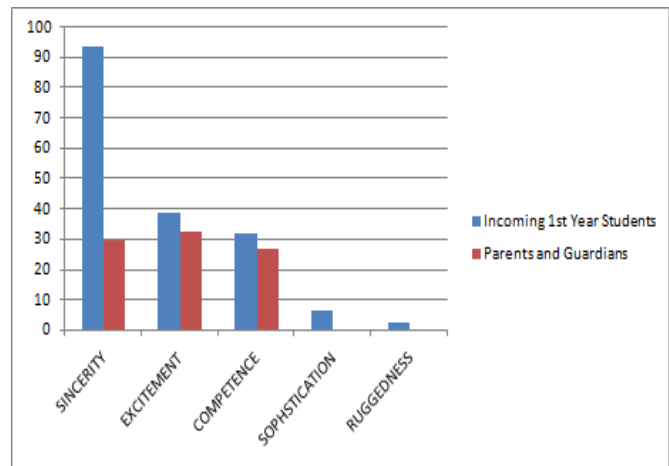

Figure 27
CEU-Malolos Students Perception
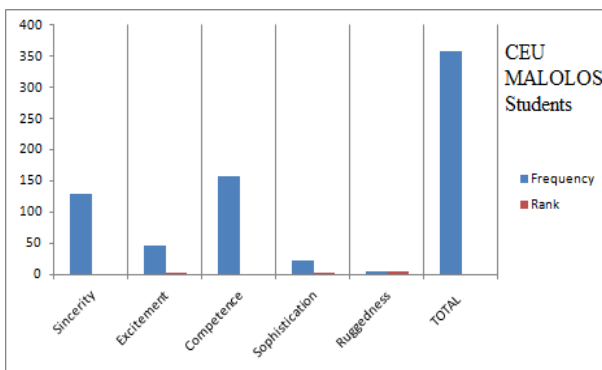**of Brand Personality As a whole**

Figure 28
Faculty/Non-Teaching Staff Perception
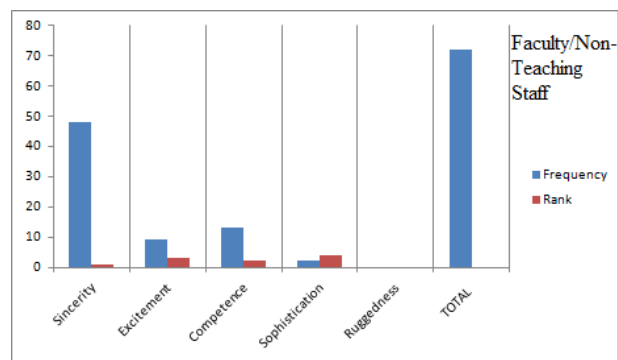**of Brand Personality As a whole**

Table 17: Faculty/Non-Teaching Staff Perception of Brand Personality as a Whole

EXTERNAL					
Incoming 1st Year			**Parents and Guardians**		
Personality Dimension	**Frequency**	**Rank**	**Personality Dimension**	**Frequency**	**Rank**
Sincerity	94	1	Sincerity	30	1
Excitement	39	2	Excitement	33	2
Competence	32	3	Competence	27	3
Sophistication	7	4	Sophistication	0	4
Ruggedness	3	5	Ruggedness	0	5
TOTAL	175		TOTAL	90	1

Figure 29
Incoming 1ˢᵗ Year Students Perception
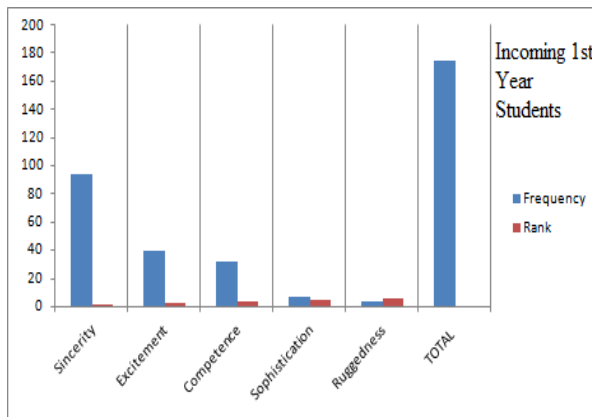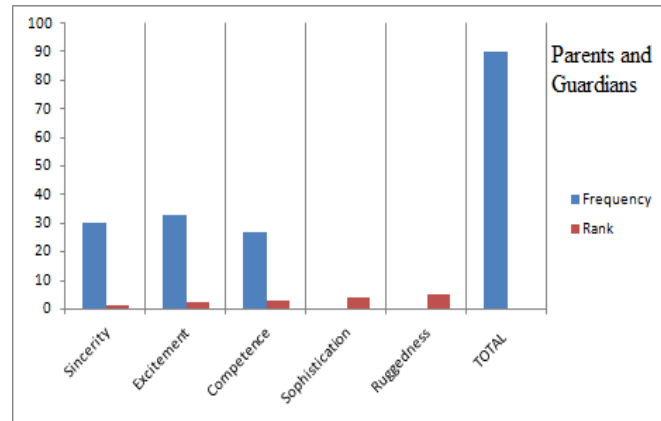**of Brand Personality As a whole**

Figure 30
Parents and Guardians Perception
of Brand Personality As a whole

Summary of Findings

The following conclusions were derived from the study of the Brand Personality of CEU-Malolos.

1. There are two groups participated in the study, Internal and External. Samples under the internal consists of Students with 358 sample size out of the total population of 2,692, Faculty and the non teacing staff. While the External consists of the incoming 1st year purposively chosen   and parents and guardians with only 90 respondents. There are 107 or 29.89% Male students and 251 or 70.11% Female students participated in the study. While 52 or 72.2% are Faculty and Non-Teaching Staff and 20 or 27.8%. Incoming Students consisted of 67 or 41.61% Male and 94 or 58.39% are Female, they parents and guardians consisting of 33 or 36.67% are Male and 90 or 63.33% are Female. In terms of age youngest student participated in the study is sixteen (16) years old while thirty (30) years old is the oldest. Majority of the students came from 16-19 years old. Faculty and Non-Teaching Staff ranges from twenty one (21) to fifty one (51) and above and majority came from 41-50. Twelve to fifteen years old dominated the Incoming Students from the outside respondents with 111 or 68.94% and Parents and Guardians from 21-50 years with 21-30 years dominated the sample population with 72 or 80%.

2. Friendly in the First Dimension which is Sincerity of the Brand Identity as perceived by the Students CEU-Malolos, Incoming First Year Students and Parents/Guardians topped in the study while Faculty and Non-Teaching Staff believed that CEU-Malolos is a Cheerful University. Excitement as the second dimension and perceived that the University is Spirited by the Students, Spirited, Cool and Imaginative by the Faculty and Non-Teaching Staff, Exciting by the Incoming Students and Imaginative and Unique by the Parents and Guardians. Ruggedness for the Faculty and Non-Teaching Staff and Parents/Guardians is not a brand identity of CEU-Malolos, as opposed by the Students who believed that CEU-Malolos is Rugged, for the Incoming Students the University is Outdoorsy, Masculine and Western. Successful is the first choice of the Students in terms of Competence, while for Faculty and Non-Teaching Staff it is Hardworking, Confident for Incoming Students and Intelligent for Parents/Guardians. Lastly, under Sophistication, Upper Class topped for Students, diverse responses from Faculty and Non-Teaching Staff such as Glamorous, Good Looking and Charming but for Parents/Guardians it is Good Looking.

3. Students of CEU-Malolos believed that Competence is the top Brand Identity. Second to them is Sincerity followed by Excitement, Sophistication and Ruggedness. Faculty and Non-Teaching Staff chose Sincerity as the top Brand Identity, followed by Competence, Excitement and Sophistication. Incoming Students agreed to the workforce of the University that Sincerity is the top Brand Identity. While Parents/Guardians believed Excitement is the top Brand Identity for CEU-Malolos.

4. In general, Sincerity specifically Friendly is the Brand Identity of CEU-Malolos. This proves that the University adheres with its philosophy as a Caring University. Students feel accepted inside the University and they are treated like a true member of a family. Parents and Guardians believed that their children are safe and well cared at CEU-Malolos.

Recommendations

The study identified the Brand Identity of CEU-Malolos as perceived by Internal and External stakeholders of the University. The following recommendations are suggested to further broaden the extent of the study.

1. For the Student, Faculty and Non-Teaching Staff. Everyone at CEU-Malolos should promote and participate in the core value as a caring University. Everyone is encourage to live with the University's core value and be well recognized in the region for the said value.
2. For the Marketing Department. The Brand Identity of CEU-Malolos can be highlighted on the Marketing Strategy of the University and be known as the only caring University.
3. Another study that will investigate the relationship of the perception of the respondents to the Brand Identity of CEU-Malolos.

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