UNIVERSITY OF SUNDERLAND

INTERNATIONAL PERSPECTIVES OF THE VISUAL IDENTITY OF A UK HIGHER EDUCATION INSTITUTION: A CROSS-CULTURAL VIEW

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Declaration

No portion of the work referred to in this Professional Doctoral Report has been submitted in support of an application for another degree or qualification of this or any other University or other institute of learning. Except in so far, as stated in the acknowledgements to this report, the text itself, the work contained herein is that of the Author.

M. Richardson

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ABSTRACT

Background

Higher education institutions (HEIs) are required to engage prospective students through integrated advertising campaigns that convey their study propositions to fulfil often challenging objectives in an increasingly competitive student recruitment landscape. This professional doctorate project represents a comprehensive study into how an international student audience interpreted a particular set of international campaign collateral from the University of Sunderland by investigating how the meanings the audience derives align with the intended meanings of the materials. The research evaluates the extent of the congruence between the intended meanings of the marketing materials and the meanings received by the audience to determine whether a standardised or localised approach is most suitable for international marketing activity.

Context

This investigation provides an in-depth environmental context, including the competitive conditions dictated by forces including globalisation, ongoing shifts within the global higher education market due to changes precipitated by Brexit and COVID-19 and other geopolitical factors that have intensified student recruitment across the UK HEI landscape. Within this dynamic global environment, the effectiveness of the Life-Changing Moments campaign is evaluated on its intended audience to inform future strategies to support student recruitment efforts and increase the brand profile of the institution, ultimately addressing how far standardisation or localisation is suitable for a future global campaign.

Methodology

This project's mixed-methods approach integrates an exploratory qualitative focus group phase with a quantitative survey phase to obtain robust data across multiple geographic areas. Statistical processes, including regression analysis and structural equation modelling, were employed to assess the responses and evaluate message congruence across a range of audiences.

Analysis

The analysis outputs demonstrated the dimensions of alignment between the intended meanings sought to be conveyed in the marketing materials and the meanings received by the audience. Though the audiences generally produced congruent associations when presented with the materials, instances of variance identified across some dimensions suggested that a degree of local adaptation, consistent with the hybrid approach of "glocalisation", to ensure cultural relevance may result in stronger engagement, whilst maintaining the essence of a recognisable, consistent international brand. The findings suggest that while the current standardised approach may provide the basis for acquiring a consistent, cohesive institutional brand image across multiple audiences, incorporating localisation elements could address instances of message incongruence within key international markets.

Contribution to Knowledge

The contribution to knowledge from this project includes a practical understanding of international marketing in higher education whilst addressing key theoretical gaps and an appetite for additional quantitative research in a predominantly qualitative body of knowledge. The study develops a bespoke framework, the Message Congruence Model (MCM), to support and guide the process of evaluating brand message congruence, in this case for the University of Sunderland, but may have broader utility within other sectors.

CHAPTER ONE - INTRODUCTION

1.0 Chapter Introduction

In the competitive global higher education landscape, higher education institutions (HEIs) face an existential challenge in attracting and retaining international students. They must respond to a volatile geopolitical and economic climate, intensified financial pressures, compounded by the legacy of the COVID-19 pandemic and shifts in global student mobility post-Brexit. As a result, the focus on strategic branding has intensified. Institutions must effectively communicate their propositions cross-culturally and critically evaluate how international audiences perceive and interpret their marketing materials, which is crucial to their long-term financial viability and global reputation.

Despite the literature on global branding and marketing strategies, a significant gap exists in cross-cultural interpretations of university branding within the UK higher education sector. Specifically, there is a lack of research examining whether a standardised, UK-centric approach is as effective as a localised strategy designed to address specific cultural nuances. This gap may hinder the full utilisation of the institutional identity and the UK's appeal as a global study destination. This project investigates this critical gap in understanding how international audiences interpret the identity elements and messaging in the University of Sunderland's global marketing campaign collateral.

This insider research project examines how advertising materials' intended and received meanings align among a diverse international student population to provide insights that could influence the University of Sunderland's future campaign strategies. Additionally, it proposes a conceptual framework that other HEIs and organisations may adapt to understand how their audience perceives their messaging. Therefore, it contributes to academic research and professional practice in international marketing and UK higher education branding.

With a long-established university system, the UK remains a popular global study destination, requiring institutions to adapt and innovate in a competitive market. International demand has been met by growth in the number of UK HEI providers, reaching 164 as of 2019 (Statistica, 2021). With international students currently providing a net contribution of around £25.9 billion to the UK economy (HEPI, 2021), the previous UK government committed to increasing the number of overseas students from 490,000 to 600,000 in part through incentives, including the post-study work route. Despite this concession, the challenging landscape with a significant decline in international applications for 2024/25 entry (Enroly, 2023) has seen around 40% of HE providers in a financial deficit (PwC, 2024). In addition, intense competition within the HE sector for market share coupled with global economic challenges post-COVID-19 and behavioural shifts following the exit from the European Union and the implications from policy changes to the flow of European student mobility, tighter visa restrictions (Evening Standard, 2023) and cost of living are perceptual challenges for the sector to overcome. This highlights the critical strategic benefit of institutions understanding views and attitudes of their global student audience (QS, 2019) to effectively communicate positive messaging through their global advertising and brand presence.

The concept of brand identity is often seen as a strategic asset for organisations (Aaker, 1996). Global branding activities - particularly, presenting the brand to international audiences through advertising campaigns- are central to overseas marketing strategies, including those used by HEIs aiming to establish a global presence. Dean (2016) emphasises the importance for HEIs to adapt to create shared brand meaning across all markets. The focus of this insider research project, The University of Sunderland, is no exception. With approximately 4,000 international students enrolled at campuses in Sunderland and London, along with many studying through partner education providers in their home countries, Sunderland is positioned as a significant UK recruiter of international students. Given that overseas students comprise over 40% of the total student body, effective communication with

global audiences is crucial for sustaining and developing the Sunderland brand in the competitive international market.

This research project examines the international understanding and interpretations of the University of Sunderland's " one compelling voice" in the creative proposition of the Life-Changing Moments campaign. Based on this thesis's themes and core objectives, the title for this research is 'International Perspectives of the Visual Identity of UK Learning: a cross-cultural view'.

The study will undertake a cross-cultural evaluation of international audience readings of current marketing collateral to identify whether a standardised or localised approach is the most effective for campaign creative in institutional advertising overseas. The ultimate objective is to produce operational recommendations to inform the design of engaging global marketing materials for prospective students in the increasingly market-orientated environment of global HEI providers (Chen, 2008). The following sections contextualise and outline this project's overarching aims and objectives.

1.1 Research title, overarching aim, questions and objectives

This insider research project, grounded in personal practice, aims to provide insights to guide the development of marketing materials for overseas university campaigns. These materials are designed to effectively engage audiences by either promoting a cohesive global message that showcases the UK learning experience or emphasising specific elements for a more localised approach targeting international audiences. The researcher, who has experience in various organisations and sectors, including HEIs, has observed diverse approaches towards tailoring advertising creative assets for a global audience. Some strategies align with cultural identity nuances (Percy and Rosenbaum-Elliot, 2012), while others focus on maintaining consistency across markets to enhance brand recognition and familiarity, thereby improving reputation (Balmer, 2001).

Ewing (2009) asserted that one can evaluate individual communication types for their effectiveness independently rather than concentrating solely on overall consumer perceptions of a brand when assessing brand and advertising content. This approach is particularly relevant for studies targeting global audiences and examining contemporary digital advertising techniques. In these settings, intended messages encounter various external influences (He and Shao, 2018), notably the interactive dynamics of social media, which offer a data-rich communication platform suitable for empirical investigation (Anisimova, 2010).

In the case of international marketing, within the remit of the researcher at the University of Sunderland, the current parameters for developing campaign creative used to promote the University as a global institution is to employ a broadly consistent visual presentation and core messages worldwide, as opposed to producing materials tailored for specific cultural audiences - for instance, though regional language and imagery. The central objective of this research is to investigate and evaluate the relationship between intended and received meaning to identify the most globally resonant elements of the current university campaign and inform future campaign creative strategies, as expressed in the following title.

1.1.1 Research Title

"International Perspectives of the Visual Identity of a UK Higher Education Institution: A Cross-Cultural View"

1.1.2 Overarching Research Aim

The overarching aim of the research is to examine how international audiences interpret the University of Sunderland's marketing materials and assess whether this interpretation aligns with the intended meaning, ultimately helping to inform future marketing strategies. At the core of this investigation, the underlying concepts include Globalisation, Internationalisation, HEIs as Global Brands, cross-cultural meaning, and Audience Readings.

A study of international perspectives on the University of Sunderland brand is of commercial interest and has broader utility in supporting and substantiating the global institutional agenda across overseas markets. The current brand strategy for international advertising and promotional materials adopts a consciously unified approach across all markets, predominantly featuring UK-centric imagery and English language content. This reflects the delivery of the curriculum, and the existing institutional brand guidelines provide a framework for a cohesive global brand. As the visual design and tone of the campaign are not explicitly aligned with or reflective of the cultural identities of specific audiences, employing a broadly universal approach may inadvertently distort or diminish the intended meaning. By investigating the meanings that specific international audiences derive from institutional marketing campaign materials, this research aims to determine whether globally consistent approaches to a brand are the most engaging or if a more tailored, culturally sensitive approach, incorporating design elements specifically for its target market and less overtly UK-centric materials, connects more effectively with the audience.

Due to the nature of the professional doctorate and the overlapping relationship between theory and practice when undertaking an insider research project, this study focuses on identifying the association between the University of Sunderland campaign brand and its audience to inform future strategies to support student recruitment initiatives. The following objectives were defined to achieve this aim:

Key Research Questions	Specific Research Objectives
How far is received meaning congruent with intended meaning? (RQ1)	To determine whether the audience interpretation of advertising materials is aligned to the meaning the content seeks to convey. (RO1)
How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)	To establish whether there are observable demographic trends in the interpretation of advertising materials for the purpose of evaluating cross-cultural advertising (RO2)
To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)	To produce recommendations on whether a localised or standardised strategy is most effective for when producing cross-cultural UoS campaign materials. (RO3)

Table 1.1. Research Questions and Objectives

The aims and desired outputs of this project have been designed to reflect the requirements of the Professional Doctorate learning outcomes. The learning outcomes of this report and accompanying portfolio will demonstrate:

DProf Learning Outcome - Knowledge	DProf Learning Outcome - Skills
A deep understanding of the recent developments in their profession nationally and internationally; (K1)	*Make a significant contribution to practice within their chosen field (S1)*
	Apply theory and research methods within the workplace and feel comfortable in integrating different approaches to address 'messy'

	multidisciplinary problems in a rigorous yet practical manner. (S2)
A deep understanding of current theoretical frameworks and approaches which have direct relevance to their own professional context; (K2)	*Recognise budgetary, political, strategic, ethical and social issues when addressing issues within the workplace. (S3)*
	Reflect on their own work and on themselves and thus operate as a truly reflective independent practitioner. (S4)
	Present and defend an original and coherent body of work which demonstrates, reflects upon and evaluates the impact upon practice which they have personally made. (S5)

Table 1.2 DProf Learning Outcomes

1.2 Rationale for conducting this research

As a marketing practitioner, a key aspect of the researcher's role involves planning and executing digital advertising campaigns for the University of Sunderland, which lacks sufficient data on advertising success across various markets. Before commencing this research project, the researcher conducted a pilot A/B test featuring different campaign creatives aimed at a specific audience, utilising content in English and Vietnamese. The advertisement variations were presented to demographically identical audiences on Meta platforms. The results indicated that prospective Vietnamese students engaged more with ads in English than in their native language, aligning with QS (2019) findings that 88% of international students prefer reading university prospectuses in English. Although the pilot A/B test was limited in scope and focused on a specific audience, it highlighted the necessity for a more profound understanding of the meaning conveyed by the audience.

In addition to investigating how consistent the international interpretation of a standardised marketing strategy is with the intended message, exploring the connection between received and intended meaning will also help identify unexpected audience readings; whilst the intended meaning may not fully align with the received meaning derived by an audience, this dissonance may still elicit unintended positive and culturally immersive emotional associations, for instance, seeing an unfamiliar style of advert may pique the interest of a prospective international student. For a prospective student interested in international study, this cultural disconnect may also be an appealing brand feature. For example, advertisers can adopt unified strategies to create culturally immersive advertising materials. Berman (2012), for instance, cites the globally aligned "Das Auto" slogan in the Volkswagen brand campaign as reinforcing the brand's Teutonic identity internationally.

The cognitive commitment required from audiences to make sense of unusual or unexpected messages can also be considered an engaging interaction (Zhang & Chen, 2017). The furniture company Ikea consciously replicates high-level values across all markets to present a proposition overtly Swedish and distinct from domestic competition (Jonsson & Foss, 2011). This study focuses on understanding non-literal, semiotic elements in marketing and visual branding, as noted by Desaussare (1956). Culturally jarring design elements can evoke responses often beyond the originator's intent, leading audiences to derive unintended meaning (Zhou & Belk, 2004). Specifically, in the case of the University of Sunderland's advertising efforts, this study seeks to understand how effectively global audiences align with the meaning of a standardised brand and marketing presence and whether the content is seen as culturally dissonant or a source of congruent meaning.

1.3 Contribution to Knowledge

As part of a work-related project, researching the global perception of the university brand carries commercial significance and supports the institution's international agenda. The university's international marketing materials primarily showcase imagery focused on the UK. These materials are presented in English to align with curriculum delivery but may not accurately represent the diverse cultural identities of its varied audiences. By examining whether a universal international campaign strategy truly resonates with global audiences - or if a tailored, localised approach is more effective - this investigation seeks to understand global audiences' importance on the university brand. This insight will aid in developing a framework with recommendations for future branded materials. While the findings produced by this project mainly pertain to Sunderland, the model for assessing brand coherence could also benefit other educational institutions or be further adapted for global marketing campaign planning and evaluation in different contexts.

In addition to directly addressing a strategic marketing issue, this study bridges a key literature gap by utilising a mixed methods approach to incorporate a quantitative element into a predominantly qualitative area of research (Belk, 2017). As a professional doctorate project, this investigation is presented through the institutional lens of the University of Sunderland; however, it addresses an issue relevant to the wider HEI sector and may have utility for other institutions in developing strategies for presenting their brands to international audiences.

1.4 Links to Professional Doctorate Portfolio

As this professional doctorate project will be comprised of two parts, a project report and an accompanying portfolio of evidence, the format for this submission will comprise a thesis element stylistically consistent with the third-person academic style of a traditional doctoral thesis, as well as a portfolio of evidence written in a less formal, first-person style to facilitate a series of creative and reflective writing in support of the submission and demonstrate the impact of the project on personal, professional practice and upon the broader community of practice. Relevant linkages to portfolio content are signposted throughout this thesis, with the overarching thesis and portfolio linkages outlined in figure 1.1.
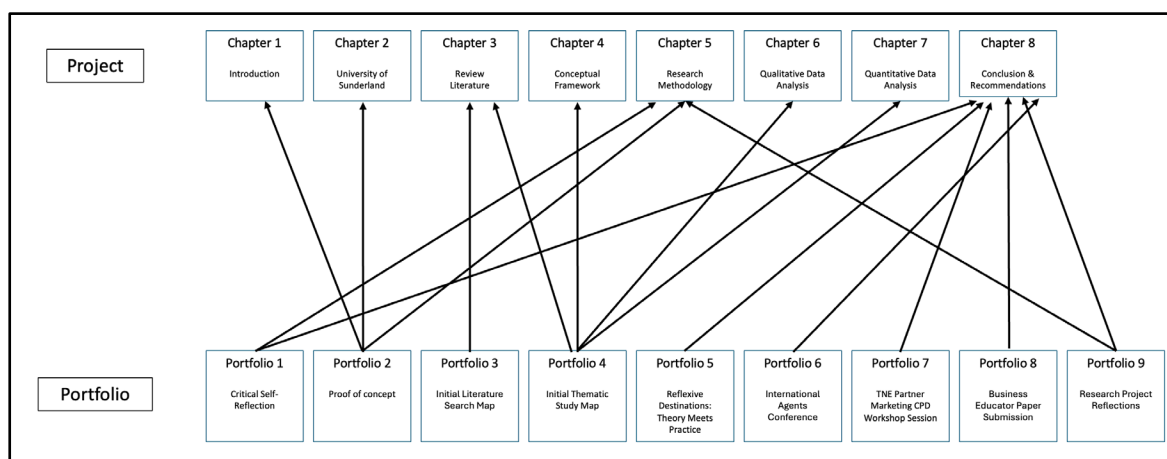
Figure 1.1 Project and Portfolio Linkages

1.5 Summary of Chapter

This professional doctorate thesis critically investigates the relationship between the intended meaning sought to be conveyed through a multi-channel advertising campaign, from the University of Sunderland, and the perspective of the audience, prospective students.

This chapter introduced the research title, objectives, and rationale of the project, focusing on the University of Sunderland's brand and international marketing strategy. For clarity, the objectives are outlined below:

- *To determine whether the audience interpretation of advertising materials is aligned to the meaning the content seeks to convey. (RO1)*
- *To establish whether there are observable demographic trends in the interpretation of advertising materials for the purpose of evaluating cross-cultural advertising (RO2)*
- *To identify whether a localised or standardised strategy is most effective for when producing cross-cultural UoS campaign materials. (RO3)*

In the final section of this chapter, the institutional benefits of researching how university campaigns are perceived to inform future marketing strategies were outlined, in addition to how the project will provide new insights and address a key literature gap by contributing mixed-methods findings to a predominantly qualitative body of knowledge.

After presenting this project's overarching aims and objectives, the following chapters introduce the 'Life-Changing Moments' creative proposition at the centre of this research in detail before contextualising it against the wider global marketing environment through an in-depth academic literature review.

Chapter 1 - DProf Portfolio of Evidence Linkages
For additional insight into the foundational elements of the project outlined in this chapter, the Thematic Study Map presented in DProf Portfolio of Evidence Section 4.0 demonstrates the early exploration of the project from a practitioner perspective prior to commencing the doctoral thesis. In addition, Portfolio of Evidence Section 2.0 provides an example of a proof of concept, supporting the practical applications of investigating brand congruence.

CHAPTER TWO - UNIVERSITY OF SUNDERLAND CAMPAIGN CONTEXT

2.0 Chapter Introduction

This chapter provides foundational context for investigating the University of Sunderland's global campaign creative approach. The sections that follow detail the context behind the research project's aims to investigate the congruence of the received meaning derived from Sunderland's creative collateral in global advertising and whether this interpretation is consistent with the intended meaning of the message; in essence, how the university perceives its brand and how the meaning is received by international audiences. This chapter outlines the key elements that shape current marketing strategies by tracing the historical and strategic development of the University's brand presence.

After defining key terms, the chapter examines organisational documents, starting with analysing the University of Sunderland's strategic plan. This plan will provide background for presenting the relevant brand policy documentation and the Life-Changing Moments campaign creative at the heart of this investigation. The subsequent section will outline the historical and strategic context underpinning the University of Sunderland's brand identity and explore the campaign's creative efforts direction.

2.1 University of Sunderland Background

This section will summarise the history and civic purpose of the University of Sunderland, which contribute to the messaging embedded in communications, including the campaign at the centre of this investigation, to provide context for the conceptualisation of the University of Sunderland marketing activities outlined later in this chapter and the rationale behind the intended meanings the Life-Changing Moments campaign sought to convey.

Founded as a learning centre in 674 AD at St. Peter's Church, now on the site of the Sir Tom Cowie Campus, Sunderland has a rich educational history. Its modern identity emerged with Sunderland Technical College in 1901, specialising in vocational courses to enhance regional skills. Pharmacy was introduced in 1921, and by 1934, the college gained recognition for its engineering course - the first to incorporate work placements. In 1969 it merged with the School of Art and Teacher Training College, becoming Sunderland Polytechnic. Following the Education Reform Act 1988, it transformed into a higher education institution in 1992. Today, the University of Sunderland plays a crucial civic role by broadening local access to higher education and nurturing academic aspirations, contributing to its strong global profile and appeal to international students. Additionally, the University collaborates with a network of global education partners across 18 countries, providing courses to over 25,600 students worldwide.

Throughout its history and evolving identity as an education provider, the University of Sunderland continues to deliver a significant civic role. This is evidenced by a long-standing commitment to widening participation within the local north-east community and nurturing academic opportunities regardless of background. As an affordable UK study location - the 4th cheapest city in the UK for renters (Rightmove, 2025), with a world-leading institutional reputation for teaching and research, Sunderland has become a popular study destination for international students, as well as a major collaborator across the public sector and industry. The University is now recognised for offering a high-quality student experience through career-focused and profession-facing teaching (Guardian, 2025).

Key events in the evolution of the University of Sunderland are outlined in Figure 2.1; this institutional background provides important context for understanding how the University's civic purpose has shaped its present brand values and identity. Section 2.2 demonstrates how these underlying factors are translated into strategic marketing campaign messages.

c. 674 AD - St Peter's founded (early centre of learning)
The site at St Peter's (Monkwearmouth) dates to 674 AD when Benedict Biscop established a monastery and scriptorium - the location of this ancient centre of learning later connects to the modern Sir Tom Cowie campus.

1901 - Sunderland Technical College opens
The origin of the modern institution: Sunderland Technical College was established in 1901 to deliver vocational and technical training to the city and wider industrialised region.

1921 - Pharmacy teaching established
Pharmacy became a formal subject area at Sunderland in 1921 - a flagship offering that grew into one of the institution's long-standing strengths.

1969 - Formation of Sunderland Polytechnic
Sunderland Technical College merged with the School of Art and the Teacher Training College to form Sunderland Polytechnic, reflecting the polytechnic movement's vocational purpose.

Mid-20th century expansion (1950s-1960s)
During this period, post-war growth and plans to expand technical and professional education led to consolidation of local teaching institutions.

1934 - Engineering introduced
In 1934 Sunderland was recognised for its BEng provision - it was an early adopter of sandwich courses with placements integrated into engineering training.

2000s-2010s - Continuation of expansion
The University extended its wider presence with a location in London in 2012 and Hong Kong in 2017. Hope Street Xchange opened in 2017 as a university enterprise/innovation centre and the School of Medicine was opened in September 2019.

1990s-2000s - Development of Sir Tom Cowie Campus (St Peter's) and media facilities
The St Peter's campus - later named the Sir Tom Cowie Campus - and new media and learning facilities were developed around the historic riverside site, reconnecting the university with its monastic educational heritage.

1992 - University status awarded
Following the Further and Higher Education reforms, Sunderland Polytechnic gained university status in 1992 and became the University of Sunderland.

2019-2025 Strategic Plan
The University's 2020-25 Strategic Plan positioned Sunderland as a student-focussed, profession-facing and society-shaping institution - informing relevant marketing campaign activity (e.g. **Life-Changing Moments**).

Figure 2.1 University of Sunderland Evolution (Images: University of Sunderland Assetbank, 2025)

2.2 Campaign Creative Proposition

Having established the historical context of the University of Sunderland's identity, the following section will describe how this is conceptualised and translated into a strategic marketing campaign, starting with the key terms of reference related to the operational delivery of the campaign activities.

2.2.1 Operational Terms of Reference

The External Relations team at the University of Sunderland oversees the University's marketing and branding initiatives, ensuring a coherent approach to communications throughout the institution. A centralised strategy effectively meets the needs of a diverse internal audience, including faculties and various services, while also engaging prospective students, key external stakeholders, educational partners, and the media across multiple channels.

2.2.2 University of Sunderland - Brand Strategic Rationale

The 2020-2025 University of Sunderland Strategic Plan outlines key institutional objectives across academic, civic, and commercial environments, providing context for the campaign's creative proposition. Sunderland is a major UK recruiter of international undergraduate and postgraduate students, with nearly 24,000 enrolled at campuses in Sunderland, London, and Hong Kong; in addition, Sunderland is recognised as a key transnational education provider, with 5,000 students enrolled at global partner institutions currently covering Botswana, Ghana, Hong Kong, Kenya, Malaysia, Singapore, Sri Lanka, Trinidad, Uzbekistan, and Vietnam. The brand guidelines highlight a standardised approach to communicating with global audiences, which is reflected in the materials used in marketing campaign activity:

"Our brand reflects our ethos with one compelling voice across our global offer"

Marketing and Recruitment - Brand Guidelines (2019)

The University of Sunderland is dedicated to widening participation, promoting social inclusion, and enhancing employability. The university advocates for a more pragmatic view of institutional success, emphasising that institutions should assess their achievements based on societal impact rather than league-table rankings alone.

As a global education provider, Sunderland operates two campuses in the city: City Campus, situated in the centre of Sunderland, and the Sir Tom Cowie Campus at St. Peter's, which overlooks the River Wear. Additionally, it has a campus in London near Canary Wharf and a facility in Hong Kong located in the central business district. Furthermore, it collaborates with overseas transnational education providers to offer its degrees worldwide. The strategic plan outlines the institution's vision and ambitions in higher education and includes:

- *Student focussed*
- *Professions Facing*
- *Society Shaping*

Finally, the 2020-25 plan sets out these aspirations by aligning them across five core institutional values:

Inspiring	We provide a supportive empowering and enriching experience for our staff and students
Innovative	We value people for their creativity and update our knowledge and practice to enhance the student experience
Collaborative	We work together as a community with our partners and build lasting relationships to achieve our shared ambitions

Inclusive	We celebrate our diverse culture, which welcomes and values everyone's contribution
Seeking Excellence	We strive for the highest quality in academic delivery, research and service standards

Table 2.1 Adapted from University of Sunderland 2020-25 Strategic Plan

After presenting the University of Sunderland's overarching aims and global aspirations, the following section will explore the specific marketing campaign creative used to articulate these aspects of institutional identity to a prospective student audience.

2.2.3 Life-Changing Moments - Campaign Context

The University of Sunderland appointed a creative agency to deliver a campaign to support recruitment activity in Sunderland and London. University marketing campaigns to support student recruitment, such as this one, are predominantly rotated every several academic cycles to refresh messaging or introduce stylistic changes that reflect contemporary design trends and the prospective student audience's perceived aesthetic preferences at a given time. This project will focus on the materials developed to support the Life-Changing Moments campaign originally implemented in 2020.

In previous iterations, campaign materials have centred on a 'life-changing' message, prevalent in much of the University's external recruitment content. However, this campaign has shifted toward a "career-focused" course and profession-oriented teaching narrative that aligns with the University's strategic plan. The emphasis is now firmly placed on the emotional aspects of a student's journey to university and features prominently in Sunderland's marketing activities, emphasising the experiential and employability-related benefits of university study and how Sunderland specifically adds value to students' lives.

The marketing collateral in the campaign is primarily narrative-driven, strongly focusing on inspirational students and graduates, often from high-profile or ranked courses with a national profile (i.e. pharmacy, law, teaching, and media), which help provide a credible, authentic voice of the University. The approach seldom adopts a single message to the audience, combining a mix of course accolades, imagery, and case studies to form the overall message. As certain courses and subject areas lack notable accolades or league table placements, the strategy currently favours an emotive narrative centred on "the moment"... "the moment you first arrive on campus"... "the moment you make lifelong friends"... "the moment you make a life-changing decision", "the moment you choose your career path".

The Life-Changing Moments campaign aimed to convey the University's brand to prospective students through authentic advertising. The competitive local environment, including the appeal of the nearby city of Newcastle, has impacted the profile of Sunderland as a study destination. In addition to the Newcastle-based University of Newcastle and Northumbria University, UCAS data shows other key competitors include Durham, Leeds Beckett, and York St. John Universities. Therefore, the campaign sought to establish a unique identity for the University by highlighting its historical roots and global footprint.

Given the highly competitive nature of local competition and the importance of presenting the University in a way that appealed to a range of international markets, the strategy required a focus on how the messaging could address the needs of prospective student audiences. To prospective students from outside of the area, including international students, the advertising material must communicate that the University is a quality, welcoming study destination in the absence of any prior knowledge.

This campaign aimed to move prospective student enquirers down the marketing 'funnel' and convert them to applicants and eventually to enrolment. The creative solution needed to work across multiple channels, using dynamic video and content with high personalisation driven by high digital reliance

during the COVID-19 pandemic. The creative materials were required to align with web content to direct prospective students towards various calls to action, including signing up for events, requesting prospectuses, visiting course pages, or engaging with materials like case studies. The goal was to collect data to build meaningful relationships with prospective students, providing essential information about courses, accommodation, scholarships, and the city of Sunderland.

As a vehicle for embodying the underpinning strategic aims and values of the University outlined in the strategic plan and integrating them into the campaign activity, the primary objectives for the creative direction of the campaign were to provide:

- *A flexible, scalable idea which works across brand and tactical campaign that can talk to all audiences in a relevant and compelling manner*
- *A memorable, unifying platform which can be more grounded, personal and intimate*

These objectives provided a foundation for the aims and objectives of the core communication strategy, with the overarching campaign designed to convey the following institutional message, succinctly capturing the elements of Inspiring, Innovative, Collaborative, Inclusive, and Seeking Excellence from the 2020-25 strategic plan.

- *We are committed to getting students into fulfilling employment or further study within six months of graduation, helping to drive prosperity and social value in the north-east and beyond.*

To support the dissemination of key messages beneath the overarching message of the campaign, the hierarchy of messages conveyed across the suite of advertising collateral was outlined as:

- *Career focussed*
- *Real-world*
- *Proud of our region*
- *Supportive*
- *Friendly*
- *Confident*
- *Straight talking*

Finally, to facilitate these campaign communication aims, the following creative and language-seeding requirements to be embodied in the designs of artwork and collateral were outlined in the proposition:

- *A strong look and feel - great stand-out*
- *Authentic - using real students*
- *Distinct tone of voice - true to who we are*
- *Confident, straight-talking, supportive*
- *Effective messaging*

In a practical sense, the approach for embedding these messages within marketing materials encompassed three key strategic pillars: emphasis, seeding language, and new thinking.

The emphasis pillar outlined in the strategic proposition required a shift in communication approach beyond verbal content alone - this required a switch towards career-based messaging to encourage prospective students to consider their post-university future. Seeding Language is the process of ensuring all advertising assets manifest the message - clearly, compellingly and appropriately. Finally, the New Thinking pillar is a final stage in which recommendations for where to embed the messages, including a range of online and physical channels, are presented.

Table 2.2 Expresses the key attributes of UoS intended meaning from the original creative proposition:

Masterbrand	University of Sunderland		
Positioning	Life-Changing		
Creative Expression	Life-Changing Moments		
Campus/Offer	Sunderland	London	International
Common Attributes	Friendly Career Focussed	Widening Participation Real-World	Supportive Proud of our Region
Characteristics/Personality	Local Versatile Personal Real-World 'Life' Business-Minded		Straight Talking/Bold Statements Confident/Unfussy Punching above our weight By the Sea
		Undergraduate	Postgraduate
		Bright/Confident Energetic Galvanised	Confident Mature Informal

Table 2.2 Creative Proposition – University of Sunderland (2020)

To articulate the messaging and support the strategic communication aims and key messages of the creative proposition, seeded language encompassing the following categories were embedded across the entire suite of campaign material in Table 2.3:

Employment	Careers	Combining course and career	Career Focussed	Social Value
• Career - focussed work prospects • industry links • Set yourself up for life • Course to career • Ambitions career • Ambition employable • Land the job • New start Next chapter • Let's do this • Future-ready real-world experience • Enhance employability • Goals • level-up	• Think course. Think career. Think Sunderland. • The University of Sunderland - where it all comes together. • Real value. Real courses. Real prospects. • It starts in Sunderland. • Where course and career are one.	• This is the moment. One thing leads to the other. • This is the moment you find your course + career in one place. • Course, career, city. This is where they come together. • This is the moment your course + career combine. • The most important moment in your career? When you	• A life changing career. Started in Sunderland. • Fast-track your career. • Cut out the guess work. • They say a career defines you. It's just the beginning. • Sunderland. Time for a change? It's just the beginning. • Sunderland. Change career. • Change your life. • Sunderland. This is your place	• Being the first in the family to land my dream job. • This is my time. • Your future starts here. • New beginning start here. • Making a difference. One career at a time • The first day of my future. • It all started at Sunderland. • My moment to shine. • Created in Sunderland

		choose your course.		

Table 2.3 Key Campaign Messages – University of Sunderland (2020)

After clarifying the campaign messaging, creative visuals were developed to express its objectives. Schofield et al. (2013) noted that education marketing must meet audience needs; this was achieved with bold visuals in magenta and purple for undergraduate and postgraduate audiences, conveying the essence of the institution's mission (University of Sunderland, 2020). The creative proposition guided the messaging of future campaigns and materials produced in-house and externally for student recruitment.

The campaign collateral, shown in Appendix 6.0, aligns with Alessandri et al. (2006), who noted that HEIs often use distinct visual identities for different audiences. For instance, the Life-Changing Moments campaign is tonally more assertive than the University of Sunderland's muted corporate branding but still represents the institutional identity in an audience-tailored format.

2.3 Summary of chapter

This chapter contextualises the core research question and demonstrates how Sunderland's historical identity can be traced from contemporary marketing strategies, particularly evident in the Life-Changing Moments campaign. From its origins as a technical college to becoming a university, Sunderland has continuously adapted its offerings and identity to meet shifting market trends, student expectations, and the global education landscape. The transition from polytechnic to university reflected its civic mission to widen participation and respond to the economic changes in north-east England. This shift is evident in different iterations of institutional visuals, particularly in the distinctive campaign identity at the centre of this research.

The following chapter examines the academic literature on key areas, including globalisation, the internationalisation of marketing activities within and outside the HEI sector, arguments for localising and standardising international marketing materials, how marketers may conduct cross-cultural studies, and how audience-received meaning can be evaluated.

Chapter 2 - DProf Portfolio of Evidence Linkages
The University of Sunderland's global advertising strategy discussed in this chapter can be linked to the Proof of Concept which helped formulate the initial proposal for this project (DProf Portfolio of Evidence Section 2.0) and provides a practical illustration of University of Sunderland advertising creative in a real-world context.

CHAPTER THREE - LITERATURE REVIEW

3.0 Chapter Introduction

In the intensely competitive global education market, it is of major commercial and strategic importance for an ambitious Higher Education Institution (HEI) to understand how its brand is perceived globally. This chapter will provide a comprehensive academic literature review of the central themes which underpin the research objectives of this project, following a discussion of the globalised environment, the social, political and economic conditions that produce responses in the form of internationalisation agendas, broader HEI brand and marketing strategies outside the sector will be evaluated. This literature review will critically explore key concepts that underpin how international audiences derive meaning from advertising materials. Contributions exploring the conceptualisation of cross-cultural meanings in global advertising will be examined, followed by methods used in past academic research to understand how target audiences interpret messages apart from the advertising itself. Given the limited specific research on higher education institution (HEI) advertising, relevant findings from this sector will be assessed alongside literature from broader marketing and brand theory.

Having provided the institutional background for the marketing strategy outlined, along with key messages and the intended meaning of the advertising content in Chapter 2, this literature review will examine the macro international conditions necessitating global marketing strategies in the higher education institution (HEI) sector, the strategies themselves, and how organisations assess their success. The initial literature review revealed significant interest in this topic from various academic fields and philosophical perspectives, employing diverse research methods to evaluate brand dimensions and audience reactions. These studies encompass cultural studies, communications, sociology, and psychology (Scott, 2006). Additionally, "grey literature," including publications from government bodies and HEIs, will be addressed to provide context and enhance the academic contributions to this knowledge base. A map illustrating the initial literature search is included in the Portfolio of Evidence 3.0.

To clarify the terminology in this review, the parameters of the term "brand identity" are applied in the marketing context as a "name, term, sign, symbol, or design, or a combination of these that identifies the maker or seller of a product or service" (Kotler & Armstrong, 2011). This encompasses abstract, intangible associations beyond product satisfaction (Kapferer, 2008), such as personality and emotional attributes (Aaker, 1996). Branding can be defined as a "strategic tool for improving a firm's performance" (Mosmans, 1996) and should align with the organisation's strategy. "Brand Orientation" suggests that a brand's visual identity should be pivotal in strategic marketing (Urde, 1994). Based on Aaker's (1996) definition, the term "brand identity" pertains to the organisation's internal view of the brand, whilst "brand image" relates to the external consumer perspective. Given the limited HEI-specific literature, relevant contributions from broader academic contexts are also considered. The definition of international student recruitment encompasses any commercial activities that support the recruitment of international students (Findlay et al., 2017; Vontis et al., 2018), with the overarching purpose to "generate interest in a learning institution and attract a sufficient number of prospective students to apply" (Beneke & Human, 2010).

Academic literature focussing on HEI branding from a student perspective highlights the importance of brand activities on student perceptions of institutions (Ali-Choudhury et al., 2009; Heaney et al., 2010; Cassar & Caruana, 2021). A key contribution to the HEI Marketing body of literature from Ivy (2008) reconstructed the classic marketing mix variables - product, price, and promotion and transposed them into a set of elements applicable specifically to HEI marketing; the new elements comprised prominence, prospectus, programme, price, people, premium, and promotion. Despite this evidence of sector-specific efforts of conceptualising the HEI marketing mix, it is suggested that education providers still frequently fail to effectively articulate their range of value propositions for

different internal and external stakeholders, including support provisions available to the students (Jevons, 2006); Chapelo (2011) highlights the limited existing research coupled with extremely limited distinction between brand values and brand identity by HEI providers; in instances where institutions promote values, they often manifest a set of oft-used, generic qualities synonymous with UK higher education like "excellence, reputation and tradition" (Beneke, 2011). In addition, research into brand identity primarily from the perspective of HEI institutions (Bennett & Ali-Choudhury, 2009) provides some level of insight into how audiences perceive the institutional brand. Framing the University of Sunderland proposition in the context of the literature covering contemporary strategic approaches adopted across the wider HEI sector, the clear set of key messages of the campaign proposition outlined in this section demonstrates that the generalisation of poorly defined brand strategies across the sector does not necessarily apply to the University of Sunderland given the detailed brand proposition outlined in Chapter 2. However, many environmental dimensions and influences operating externally to this marketing strategy may influence how international prospective student audiences receive these core brand messages. With reference to the research question, to signpost the academic literature evaluated in this chapter, the literature themes covered relate to each part of the research question as shown in the diagram below:
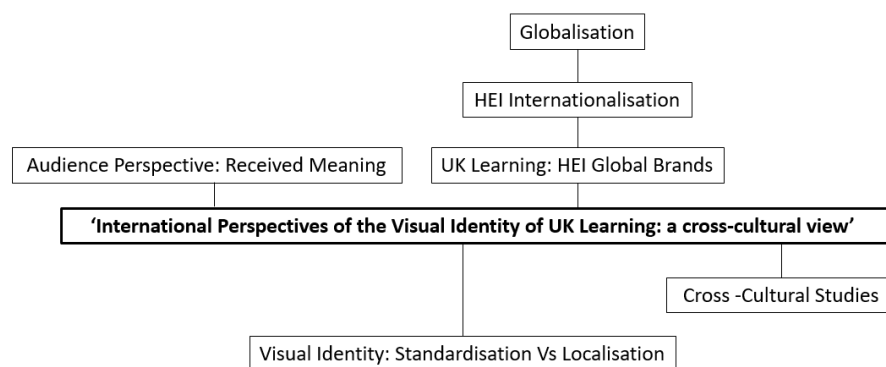
Figure 3.1: Literature themes in respect of research question

Finally, the academic and industry texts discussed in this review will be ordered to follow a structured conceptual pathway starting with the overarching macro-economic theme of Globalisation. Following this, the strategic response of internationalisation will be addressed, specifically in the context of the internationalisation agendas of HEI providers. Having established the underlying market conditions facing global HEI providers and how the sector responds to the internationalisation challenge, studies into the merits of standardisation and localisation brand strategies will be discussed and how this is approached in a cross-cultural environment. Finally, to further demonstrate the existing body of research on this topic and methodologies employed in the study of received meaning, how researchers from both HEI practice and the wider theoretical marketing and branding community evaluate the efficacy of these strategies is explored.
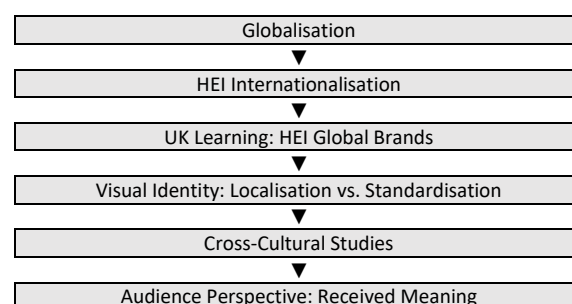
Figure 3.2: Literature Review - Thematic Pathway

3.1 Globalisation

Levitt (1983) characterised globalisation as a driver of international integration, emphasising the pivotal role of technology. Expanding on this, Breton and Lambert (2003) describe globalisation in modern terms as a "social process that fundamentally changes the arena for all types of social interaction". This perspective aligns with Van Der Wende (2011), who connects the concept to the higher education institution (HEI) landscape, observing that institutions are increasingly open to rapid global transformations and more inclined to transcend traditional national boundaries. Wood (2012) asserts that "those who embrace it will benefit the most".

This "perpetual transition" (Marginson, 1999) is deep-rooted in the literature; its challenge of globalisation can is echoed in the concept of neoliberalism (Stiglitz, 2002) and earlier concerning Sinclair's (1987) view of modernisation as "cultural imperialism," promoting a sense of forced consumerism, in place of national identities (Robertson, 1994) and local cultures (Backhaus, 2007). This scepticism mirrors the post-modern position where Barnett (1999) regards globalisation as an extension of 'supercomplexity.' The "remorseless" globalisation phenomenon relates to advancements in communication and technology (Giddens, 1991). In contrast, proponents of glocalisation argue that global cultural forces can converge with local identity (Roudometof, 2005; Backhaus, 2003), suggesting that globalisation need not be detrimental to local cultures.

The extent of the impact of globalisation is debated in the literature; Steger (2017) describes it as a multifaceted force affecting political, economic, cultural, and ideological domains, aligning with Wood (2012), who sees it as distorting national boundaries, with proponents seeing the wider global adoption of digital technologies and the English language as factors facilitating international student mobility, (Skinkle and Embleton, 2014). Factors contributing to globalisation include the hegemony of the English language and international technologies that enhance global communication and knowledge sharing (Altbach et al., 2010). Some consensus is that these factors have led to globally focused strategies across public and private sectors in response to dynamic and complex market conditions arising from constant institutional, national, and global changes (Rumbley et al., 2012; Zinn and Johansson, 2015).

The case against globalisation highlights the risk of homogenised identities erasing local cultures and paralleling colonial imposition (Marginson, 1999, 2010). Disparities in wealth and power may worsen with market-focused views (Altbach and Knight, 2006) and Westernisation agendas (Yang, 2019). This Western-centric model faces criticism from a post-colonial standpoint (Takayama, 2017), advocating for a more ethically aware educational focus (Waters, 2018; Yang, 2019). Conversely, globalisation in HEI can foster social connectivity, shared understanding, and global responsibility toward environmental issues (Scott, 2003). Economically, technological advances can revitalise regional economies (Davies, 2001). This multitude of perspectives demonstrates that globalisation definitions largely depend on authors' philosophical stances, with some viewing economic efficiencies in cultural convergence as progress and others arguing the loss of identity within an emerging monocultural paradigm.

While the literature reveals a division of opinion across the spectrum of philosophical perspectives regarding both the social, cultural, and economic opportunities, as well as the existential threats posed by globalisation, the notion that globalisation exists and facilitates the macro-environment essential for internationalisation is widely acknowledged in academic discourse (i.e. Blight et al., 2000; Knight, 2004; Costa et al., 2017). It is recognised that, although globalisation may induce a gradual and inevitable cultural shift over time, the internationalisation process, responding to a changing global cultural landscape, presents individuals and organisations with "many choices" (Knight and Altbach, 2006). This will be explored further in the context of the international activities of HEIs.

3.2 HEI Internationalisation

Internationalisation is defined as the strategic response to the forces of globalisation (Tight, 2022), creating conditions for its implementation; this aligns with Altbach's (2004) view that internationalisation in HEIs is a response to the challenges posed by sector globalisation. Internationalisation in HEIs has been characterised as an organisational adaptation that tests the strength of institutional culture (Bartell, 2003), and it encompasses multiple dimensions (Hatakenada, 2004; Knight, 2004). Costa et al. (2017) observed that global organisations typically adopt incremental internationalisation strategies, targeting culturally similar markets. Bennett and Kane (2011) relate this to HEIs, emphasising aspects such as international franchising, curriculum internationalisation, exchange programmes, and the recruitment of foreign staff. De Wit (2002) identifies four key drivers of internationalisation in education: social/cultural, political, academic, and economic. This is supported by polling indicating that 23 out of 26 global HEIs regard internationalisation as increasingly important (British Council, 2016). However, De Wit's model struggles to reconcile the conflicting priorities among HEI stakeholders, who may have differing objectives regarding internationalisation. Hawawini (2016) critiques education's inward focus and the loss of knowledge-sharing opportunities. Furthermore, institutions have embraced transnational educational (TNE) partnerships (Healey, 2015); for instance, institutions like the University of Sunderland are diversifying through satellite campuses, partnerships, and online learning, a trend highlighted by Universities UK (2020).

Despite divided views on implementing these strategies, internationalisation frequently features highly on institutional agendas (Ergin et al. 2019). Environmental factors may influence the student perception of the UK study proposition; following the EU withdrawal in 2016, there has been a notable decrease in VISA applications post-Brexit, partly due to administrative delays and unwelcoming perceptions of the UK (EHRC, 2019). should this trend persist, the Centre for Global Higher Education (2018) predicts that Australia may surpass the UK as a HEI study destination. Despite the rising appeal of other countries like the US and Australia, the UK remains one of the top choices for global study, attracting about 19% of international students annually (Universities UK, 2019).

In addition to the broad acknowledgement from corporate and academic bodies that these strategies are commonly adopted in the sector, public institutions share the belief that HEI branding plays an integral international role. The PMI 2 paper (British Council, 2006) states that international brand identity is the fundamental foundation underlying institutions' global activities, rather than solely relating to overseas student recruitment functions.

The commercial focus of marketisation within HEI, in response to internationalisation, is noted in the Post-18 review (Augar et al. 2019). The broader literature is divided on this phenomenon; supporters like Choudaha et al. (2013) argue that competition in international markets encourages HE providers to respond strategically, and from a quality perspective, Bovill et al. (2015) consider marketisation a positive force that raises overall standards. Critics, however, including Hayes and Cheng (2020), view this trend as a product of neoliberalism, urging providers to prioritise student learning over commercial ambitions (Steinberg et al. 2005). Therefore, despite divided views on the role of marketisation within higher education, this is some consensus that it can influence student experiences and broader global perceptions of UK HEIs.

Marginson (2017) illustrates the phenomenon of HEI providers adopting elements of both commercial and public service market orientations in their student recruitment promotional activities; given the different extent to which institutions adopt these positions, various marketing strategies are employed by institutions across the sector. The literature does, however, demonstrate some sector-wide consensus more akin to revenue-driven, commercial models traditionally associated with private sector organisations (Molesworth et al., 2011; Assad et al., 2015) - based on developing distinctive brands, the utilisation of mass-marketing techniques with an emphasis on advantages to the individual, rather than the broader societal function of the institution (Molesworth et al. 2011;

Hegarty, 2014; Marginson, 2017; Findlay et al. 2017). The literature predominantly focuses on the international student experience in recruitment rather than on how institutions perceive and convey their identity through marketing activities (Zinn & Johansson, 2015; Vrontis et al., 2018).

Sector-focused literature suggests that the internationalisation agenda for HEIs may be inconsistent with academic practices, as many institutions aim to decolonise Eurocentric curriculums (Takayama, 2017; Vickers, 2019). Critical theory argues that Western-centric HEI internationalisation strategies risk embodying cultural imperialism, as De Wit (2012) highlighted, and this market-driven approach may undermine attaining an authentically global educational community (Yang, 2019). Additionally, Schartner & Cho's (2017) study on higher education staff and students reveals some suspicion of institutional intercultural goals. While HEIs may pursue internationalisation for academic and pedagogical reasons, such as research collaboration and cross-cultural working (Altbach & Knight, 2007; Lamprianou & Sunker, 2014; Jibeen et al., 2015), the literature acknowledges a competitive need for marketing strategies that may not align with local traditions (Gibbs, 2002; Haigh, 2002). HEI marketing often aims to enhance global reputation through brand-building (Choudaha et al., 2013; O'Connor, 2017), although Vardhan (2015) argues that commercial interests can overshadow academic integrity, for instance, when trying to maximise student recruitment (De Vita, 2003). This trend is evident in Ayoubi & Hiba's (2007) study, which found that 74% of UK HEIs reference internationalisation in their mission statements, consistent with the University of Sunderland strategic Plan outlined in Chapter 2.

Some UK HEI providers have positioned themselves as internationally facing due to a growing requirement for graduates to demonstrate digital and global skills (Xiong, 2020); this is consistent with Gibney's (2013) support that globalising the curriculum is a response to international demand. Conversely, Knight (2011) argues that this strategy fails to address academic functions, focussing solely on commercial interests; Warwick and Moogan (2013) also indicate that some HEIs require a defined strategy for facilitating international audience engagement.

HEI providers harness a range of brand strategies to operationalise such strategies. The contribution from Lomer et al. (2018) to the branding of UK higher education highlights how credibility communicated via branding connects with prospective international students; the importance of this process is demonstrated through the case study approach in Mampaey & Huisman (2016) who argue that branding and image management are becoming increasingly important for HEIs. Colman et al. (2021) argue that universities require a well-established visual identity to ensure success; in their study examining institutional visual identity, it was determined that while changes to an identity can support desired outcomes, clearly communicating the underlying meaning of the identity to the audience is critical for success. Section 3.3 of this chapter elaborates further on the literature relating to the use of visual identity in HEI marketing strategies.

Tensions are evident in the literature around the nature of the civic duty of HEI providers and to what extent a market-orientated strategy should be employed; Knight (2015) highlights the acknowledgement that Education is formally listed as a service sector in the General Agreement on Trade in Services, confirming its commercial presence in the eyes of government. This perception is regarded as an opposing view by some academics, with McChesney (2013) suggesting that the underlying educational mission of institutions is reduced to a monetary transaction for profit when following internationalisation agendas. Nevertheless, this doctoral project does not seek to enter the discussion on the ethics of marketisation orientations of HEI providers across the wider sector, instead seeking to understand the perceptions derived from marketing campaign materials within the context of a specific institution adopting a market-driven position in its advertising strategy.

Whilst opposing positions on whether the commodification of education is appropriate, a degree of consensus between the proponents and critics of HEI internationalisation agendas is evident in how overseas branding and marketing activities can help support the global presence of HEIs. For instance,

Bartlett (2006) suggests that HEIs should not only accept but also embrace a marketing focus despite the potential tensions between commercial interests and educational purposes regarding implementing a marketing strategy. Additionally, Gatfield et al. (1999) and Hesketh & Knight (1999) highlight the significance of focusing on content information that supports the decision-making process, especially in the context of institutional image and reputation (Nguyen & Le Blanc, 2001). Given the various applications of internationalisation principles within HEI marketing strategies, the following section examines effective global branding strategies adopted across the sector.

3.3 UK Learning: HEI Global Brands

Seminal definitions of brand image (Levy, 1958) focused on branding products, evolving to encapsulate corporate image based on perceptions of the organisation (Kapferer, 2002; Gardner & Levy, 2003). Brand can also be related to self-perception; Sirgy (1985) correlated the phenomenon to individual self-image. Bullmore (1984) emphasised that brand image exists independently in consumers' minds and can only be cultivated by marketers. Keller et al. (2011) support this view, describing the brand image as the consumer associations which differentiate between performance-related perceptions and broader judgments. Lastly, Miller and Muir (2004) stress that a brand should be aligned with organisational culture to provide a compelling consumer experience.

HEI global branding can be regarded as a strategic response to internationalisation, using branding to communicate essential information to prospective students about the UK HEI proposition. Farhana (2012) highlights that branding is a visual representation of brand promise, aligning with Yang & Mutum (2015), who argue that institutions primarily focus on student presentation as an extension of organisational branding. Furthermore, Olga (2018) suggests that this brand-led strategy can showcase unique selling points and enhance reputation, consistent with Priporas & Kamenidou (2011). Lim (2020) expands on brand-led approaches in HEIs, illustrating its application in niche marketing through product-brand strategies rather than corporate-led marketing. Foskett (2002) sees brand identity in education as enabling the symbolic consumption of social values and status related to the service. Woolf (2019), however, notes that promoting individual benefits of international education, including experiential outcomes, employment, and networking, can negate the academic benefits of higher education.

Common messaging in HEI advertising, such as employability prospects and institutional reputation (de Wit, 2015; Vrontis et al., 2018), holds greater significance for UK students (Findlay et al., 2017). The literature broadly acknowledges that prospective students consider factors like fees, course offerings, league rankings, and advertising (de Wit, 2015; Koris & Nokelainen, 2015; Vrontis et al., 2018) when making their university choices. However, focused studies on HEI brand strategies are limited; Asaad et al. (2014) note a lack of international research concerning the international coordination of brand marketing. Vrontis et al. (2018) highlight limited research into the underlying decision-making process.

In a competitive environment where HEI providers attempt to differentiate in a competitive market, selling points, including enhanced employability, are widely appealing to prospective international students (Li & Bray, 2007). Conversely, Cebolla-Boado et al. (2018) suggest that future research should focus beyond common selling points such as economic mobility and post-graduation employability, highlighting a gap in the literature for a focus on unique selling points. Limited empirical studies in the HEI context are also noted (Heaney & Heaney, 2008; Chapleo, 2010; Balmer et al., 2010). Brooks and Waters (2011) argue that HEIs focus heavily on economic motivations in marketing, overlooking external factors such as the desire to experience other cultures for personal development; this is supported by Bourke (2000) and suggests that many international students choose a destination country before selecting a specific institution.

Research examining the link between higher education institution (HEI) branding and international students' motivations refers to the 2019 International Student Survey (Quacquarelli Symonds, 2019).

This survey, which reflected the views of 75,000 participants, analysed how prospective students engage with university branding online. Findings indicated that 84% of students sought information about studying in the UK via social media, and 88% preferred online prospectuses in English over those in their native languages - although improved domestic options and non-Anglophonic destinations are now in direct compete with the UK HEIs (Brooks & Waters, 2011). Moreover, the International Student Survey report highlighted a consistent theme regarding the allure of studying in the UK, particularly students' eagerness to immerse themselves in a different culture, which plays a significant role in their decision-making process. This insight echoes findings from academic literature, including contributions from Wu (2014) and Wihlborg & Robson (2018).

Unexpected environmental factors can influence how the UK is perceived as a study destination. Halterbeck and Conlon (2021) identify the long-term economic effects of COVID-19, post-Brexit travel restrictions, and diminished funding for EU students as factors affecting the UK's appeal. Nevertheless, the UK remains a popular choice, largely due to its English-language curriculum, which some nationalities, including East Asian students, regard as the global academic standard (Li & Bray 2007).

Despite the appeal of English-language marketing, the challenges of cross-cultural adaptation within a new learning environment are notable (Lamprianou & Sunker, 2014). Contributions from Jibeen and Khalid (2010) and Berry and Sabatier (2010) proposed models to address student adaptation issues, while Demes and Geeraert (2014) emphasise the cultural adaptation's impact on the decision-making process, supporting Cayla and Arnould's (2008) recommendation for culturally relative marketing approaches. Additionally, Mogaji (2018) highlights the need for further research into university sub-brands, such as faculties and partnerships, as most UK HEI brand studies focus on Corporate Visual Identity (CVI) rather than fragmented elements of institutional identity.

Research into the application of cross-cultural branding through culturally relevant marketing strategies highlights key insights advocating for a culturally sensitive approach (Steenkamp et al., 2003; Hsieh, 2005; and Askegaard, 2006). They emphasise how international advertising transcends marketing strategy and is determined heavily by individual and cultural dynamics. Cayla and Arnoud (2008) highlight that a large proportion of the research in this area has been approached from a Western-centric perspective, indicating it as a potential area for further investigation. In contrast, industry bodies, including Interbrand (2020), argue that effective global brands should be coherently maintained across cultures. This approach suggests that a unified global advertising strategy can spark curiosity without being exclusionary (Nan Zhou & Belk, 2004; Paletz & Peng, 2008; Berman, 2012). In higher education branding, it is common to project UK cultural traditions worldwide, using university crests and imagery symbolising knowledge and heritage (Melewar & Akel, 2005). However, this heraldic approach may not reflect the progressive ethos of modern institutions (Bodoh & Mighall, 2002), especially as conveying cultural authenticity is vital (Nijssen & Douglas, 2011; Napoli et al., 2014), in addition to conveying brand value to audiences (Park et al., 2016). The broader literature frequently supports universal brand strategies across global markets, as evidenced by Rosen et al. (1989) and Keller (2004), who promote this approach. The University of Sunderland's 2019 brand guidelines present a cohesive international approach.

"Our brand reflects our ethos with one compelling voice across our global offer"
(University of Sunderland Brand Guidelines, 2019, p.2)

Percy and Rosenbaum-Elliot (2012) argue that, despite divergent views on consistently applied global brand strategies, it is feasible to incorporate cultural nuances into broadly standardised branding practices. This aligns with Balmer's (2001) perspective on maintaining visual consistency for familiarity across various markets, which are affected by dynamic factors and continuous changes (Craig & Douglas, 2006). Furthermore, Cayla and Arnoud (2008) advocate for cultural relativism within a centralised branding framework. Due to its intangible value chain, HEI branding faces challenges in adapting to international audiences (Dorri et al., 2012). However, showcasing brand equity (Aaker,

1991) derived from perceived authenticity (Beverland, 2005) - including social image, sincerity, and personality can enhance global brand extension strategies (Mourad et al., 2011). Dennis et al. (2016) found that an HEI provider's reputation and perceived quality are crucial for developing brand attachment, where brand image and identity contribute to brand equity. Additionally, the gap between a brand and its audience stems from the relationship between organisational culture and national culture; Hofstede and Hofstede (2005) note the differing values involved, complicating their alignment. Various approaches to assess the interpretation of meaning in cross-cultural advertising are explored in Chapter 5.

3.4 Cross-cultural studies

As a central component in the process of understanding global audiences, the phenomenon of culture is defined by Banerjee (2008) as consisting of the artefacts, ideas, values and other symbols that allow individuals to convey, interpret, and assess through their unique belief systems (Sojka & Tansuhai, 1995). Geertz's (1973) interpretative anthropology significantly influences cross-cultural branding in today's advertising literature (Holt, 2004; Thompson & Arsel, 2004). Cayla and Arnould's (2008) "contextually sensitive" approach advocates for regionally adapted strategies in international markets; Aaker and Joachimsthaler (1999) also promote localised campaigns for effectiveness. Yoo (2009) highlights that cultural behaviours and values shape global marketing strategies, supported by research on cultural colour associations (Aslam, 2006) and the effects of ethnocentric cues (Khan et al., 2015). Roberts (1994) defined the "heterogenising" of marketing, or "glocalisation," as micro-marketing strategies that balance brand standardisation with elements of differentiation.

From a psychological perspective, examining cultural influence on brand activities and its impact on decision-making, organisations may focus on brand image; Hsieh and Lindridge (2005) define brand image in international advertising as "sensory, utilitarian, and symbolic," going beyond visual elements alone. For cultural engagement, cultural and psychological factors must be considered alongside brand elements, including name, design, and colour, for effective international repositioning (Melewar & Akel, 2005; Wong & Merrilees, 2006; Aslam, 2006). This process ensures positive associations across multiple markets (Aaker et al., 2001; Sung & Tinkham, 2005).

Brand evaluation can be undertaken through framing, which Gamson and Modigliani (1987) define as a core concept or narrative of mass media. Framing is influenced by what Entman (1993) describes as "selection and salience," meaning that elements such as the author's perspective, the audience's culture, or the content itself can impact the intended meaning. A key limitation of this approach is its subjectivity, as frame analysis relies on shared social and cultural understandings (Scheff, 2005); researchers may not share the same "lived social reality" as their audience (Smith, 2006), which could limit the authenticity of their cross-cultural insights.

Beyond the cultural dimension, ethnic identity was investigated by Lau and Lee (2018) in the context of culturally specific advertising placement in non-western-centric newspapers; the results showed that readers with a strong ethnic identity were more receptive to ethnic messaging in cultural publications, aligning with ethnic advertising studies (Madadi et al., 2021; Khan et al., 2015; Fowler & Carlson, 2015). Nijseen and Douglass (2011) found that those valuing authenticity were generally more open to various cultural aspects, while Morhart et al. (2015) identified authenticity dimensions as continuity, credibility, integrity, and symbolism. Licsandru and Cui (2019) established that socially conscious millennials were sceptical of the intentions behind ethnic marketing due to increasing global awareness, recommending avoidance of stereotypes and ensuring authenticity. However, this objective view contrasts with the postmodernist position (Nuttavuthisit & Thogersen, 2017), prioritising emotional aspects in ethnic restaurant advertising. While the literature on ethnic advertising elements explores authenticity (Ting et al., 2015; Madadi et al., 2021), models like Khan et al. (2015) reveal a significant research gap in authenticity within an HEI context.

The literature outlines three emerging global branding strategies: standardisation (Levitt, 1983; Still & Hill, 1984; Rosen et al., 1989), localisation for global markets (Francis et al., 2000; Edrem et al., 2006), and glocalisation, a hybrid approach in which overarching brand attributes are customised for specific markets (Roudometof, 2016). Some researchers, including Temporal (2006) and Wang (2008), advocate maintaining Western advertising models in the promotion of Western brands in Asia, while others argue that regionally adapted "multicultural mosaics" may engage the audience more effectively (Cayla & Eckhardt, 2008). These strategies reflect culture-specific behaviours; for instance, Chinese parents seek to transform economic capital into cultural and knowledge-based capital for their children; as Xiang & Shen (2009) observed, advertisers can translate such cultural phenomena into localised messages in targeted marketing campaigns.

Glocalisation presents an alternative approach to the opposing strategies of standardisation and localisation by enabling advertisers to tailor their strategies to local preferences. The necessity of addressing nuanced cultural perspectives has been explored in previous studies; for instance, in a qualitative study of the East Asian market, McRobbie (1998) discovered that consumers associated European brands with "the elitism of the fine art world," connected to social status (Murray, 2002). Further investigation by Nan Zhou and Belk (2004) suggested that consumers in East Asia regard European brands through the lens of Confucian social ideals, emphasising high moral standards. Wong and Merrilees (2007) investigated visual components in international advertising, referencing Malhotra et al. (1999) to emphasise the need to balance global and local demands, and some existing literature explores consumer interpretations through perceptions and cultural experiences. It also highlights the co-creation of meaning between organisations and audiences (Hatch & Schultz, 2010; Payne et al., 2009). This dialogical process, regarded as an escape from the "industrial age paradigm of branding" (Christodoulides, 2008), supports the co-construction of meaning.

Hofstede's cultural dimensions theory (1983) is an influential contribution to cross-cultural research and is frequently cited (Christofi et al., 2018; Peterson & Barreto, 2018; Iskhakova et al., 2022) and used initially to evaluate cultural nuances among 70 nations defining four dimensions: i. Power Distance - power dynamics in organisations, ii. Uncertainty Avoidance - the perception of uncertainty as a threat, iii. Masculine/Feminine - the impact of gender values, and iv. Individualistic/Collectivist - the priority of individual versus communal needs. Hofstede (1993) noted that brand perceptions arise from cultural conditioning, showing that Western countries score high in individualism and low in power distance, while Asian countries exhibit high collectivism and power distance.
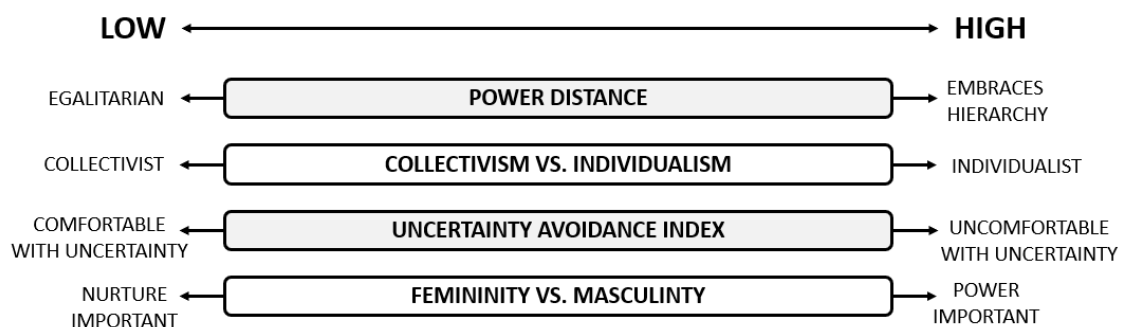
Figure 3.3: Cultural Dimensions Model - Adapted from Hofstede (1983)

Hofstede's model has been challenged within the broader literature; Robinson (1983) questioned the relevance of its dimensions, while Schwartz (1993) proposed alternative dimensions that could coexist rather than function exclusively. In response, Hofstede (2001) argued that surveys should not be the sole method for cross-cultural studies. McSweeney (2002) went further, rejecting both Hofstede's model and the broader functionalist paradigm, suggesting that national culture is not a deterministic predictor of behaviour. Despite these critiques, the cultural dimensions theory is still commonly regarded as a valuable starting point for cross-cultural analysis and for its utility in fostering cross-

cultural dialogue (Sent & Kroese, 2022). In the body of research on the co-creation of meaning between organisations and audiences, Prahalad and Ramaswamy (2004) shifted focus from superficial brand interactions to participatory brand communities, where audiences actively engage in dialogue to co-create meaning, echoing Muniz and O'Guinn's (2001) findings. Fournier and Lee (2009) expanded on this, arguing that brand communities enable structured relationships and dialogues, with the brand becoming a community (Schmitt, 2012). Vernuccio et al. (2015) highlight this social interaction as a key brand element that advertisers can leverage. Zhang et al. (2015) view this interaction within the broader context of the value creation process, which is critical within modern marketing strategies (Leckie et al., 2016; Marbach et al., 2019).

Much research on HEI branding emphasises environmental and personal factors that shape audience understanding in isolation, rather than concentrating on brand communities that enable the co-creation of meaning. Smith and Khawaja (2011) identify a research gap in how cross-cultural dialogue applies to the HEI sector, particularly in comprehending the holistic international student experience. This gap is vital for determining situational factors unique to international students, which is a key consideration when conceptualising a brand as a platform for audience interaction and dialogue. Recognising this gap supports RQ1 and RO1, which investigate how the University of Sunderland brand aligns with audience interpretations, related to RQ2 - how cultural or demographic factors influence these interpretations.

3.5 Visual Identity: Localisation vs. Standardisation

Levitt (1983) defined global organisations as those operating across world markets. Such organisations face the challenge of selecting an appropriate marketing concept for international brand expansion (Kotler, 2009). Two main paradigms are standardisation/integration and localisation/local awareness (Heerden & Barter, 2008; Kotabe & Helsen, 2014; Nguyen, 2016). Glocalisation offers a compromise, combining standardised global elements with regional adaptations (Roudometof, 2016) to maintain brand consistency while allowing cultural sensitivity.

Qiao (2018) asserts that HEI visual design must adapt to campus contexts, while Wilkins and Huisman (2015) emphasise heritage and prestige for international students. Tang (2011) indicates differing preferences in visual advertising: Chinese audiences prioritise "what we have," whereas Western audiences focus on "who we have". With intense global competition, HEIs must simultaneously engage diverse markets. However, Healey (2008) and Foskett & Maringe (2010) note many HEIs use a "one size fits all" strategy that lacks contextual awareness, however conversely, Hemsley-Brown and Goonawardana (2007) argue that standardisations may impact faculty autonomy and identity.

Global corporations, defined by Levitt (1983) as those operating across world markets, face the challenge of selecting an appropriate marketing concept with international brand expansion (Kotler, 2009). Two main paradigms are standardisation/integration and localisation/local awareness (Heerden & Barter, 2008; Kotabe & Helsen, 2014; Nguyen, 2016). Glocalisation can combine global standards with regional adaptations (Roudometof, 2016) to serve brand consistency and cultural sensitivity. For HEIs facing global competition, engaging diverse markets is crucial. However, Healey (2008) and Foskett and Maringe (2010) highlight that many HEIs often employ "one size fits all" strategies, overlooking important discussions on standardisation and localisation. Ryans et al. (2003) note the varying definitions of standardisation, which generally refers to a uniform marketing strategy across markets (Jain, 1989; Vishwanathanh & Dixon, 2007). Benefits include operational efficiencies centralised marketing control, and a consistent brand image (Levitt, 1983) which is essential for global branding.

Proponents of standardised marketing predate contemporary digital globalisation. Seminal contributions from Hollander (1968) and Buzzell (1968) indicate that standard branding can lead to international success. Advocates such as Levitt (1983), Treadgold (1991), and McLoughlin (1999) argue for economies of scale through this strategy. Duffy (1998) asserts that domestic brand models should

apply universally. Dawson (2000) discussed store visual branding, referencing brands like H&M, B&Q, and IKEA, which utilise their recognisability for brand extension. While IKEA presents a consistent image, promoting its local attributes can effectively enhance brand value for larger firms and smaller brands (Halkias et al., 2016). This notion is supported by Steenkamp and Jong (2010), who assert that perceived authenticity is a key factor in the success of globalised brands. It is crucial to consider cultural influences when assessing international brand messaging, as these can alter consumer behaviour (Swoboda & Pennemann, 2014). Furthermore, research indicates that the cross-cultural gap associated with brand standardisation might not necessarily be negative; it could conversely generate interest. Paletz and Peng (2008) propose that this "cultural distance" is a potential brand asset that piques audience curiosity through cultural unfamiliarity.

A key definition of a brand in the context of standardisation was provided by de Chernatony (1993); the definition separates a brand into two key components comprising "Core" - the perceived value of the band and "Execution" - the marketing and communications processes used in the market.

De Chernatony's model posits that a brand's core identity should be standardised across markets, while execution must cater to local audiences. It identifies five strategies with varying degrees of standardisation: i. Straight extension: complete alignment of communication and product. ii. Communication adaptation: adapting the product for different markets while keeping the same communication. iii. Product adaptation: standard product with adapted communication. iv. Dual adaptation: both product and communication are adapted. v. Product invention: creating a bespoke product and communication (de Chernatony, 1993). This strategy can be observed in existing global brand strategies. For instance, using a case study approach, Martenson (1988) established that IKEA employed a standardised approach to meet local requirements by retaining a consistent national identity but adapting to local preferences.

By embracing "subcultures," global brands can establish uniform consumer patterns (Firat et al., 2013), comprising groups of consumers who identify with the brand, regardless of regional variations. Absolute standardisation can hinder organisations from addressing the needs of a global audience (Trassou & Vrontis, 2006). Tan and Sousa (2013) argue that global brand strategies are more suited to standardised products, such as industrial goods, than to consumer goods that require tailored marketing. Kotler (2009) emphasises that consumers are not homogeneous; therefore, local cultures are not necessarily globalised, even if they seem to embrace foreign advertising (Nan Zhou & Belk, 2004). Conversely, Quelch and Hoff (1986) assert the utility of localisation, which enables the adaptation of marketing based on various factors, including economic, legal, and cultural dimensions (Yankelovich & Meer, 2006; Nguyen, 2016). Localisation is vital for engaging with local culture and achieving a competitive advantage (Ghemawat, 2007; Swoboda et al., 2012; Halkias et al., 2016). Steenkamp et al. (2003) and Yi et al. (2015) found that brands connected to local culture have a stronger influence on audience behaviour than others effectively.

Contrary to the notion that incorporating elements of local culture into brand identity is a route to competitive advantage in that market, there are arguments opposing this in the literature suggesting that excessive localisation can be detrimental to how an international brand is received. Previous studies into this area indicate that some international audiences demonstrating cosmopolitan, globalised worldviews receive standardised global brands more positively than locally adapted brands (Alden et al.,2006; Zhang & Khare, 2009); an extension of this concept can be observed in research identifying an audiences preference towards belonging to a global community of consumers, instead of a localised segment (Hung et al., 2007 Zhang & Khare, 2009); echoing the global-oriented concept of international lifestyles posited by Martenson (1988). Though these studies do not specifically relate to the prospective student audience given the specificity of the research topic, the notion of audiences with outward-facing attitudes, who identify more strongly with overseas brands capitalising on the community effect, suggests the possibility for this also being the case amongst students considering studying overseas.

A lack of consensus on the optimal balance between standardisation and localisation is evident in the literature, revealing a gap in qualitative and quantitative studies; standardisation and localisation strategies for global brands are widely discussed (Katsikeas et al. 2006; Altuntas and Turker 2015; Liu et al. 2016). Douglas et al. (2001) suggest that homogenised products benefit from standardised branding, while local culture-rooted products benefit from localisation. Research from Choi et al. (2015) suggests that maintaining standardisation can produce distinctive associations in local markets. Jeong et al. (2018) highlight that few studies assess attributes of standardised brands in detail, although Keller's CBBE model (2003) does provide a framework for audience perceptions and product attributes scales.

Localisation strategies are suited to address cultural needs (Vrontis et al., 2009; Akaka & Alden, 2010) and deliver competitive advantages in specific markets (Theodosiov & Leonidou, 2003; Cayla & Arnoud, 2008). In the HEI market, BUILA (2020) suggests that universities adopt bespoke marketing strategies and communicate their student support provision to attract and retain international students. British Council (2019) emphasises HEI providers must understand the unique requirements of students from different regions, advocating for regionally adapted marketing to enhance student recruitment. Localisation, however, can potentially dilute brand consistency across markets, reducing overall brand image (Aaker & Joachimsthalar, 1999). Nguyen (2016) recommends a synergy of localisation and standardisation, combining global economies of scale with local cultural sensitivity, as highlighted by Vrontis et al. (2009). This Glocalisation approach (Robertson, 1994; Hung et al., 2007) demonstrates to consumers that the product is tailored to their requirements, balancing strategic, tactical, and operational marketing (Kotler, 2009).

In previous research, Douglas et al. (2001) undertook a study in the field focusing on brand architecture. The research incorporated interviews with various senior executives involved in brand strategies, and the results produced a framework to examine brand architecture. The brand architecture model comprises three dimensions: I. the dimension of the brand within the organisation, II. the geographic scope of the brand, and III. the product-based level of the brand.
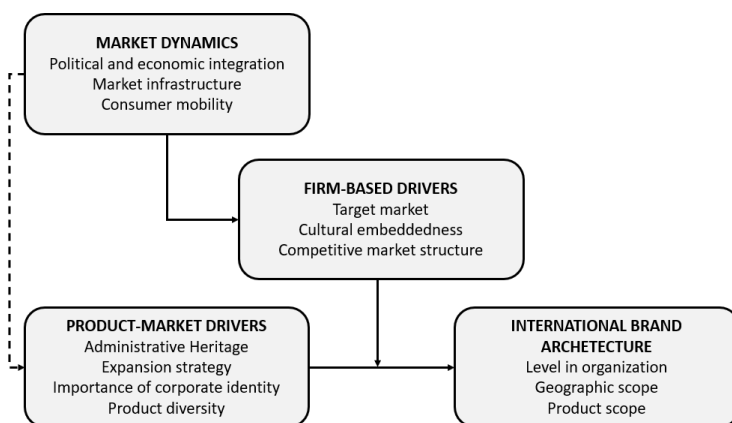
Figure 3.4: Brand Architecture - Adapted from Douglas et al. (2001)

The brand architecture model proposed by Douglas et al. (2001) posits that brand architecture coherence should underpin international marketing strategies to maximise value across markets and convey the brand's organisational and geographical presence. In their discussion of the broader literature (Douglas & Craig, 2003), the authors note that existing contributions primarily focus on brand equity and intrinsic brand elements as sources of value (Aaker, 1996; Keller, 1998). While these studies apply to established international brands, they fail to consider the nuances required by organisations operating in diverse national and regional markets with lower recognition. Furthermore, although product-level branding may facilitate easy market differentiation, implementing it across multiple markets can be impractical, and employing a homogenised brand without adaptation may lead to negative associations (Douglas & Craig 2003).

The utility of localisation and standardisation brand strategies is determined heavily by the product or service and audience type; Douglas & Craig (2003) note that this area needs further research due to limited existing contributions, suggesting focussing on specific identity attributes, brand drivers, and international expansion effects. They recommend studying the mechanisms for managing international brand architecture. As global audiences build relationships with brands (Fournier, 1998), potentially causing cross-cultural discrepancies in meaning (Kozinets, 2001; Zhou & Belk, 2004), the next section will explore how researchers and organisations can understand audience-derived readings.

3.6 Audience Perspective: Received Meaning

A variety of research methods can be employed to understand how audiences derive meaning from brand and advertising texts. Philosophical stance and audience proximity significantly influence the methods chosen; these methodologies include interpretive approaches that focus on coded meanings (Bulmer & Buchanan, 2006, Zantides 2017), evaluations of content within cultural or environmental contexts (Larsen et al., 2004), studies on reader responses using quantitative measures of meaning consistency (Zhou & Belk, 2004; Belk, 2017), explorations of social, functional, and experiential elements (Gentile et al. 2007), and investigations into consumer mental states throughout the value-creation process (Zhang et al. 2015).

The existing literature highlights the cultural and psychological links audiences form instead of focusing solely on functionality. Keller's (2012) view that understanding brand meaning is crucial for brand strategy management can be traced to early marketing theory, with Levy (1959) stating that purchases carry personal and social meanings beyond utility. The influence of advertising features, like colours and imagery, is noted at a sensory level on consumer behaviour (Rietveld et al., 2020; Yang et al., 2019). Sensory processes significantly affect audience engagement with brands, with Keller (2003) identifying aspects like sensory pleasure and cognitive stimulation.

Multiple cognitive stimuli congruity can enhance brand evaluations (Noseworthy et al., 2010; Spence, 2012); advertising visuals, particularly colour, are heavily influenced by culture. While consistent reactions to colours like red and blue are noted (Labrecque & Milne, 2011), Jacobs et al. (1991) observed significant cross-cultural variations; for example, perceptions of the colour black range from positive to negative. Marketers are cautioned against standardising strategies across diverse markets to cut costs. Literature indicates a positive link between brand association and sensory experience (Becker et al., 2011; Calvert & Pathak, 2015). Calvert et al. (2020) highlighted that multi-sensory methods enhance brand strategy across emotional dimensions, contrasting earlier studies that emphasised functional brand messages (Holbrook, 1978) and retail service quality related to consumer self-image (Mitchell, 2005). Conversely, Calvert et al. (2020) found that existing customers prefer concise information. While functionality is vital for brand preference, many existing contributions have focused on consumer goods and retail, opening opportunities to examine brand cues in specialised environments, including higher education.

In the interpretivist and postmodernist disciplines, earlier studies have utilised a content-centric deconstructive methodology (Stern, 1996) to explore the inherent meanings in advertising texts and their messages to global audiences. Semiotics, often described as "the science of signs" (De Saussure & Baskin, 1959), has supported the analysis of various texts, including those related to brands and advertising. These signs may encompass colours, images, or text, as demonstrated in Judith Williamson's seminal contribution to visual representation in her 1978 work, Decoding Advertisements. Through a semiotic examination, Bulmer and Buchanan (2006) highlighted significant literature gaps and contradictions in existing research, observing that much of the literature concentrated on standardising global advertising strategies; instead, they proposed a shift towards qualitative methods and the frequently overlooked visual rhetoric analysis. This approach would more

effectively capture audience interpretations of cultural imagery and the subtle influence of visuals in materials used to target global audiences.

Contributions from Tresidder (2010), Danesi (2013), and Rossolatos (2018) elaborate on earlier studies incorporating interpretative analysis into advertising texts using semiotic visual analysis principles. These studies qualitatively evaluate advertising texts, focusing on transforming visual components into brand elements and meanings. The studies analysed various global brands and advertising forms using purposive sampling techniques and consistently addressed visual content. They emphasise the semiotic meanings derived from advertising interpretations, acknowledging multimodal factors and the subjective nature of semiotic analysis. Ewing (2009) highlights that advertising effectiveness is often assessed in isolation rather than considering overall consumer perceptions, a major limitation of subjectivist analysis. Whilst deconstructive and interpretative methods can assist in conceptualising a text by breaking it down into its components, as well as providing a means for creating structural codes, this process is entirely subjective if conducted by a researcher in isolation and lacks confirmation or elaboration from an external audience. For this reason, using semiotic analysis alone for the investigation in this project would provide limited insight into the perceptions of cross-cultural audiences.

Contemporary examples of interpretivist methods in action are illustrated by Tresidder's (2010) study, which introduced a conceptual framework for analysing social and cultural meanings in UK food advertisements. This research employed a subjective, interpretive approach to identify essential aspects of semiotically constructing advertising texts. While it demonstrates the model's effectiveness using a selectively chosen sample of advertisements aimed at a domestic audience, the absence of a positivistic or empirical foundation for the study is noted, inviting future quantitative research. Consistently, Belk (2017) asserts that despite Big Data making data acquisition and the analysis process accessible for researchers, incorporating additional quantitative elements in future studies to support interpretation is critical for a more comprehensive understanding of audience behaviour.

In the quantitative field, empirical methods can be employed for studies utilising detailed consumer behaviour data from digital advertising channels (Anisimova, 2010). This is particularly relevant during the evaluation of digital advertising strategies, as external factors (He and Shao 2018) shape intended messages. These factors include the interactive nature of social media and its effects on individual behaviour (Steinmetz & Pfattheicher, 2017). Unlike the semiotic studies conducted in isolation, Anisimova (2010) argues that analysing audience interpretations of digital advertising can significantly benefit from empirical research due to the availability of social media data.

A notable example of qualitative fieldwork in this area is the research conducted by Zhou & Belk (2004), which explored how Chinese consumers understand different global advertising formats. The study gathered 76 television commercials across 15 product categories and 25 full-page print ads, involving 40 respondents of both genders, all of whom had completed high school in Shenzhen. This city was chosen for its cosmopolitan nature and rapid development, enabling significant brand exposure. The researchers intended to establish a baseline awareness of global advertisements by concentrating on urban consumers. Participants were asked during interviews to express their thoughts on the television and print ads, with follow-up questions regarding their preferences, confusions, or recognition of ethical messages. Ethically, the interviews were transparently recorded to dispel any concerns about hidden cameras, a practical and justified choice. A reader response analysis focused on individual participant feedback. The initial analytical phase assessed how participants understood the ads, followed by an investigation of their emotional reactions to the global dimensions of the advertising. In line with Oswald (2010), the results highlighted two opposing reactions: the allure of global consumerism and a deep adherence to traditional East Asian values and identity. Zhou and Belk's results highlight the potential insights to be gained through reader response analysis, further validating integrating qualitative approaches into the research methodology, as elaborated in the following chapter.

Codified meanings can be also utilised for textual and thematic analysis (Braun & Clarke, 2006). Content analysis enables the coding and categorisation of text to identify trends, patterns, and frequencies (Gbrich, 2007) while also describing text characteristics (Bloor & Wood, 2006). Similar to semiotic forms of analysis, the limited audience insights from content analysis compel researchers to substantiate their observations. Contributions based on content analysis techniques, including the study conducted by Bulmer and Buchanan (2006), highlight knowledge gaps and theoretical inconsistencies in the existing body of research; The authors suggest that future research should focus on audience perceptions of cultural imagery. This understanding will enable advertisers to communicate more effectively with global audiences by categorising data to pinpoint internationally "shared aesthetic tastes" (Kozinets, 1997).

As an alternative to subjective interpretative methods, which limit insights into cross-cultural perceptions, researchers can investigate the audience directly through fieldwork; Nan Zhou and Belk (2004) employed qualitative reader response analysis through extensive interviews to assess Chinese audiences' interpretations of globally focused advertising messages. Belk (2017) extended this by combining qualitative findings with data analytics to gain richer insights into audience interpretations of advertising. Similarly, He and Shao (2018) researched international advertising using a methodology that included quantitative analysis to evaluate audience interactions and the influence of mental activity factors, including the group facilitation effects of social media, on meaning construction. These studies combined rich consumer insights with generalisable data by applying mixed methodologies.

Previous mixed methodology studies on received meaning showcase the effectiveness of content analysis, particularly the empirical netnography approach employed by He and Shao (2018) to investigate social network advertising effects; initially, a content-based framework employed qualitative techniques to develop a model of variables for quantitative examination. Similarly, Tresidder (2010) and Belk (2017) emphasise the need for further empirical studies in a primarily qualitative field, identifying it as a future research direction. Furthermore, He and Shao (2018) illustrate that meaning systems and advertising content can be clearly defined and measured, which supports the application of quantitative methods in examining audience perceptions. In the context of this project, by applying a mixed methodology to investigate RQ2 and associated RO2, this study addresses the appetite in the literature for further quantitative studies to understand audience received meaning and provide greater epistemological separation from researcher bias, given the proximity to the research topic; this is explored in detail in Chapter 4.

Within the consumer psychology field, categorisation theory outlines the process through which consumers construct categorical representations to classify, interpret and process marketing messages; a formative contribution from Medin and Schaffer (1978) in category representation considered how stimulus, such as imagery, present in advertising, facilitate higher levels of cognitive processing. In the process of category representation, the advertising text serves as a retrieval cue for an "exemplar" representation of products with similar attributes from memory through which the consumer can form an evaluation. Depending on the perspective adopted, definitions of brand evaluation can take the form of corporate-centric metrics such as market share or revenue or consumer-led constructs around loyalty, product utility, or other more esoteric qualities not directly related to product attributes. For instance, Aaker (1993) identified five key dimensions of brand assets comprising loyalty, awareness, quality, brand association and other proprietary assets, positing that brand associations are a key component of establishing brand equity, which in turn can be regarded as the ultimate indicator for evaluating the success of a brand.

Contemporary contributions to categorisation theory expand on the definitions of the many components in this process - Loken et al. (2008) define Consumer Category as groups of related products, services, brands or other marketing activities, the Categorical Representation as the information consumers cognitively store to process the Consumer Category, and finally Categorisation which is the actual cognitive process where a consumer assigns a given product or service to a

consumer category in order evaluate it. The concept can be applied in the process of brand extension - the literature suggests that brand extension strategies can engender a sense of trust and belief in product attribute claims when the extension product category is not dissimilar from the original product category (Park et al. 2002) and in the case of the University of Sunderland campaign proposition (2020), for instance, brand extension is evident in the familiarly of the closely related, yet visually contrasting creative assets used across the suite of undergraduate and postgraduate campaign creative assets. Categorisation theory explores the dimensions of positive product or service attributes, mainly through self-congruence, defined as aligning product values with consumer self-concept (Johar & Sirgy, 1991; Malar et al., 2011). Whilst there is some consensus in the area of brand categorisation on the strategic utility of brand extension strategies, it has been highlighted that an excessive degree of variation taking place under the same brand umbrella can elicit a sense of uncertainty about the authenticity of the claimed attributes of a product (Folkes and Patrick, 2003).

Attribute associations produced in advertising readings can influence brand perception (Mackenzie and Lutz, 1989) and are a key area for researchers to evaluate. Products often embody symbolic meanings (Wright, 2006), leading consumers to prefer those aligning with their self-image (Kwak & Kang, 2009). This alignment fosters likability; Fam and Waller (2006) established that likeability attributes significantly impact audience evaluations through enhanced mental processing. Fam (2006) defines dimensions of likeability as entertaining, warm, relevant, soft-sell, strong/distinctive, and trendy. In the context of HEI, satisfaction and perception can influence the student experience (Mark, 2013) and support positive word-of-mouth (Thomaz, 2010; Bordia et al., 2019), a key phenomenon in the wake of social media adoption (Sheth, 2021), and source for developing brand reputation.

As a method of measuring audience engagement, investigating the cognitive processes through which audiences interact with brands and advertising to derive meaning offers insights into factors that positively influence the overall consumer experience (Zhang & Chen 2017). However, evidence indicates that audiences may derive incongruous meanings from engaging with culturally unfamiliar international advertising content (Zhou and Belk, 2004), leading to unexpected advertising outcomes.

In addition to studies based on marketing theory that examine how audiences' perspectives align with the explicitly intended meanings of brand and advertising materials, researchers have also applied principles of psychology to explore audiences' views. Schema Congruity (Mandler, 1982) illustrates how schemas (Bartlett, 1932) - memory constructs of a priori cognitive knowledge (Aggarwal & McGill, 2007)—influence the interpretation of environmental interactions. This concept aligns with localisation strategies in marketing (Aaker et al., 2001; Zhou et al., 2008). In marketing, Tseng & Wang (2023) define brand congruence as "brand attributes positively correlated with purchase intentions". Furthermore, incongruous advertising attributes can generate unexpected yet favourable associations; this is consistent with Meyers-Levy & Tybout (1989), who argue that logically conflicting stimuli, in which product attributes are misaligned with a reader's schema, can lead to positive evaluations of the product. This phenomenon occurs because increased attention is required to process incongruity, enhancing sensory engagement and positive associations. Research indicates that the ideal level of schema incongruity for maximising positive association lies between complete match and mismatch. Cognitively, when faced with mismatching stimuli, readers transition to a lower category sub-schema to comprehend the message (Noseworthy et al., 2010). This emotional response arises from engagement with the advertisement rather than the content (Van Horen & Pieters, 2012). The theory of brand usage intention in marketing posits that engagement is a key indication of the intention to use a product or service (Harrigan et al., 2018); in the context of this study, the multitude of possible outcomes of meaning derived from engagement - both positive and negative, as well as unexpected - are central to addressing RQ3 and RO3 to formulate recommendations on suitable international brand strategies.

The Customer-Based Brand Equity Model (CBBE) introduced by Keller (2003) centres on the concept that customer perceptions, thoughts, feelings, and beliefs are integral to building a strong and

effective brand. Based on this assumption, the model illustrates how individual components of brand awareness are used to predict brand meaning - the readings an audience derives from a brand; these associations can then be employed to anticipate behavioural responses in the form of brand reactions and to understand the overall effectiveness of the brand through brand resonance. High levels of brand resonance, in turn, equate to increased brand loyalty, which can help negate competitor marketing activities.

Through curating audience perceptions, thoughts, feelings and beliefs by delivering an appropriate set of experiences, Keller (2003) posits that brand equity can be derived from this model with a view that the more positive the experiences the audience derives, the higher the brand resonance. The model's hierarchical structure of emotional responses echoes Maslow's seminal Hierarchy of Needs model but concentrates on audience reactions to brand activity. It includes four key dimensions representing brand equity: i) Identity, ii) Meaning, iii) Response, and iv) Relationships. The first level, brand identity (who are you?), reflects how an audience recognises a brand, indicating broad brand awareness rather than deep emotional engagement; it forms a crucial foundation for reputation through advertising. The second level, brand meaning (what are you?), explores understanding the product or service, covering tangible brand performance and the related imagery that addresses higher emotional needs, representing increased emotional investment. The third level, brand response, relates to deeper feelings and associations with value, reputation, and trust. Finally, brand resonance, the highest echelon of brand equity, signifies securing customer loyalty. The CBBE process is based on differential brand knowledge and occurs when consumers retain "favourable, strong, and unique" (Keller, 2003) associations - and can produce positive outcomes when a brand's marketing mix compares more favourably to competitor brands. The CBBE model is presented in the following figure 3.5.
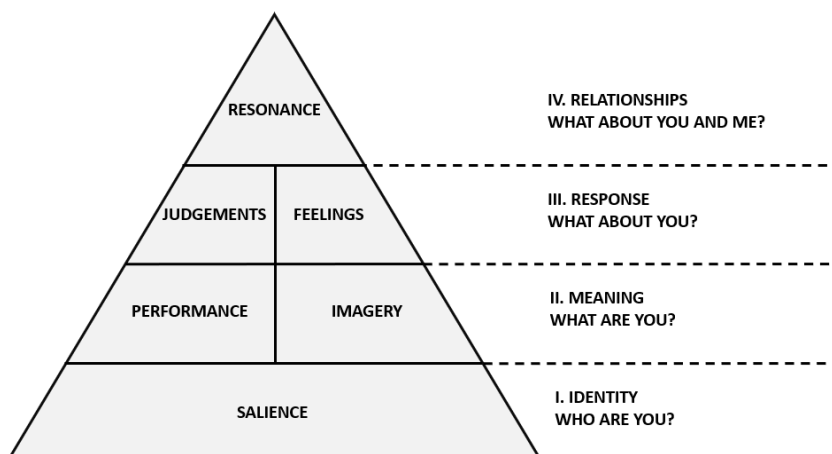

Figure 3.5: Customer-Based Brand Equity (CBBE) model - Adapted from Keller (2003)

The model provides a foundation for brand equity; however, Yu et al. (2008) emphasise the necessity of exploring additional key variables, including market conditions that affect brand perceptions. Multiple variables are crucial for this research project, which examines how market and cultural factors shape brand associations. While not directly aligned with this doctoral investigation, which focuses on environmental and indirect influences, the model illustrates the relationship between sender and receiver. The following chapter will explore the utility and limitations of the CBBE model within a bespoke conceptual framework, ensuring that the design incorporates external factors from both the organisation and the prospective student audience to address the research questions effectively.

3.7 Summary of Chapter

This literature review has outlined the key definitions of the global market conditions that have prompted strategic brand and marketing responses from organisations like HEIs, including the

University of Sunderland, which currently employs a standardised brand strategy across its global markets. Since Levitt (1983) introduced the term globalism, the debate over the ethics of market-oriented HEI providers has continued. While the appropriateness of this approach is beyond this project's scope, there is a consensus that globalisation is an ongoing phenomenon. Despite the commercial objectives of HEIs, a lack of clarity in international marketing messages and communications has been identified in holistic sector studies (Jevons, 2006; Chapelo, 2011). Additionally, the literature suggests the same key selling points promoting UK study, such as heritage and reputation, are frequently used across the sector (Beneke, 2011). This review has addressed the scarcity of HEI-specific studies on overseas institutional brand perception, complementing this with wider research on the overall environment. Limited studies on HEI branding, such as those by Mogaji (2018), tend to focus on corporate visual identity (CVI) rather than institutional subsidiaries or campaign-specific visual identities, as is the case in this research. This insider research project seeks to fill a significant research gap and provide an original contribution through RO1 by undertaking a bespoke study of the University of Sunderland's campaign creative. The literature also highlights the diverse tactics and strategies used by advertisers in overseas campaigns and the variety of methodologies adopted by academic researchers to evaluate brand impact, which will inform the findings for RO2 and recommendations for RO3.

Researcher(s)	Sector/Area	Method/Scale of Measurement	Analysis Method	Key Findings
Johar & Sirgy (1991)	International branding	7-point scale survey	Analysis of Variance (ANOVA)	Positive readings are related to the extent to which perceived product attributes align to values of audience.
Folkes & Patrick (2003)	Product/brand evaluation	9-point scale survey	Analysis of Variance (ANOVA)	Too much variation within wider brand can result in negative associations.
Zhou & Belk (2004)	International branding	Focus Group/Reader response	Transcription discussion	Global audiences can derive unexpected meanings from international advertising.
Paswan, Spears & Ganesh (2007)	International Branding	9-point scale survey	Regression analysis	HE Audiences are more likely to be satisfied when connecting with their existing product preferences.
Aggarwal & McGill (2007)	Product/brand evaluation	15-point scale interview	Analysis of Variance (ANOVA)	Existing cognitive knowledge can influence audience readings.
Noseworthy et al. (2010)	Product/brand evaluation	9-point scale interview/attribute and exemplar listing exercise	Analysis of Variance (ANOVA)	Moderate schema incongruity produces higher engagement with branded material.
Tresidder (2010)	Product/brand evaluation	Semiotic conceptual model	Individual interpretation	Practitioners must recognise utility of qualitative analysis in an increasingly quantitative field

Oswald (2010)	International Branding	Semiotic conceptual model	Individual interpretation	Highlighted relationship between traditional values and globalist modernity in audience readings. Brand literacy is structured by cultural codes like language - presents structural semiotics approach for advertisers
Horen & Pieters (2012)	Product/brand evaluation	Three separate studies with multiple point scale survey	Analysis of Variance (ANOVA)	Audience engagement with processing, rather than explicitly through content, creates meaning. Moderate brand similarity is evaluated more positively than high similarity.
Mourad et al. (2011)	International Branding	6-point scale survey	Regression Analysis	Brand equity strategies can be effective in extending a HE brand internationally
He & Shao (2018)	Product/brand evaluation	Mixed semiotic analysis/netnography	Regression Analysis	Confirms dynamic effect of social network advertising, encourages focussed communications mix with "visual punctum"; Further studies recommended to confirm generalisability of findings.
Taylor & Noseworthy (2019)	Product/brand evaluation	7-point scale survey	Analysis of Variance (ANOVA)	Audiences may affirm other relatable characteristics (i.e. ethnocentric preferences) when evaluating an incongruous product.

Table 3.1: Examples of previous studies into received meaning

This chapter highlights the multidisciplinary interest in cross-cultural advertising research, incorporating various philosophies and methodologies. The methods used to interpret international audience perceptions of brand and advertising messages include interpretivist techniques that explore deeply embedded meanings (Bulmer and Buchanan, 2006; Tressider, 2010; Danesi, 2013; Rossolatos, 2018; Zantides, 2017), studies analysing content within broader cultural or environmental contexts beyond the creator's influence (Larsen et al., 2004), as well as those emphasising reader responses as indicators of effectiveness rather than focusing solely on content (for instance, Belk, 2017). These works encompass social, functional, and experiential elements (Gentile et al., 2007) and also account for an individual's psychological state during the value-creation process (Zhang et al., 2015). The literature also includes positivist studies examining consumer behaviour from an empirical, holistic

perspective (He and Shao, 2018), although there are limited examples in this predominantly qualitative research area. Even within the broader theoretical marketing and branding fields, there are few examples of mixed-method approaches in the study of received meaning - particularly in the context of HEI brand activity. This gap highlights the project's contribution to the existing body of literature. For instance, the study by Dennis et al. (2016) focused on the United States while employing a balanced sample with a range of demographic and socioeconomic characteristics, indicating the necessity for a broader international study of HEI brand meaning.

The existing body of ethnographic literature on global audience interpretations of advertising reveals the potential for more comprehensive research into the phenomena of cross-cultural perception and studies on the creation of meaning. This is particularly significant as many current studies utilise interpretive analysis techniques, lacking specific insights into lived cultural experiences. The nature of received meaning requires insights from external participants for robust findings. Furthermore, the gaps in the literature suggest a wider appetite for additional quantitative studies to evaluate effectiveness on a broader audience scale (He and Shao, 2018), as quantitative methods are highly suitable for large-scale data analysis. He and Shao (2018) highlight the potential of a mixed-methods strategy that utilises netnographic data from social media, highlighting a significant research gap stemming from the limited number of quantitative studies. Belk (2017) also supports the mixed-methods approach, emphasising the importance of examining consumer responses rather than merely interpreting advertisement content. RO2 addresses this gap by bridging disciplinary divides through a mixed-methods framework.

The table below summarises the literature gaps identified in this chapter:

Literature Gap	Description
Limited Mixed Methodology Studies on Audience Responses	As highlighted in Belk (2017) there are limited existing studies based around a mixed methods approach, suggesting future research incorporating both qualitative and quantitative methods to address this.
Scope for Empirical Brand Perception Cultural Studies	Tresidder (2010) and Belk (2017) highlight the opportunity for future empirical studies into the audiences of cross-cultural advertising due to a predominance of qualitative studies.
Few Cross-Cultural Insights into Received Meaning	Existing studies into the received meaning derived by international audiences frequently focus on specific countries and regions (i.e. Nan Zhou and Belk, 2004); as this research project takes an overarching strategic view of international audiences in the context of an international campaign, multiple cultural perspectives provide broader insights.
Lack of Consensus on Standardised vs. Localised Strategies	In addition to limited research into the perceptions of standardised brands (Jeong et al, 2018) there is also debate around the extent to which marketing collateral should be standardised or localised, which this study into global audiences will help address.

Table 3.2: Summary of Literature Gaps

In addition, this chapter has discussed key research models that will directly inform this project's conceptual framework and methodology in the following chapters, aiding in developing a new research instrument specific to this investigation. The models most relevant to this bespoke

framework include the Brand Architecture Model (Douglas et al.,2001), Keller's (2003) CBBE (Customer-Based Brand Equity) model, and Hofstede's (1983) Cultural Dimensions model.

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Chapter 3 - DProf Portfolio of Evidence Linkages
For further insight into early engagement with relevant literature at the inception stage of the project, the Initial Literature Search map (Portfolio Section 3.0) and Initial Thematic Study Map (Portfolio Section 4.0) illustrate the early formulation of the literature search which ultimately culminated in the comprehensive literature review in this chapter.

CHAPTER FOUR - CONCEPTUAL FRAMEWORK

4.0 Chapter Introduction

This chapter introduces the Message Congruence Model (MCM). This conceptual framework aims to assist students in navigating the elements of cross-cultural advertising communication within the context of higher education. The MCM functions as both a visual representation of the various relationships and key variables as well as a research tool to support this investigation, providing a critical lens through which the congruence of the University of Sunderland's campaign strategy can be assessed and examined.

The model presented in this chapter will ensure the aims and objectives associated with the project are clearly defined, and the data obtained will research the research objectives. In addition, the MCM supports making the research process transparent and allows for future study replication. In the case of this study, the key gaps highlight the limited number of mixed methodology studies in the context of the audience-received meanings, an appetite for quantitative methods to investigate larger samples and a lack of literature simultaneously considering a range of demographic and cultural backgrounds when evaluating HEI campaign collateral.

4.1 The Message Congruence Model (MCM)

By way of introduction to the chapter, the following visual representation of the MCM framework presents the concepts, relationships and variables related to this project:
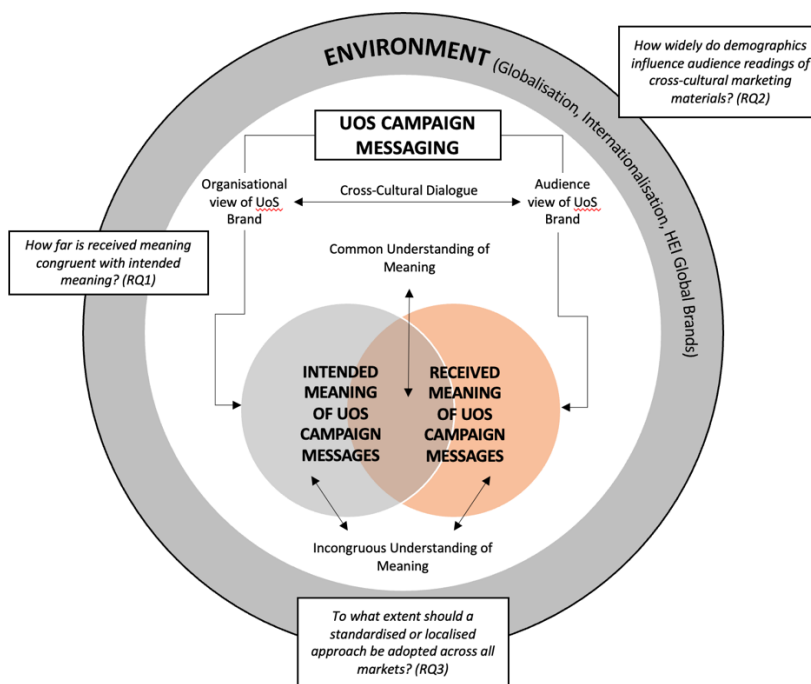
Figure 4.1 University of Sunderland Message Congruence Model (MCM)

The research questions embedded in the conceptual framework design serve as a foundation for the research focus and direction of the investigation. The questions help clarify research objectives to focus on data collection, while the hypothesis predicts the outcomes based on multiple variables and the interpretation of findings. Formulating clear questions and hypotheses helps ensure the validity and relevance of the study and supports the credibility of the findings.

The Message Congruence Model (MCM) presented in this chapter is primarily structured around the key themes identified in the academic literature review. This process supported and informed the development of the model to outline various dimensions, including key determinants, environmental factors, and sender-receiver dialogue, which ultimately reveal the congruence of brand messages. Conceptualised as a pathway to received meaning, this process enables the alignment of the University of Sunderland's advertising with the understanding of its prospective international student audience, ensuring that the institutional provision is effectively promoted. This conceptual model will also help identify and establish potential sources of incongruous meaning, including unexpected audience interpretations of advertising and understandings influenced by factors external to the sender-receiver dialogue, such as cultural perspectives or preconceptions about studying in the UK. Identifying themes beyond the original set of intended meanings will enrich the discussion of findings following the data collection phase.

In essence, the framework presented in this chapter represents the relationship between audience and organisation, and the environmental factors to which both are subject. Each component must be conceptualised individually to conceptualise the alignment between the organisational view of the University brand and the audience view of the brand. This section begins with introducing the University of Sunderland Message Congruence Model and illustrate the purpose and relationship between each element.

4.1.2 Conceptualising the framework

The MCM framework has been developed to address the intricacies of global branding within an HEI context. This section outlines how the Message Congruence Model (MCM) expresses the alignment of organisation and audience views of the University of Sunderland campaign materials. The section which follows will reference other existing seminal models relating to congruence of brand messaging (i.e. Aaker, 1996; Keller, 2003) and justify the requirement for developing a bespoke framework for this project; unlike existing models that primarily focus on audience responses, the MCM conceptualises environmental, cultural, and organisational elements to provide a view of the different dimensions influencing brand congruence in the context of the prospective student audience.

As explored in the literature review in Chapter 3, the consumer-based brand equity (CBBE) model presented by Keller (2003) significantly influenced the development of a bespoke framework for this project; Keller's model comprises the dimensions of Brand Meaning, Brand Response, and Brand Resonance. Additionally, elements of the MCM reflect the Brand Identity Prism introduced by Kapferer (2008), focusing on aspects of authenticity and consistency, which align with the Prism model's attributes of culture and personality. Similarly to the Brand Identity Prism, the MCM encapsulates elements related to brand culture and personality but also incorporates a range of external factors related to the environment through which the intended meaning is conveyed. While these associated models provide a pathway to understanding the nature of the meaning audiences derive from brands, they differ significantly from the MCM model developed specifically for this project, as these models primarily focus on audience response dimensions rather than the environmental or nuanced cultural patterns that inform how a brand is presented globally.

The MCM visually represents the environmental factors affecting communication within a framework symbolising dialogue between the sender and the receiver. The outer layer encapsulates broader market influences, such as globalisation, internationalisation, and HEI global brands, impacting brand strategy and audience perception. The space between understanding points introduces the role of cross-cultural dialogue, communication channels, and cultural knowledge in shaping interactions. In addition, the MCM model isolates branding-specific findings for further discussion. Achieving consistent campaign messaging across markets is challenging for organisations like the University of Sunderland, which requires a balance between cohesive brand image and resonant meaning for

diverse cultural audiences as message interpretation is influenced by cultural, linguistic, economic, and social factors.

The MCM proposes that audience readings can be reduced to a set of attributes and measured in a way that is consistent with how brand characteristics are presented individually in internal marketing strategy documents for evaluation. The MCM maps brand interactions into sets of components, through a pathway illustrating the dynamic nature of cross-cultural dialogue between sender and receiver. The model encompasses factors of intended meaning versus the audience's received meaning. Observable cultural factors may lead to different interpretations of brand messages. Cultural nuances, biases, and stereotypes influence how international audiences react to messaging, capturing the cross-cultural dialogue between sender and receiver MCM.

As multiple attributes and variables derived from focus group responses will feature in this analysis, the framework is designed to represent how simultaneously some dimensions of audience received meaning may be complimentarily aligned to the organisational view of brand (Common Understanding of Meaning) and those that may be inconsistent (Incongruous Understanding of Meaning). To summarise, the variables expressed in the model are below:

MCM Element	Description
Cross-Cultural Dialogue	The channels of communication in HE advertising are subject to cultural influences
Organisational view of brand	Brand attributes defined by the organisation may deviate from audience perception
Audience view of brand	
Common understanding of meaning	The intended meaning of advertising messages may be received differently by global audiences
Incongruous understanding of meaning	

Table 4.1: MCM Element Descriptors

As well as serving as a visual reference underpinning the research question, academic rigour is supported by the MCM by providing clear definitions of key elements of the study. This alignment facilitates efficient data collection and provides a foundation for replicating the methodology to achieve generalisable results. The MCM also serves as a useful visual tool to communicate the research process for the benefit of stakeholders and those with an interest in the theoretical elements of the project. Additionally, a visual representation helps contextualise the research questions, variables, hypotheses, and other theoretical components, maintaining the focus of the study and guiding the researcher in staying on course. As noted in section 8.6, this model also has potential applications for brand evaluations beyond this project's scope.

Following the literature review and synthesis of knowledge regarding the perceived meaning of brand and marketing materials, along with the issues related to the UK HEI sector, key themes and concepts were identified to guide the development of a conceptual framework. Through a refinement process based on supervisory feedback and continuous reading, the framework's components were developed into identifiable elements, explored the relationships between each element, and determined which elements were observable variables that could be measured.

4.1.3 Message Congruence Model Dimensions

The MCM maps the dialogue between audience and organisation - anchoring received meaning and intended meaning within the influence of the wider environment. The basis of comparison between intended and received meaning in the model is underpinned by the psychological concept of schemas (Bartlett, 1932), and how the presence of innately held mental constructs influences brand dialogue between an audience and organisation - in both how an international audience derives brand meaning

and what an organisation understands - or perhaps assumes - about its audience. The following points summarise the individual dimensions of the model:

MCM Dimension	Description
Environment - Globalisation, Internationalisation, HEI Global Brands	The environmental factors, visually presented as the external container that underpins the framework, can be derived from market research data, industry reports and existing market intelligence. This element of the model assists in contextualising the audience and organisation observations within.
UoS Brand Identity	The UoS brand identity, the subject of this investigation, exists within the wider environment. This represents internal and policy documentation including brand guidelines, key messages and marketing collateral.
Cross-Cultural Dialogue (H1)	Cross-cultural dialogue expresses the interaction between organisation and audience and mutual cultural understanding. For instance, assumptions about the audience could take the form of market research documentation or plans, and from the audience perspective, this could take the form of assumptions about factors such as UK or local culture that may influence the reading of the UoS brand. Identifying pre-conceived cultural biases can be highlighted during the interpretation of research findings.
Organisational view of UoS brand	This represents the understanding of how the organisation presents the brand, the attributes that marketing collateral represents and assumptions of what this conveys to the audience. As outlined in the literature review, the organisational view of the UoS brand can be derived from existing UoS strategy documentation, principally the campaign proposition document which details specific meanings the marketing collateral aims to convey to the audience, including creative objectives and key campaign messages.
Audience view of UoS brand	The audience view of the UoS brand, to be investigated using research methods, represents the meaning and understanding of brand and marketing materials from the target audience. The findings from this stage are used to address the degree of favourability of the brand from a broader audience view in RQ1 - To what extent is received meaning congruent with intended meaning?
Intended Meaning of UoS Brand Identity / Received Meaning of UoS Brand Identity	The following stage of the model specifically considers meaning, intended and received, and

	the extent to which these understandings are mutually shared by audience and organisation.
Common Understanding of Meaning	The Common understanding of meaning is represented in the model by the intersection of intended and received meaning - this is conceptually underpinned by the notion of Schema Congruity (Meyers-Levy and Tybout, 1989), in this case depicts an alignment between the message the sender, UoS, intended to convey, and what was actually received and derived by the prospective student audience.
Incongruous Understanding of Meaning	Conversely, incongruous readings are represented where the intended and received meaning does not overlap in the model. Graphically, in the diagram these meanings are depicted as sitting outside the intersection of shared understanding. The alignment between intended and received meaning indicates the degree to which the current "one compelling voice" UoS brand strategy is effective across multiple global audiences and addresses RQ3 in supporting recommendations for future brand strategies.

Table 4.2: Message Congruence Model Dimensions

4.1.4 Exploring the Message Congruence Model

This section plots the journey through the MCM framework and illustrates how the individual components provide a conceptualisation of the different dynamics related to the intended meaning UoS branding materials seek to convey and the reception they receive from its international audience.

The external section of the MCM represents environmental factors, which are a contextual backdrop against the factors relating to sender-receiver dialogue. This represents a dynamic space influenced by global factors, internationalisation trends, sector-related market forces, and competition, driving the range of dynamics across the model's inner section. The environmental factors represented in the model include elements of globalisation and their impact on the internationalisation strategies of the HE landscape. By acknowledging influences on brand perception, this model element helps highlight key macro-environmental factors.

At the centre of the model is the UoS brand identity; this represents the overall manifestation of campaign branding encompassing both the visual elements of the campaign materials and the deeper essence of the institution, its mission, values, and unique selling points, as outlined in Chapter 2. Shaped by internal factors, including internal documentation, brand guidelines, key messages, and the resulting marketing collateral through which the messages are conveyed, this element underpins the process of exploring the congruence of meaning.

The cross-cultural dialogue component in the framework is used to encapsulate the exchange between the university through its marketing channels and its international prospective student audience. This macro-level dialogue is present across all exchanges between sender and receiver and is subject to assumptions made by the university about its audience and vice versa; this is where cultural nuances and any preconceived notions that either sender or receiver may hold are highlighted. The key information sources relating to this component include marketing plans and the

outputs of audience-focused research data, which help identify cultural factors and sources of influence relevant to the analysis of the congruence of received meaning.

The UoS brand element represents the institutional brand identity and assumed audience perceptions from marketing materials. It encompasses strategic documents, brand guidelines, and campaign plans, culminating in the campaign proposition of key messages discussed in Chapter 2. Conversely, the audience view element of the model captures how the audience interprets the advertising content and the meanings they take from it. Conceptualising the dynamics between the sender and receiver perspective is crucial for addressing the research questions.

The MCM explores an overarching theme of overlapping meaning between sender and receiver. It contrasts the intended meaning of the university's marketing materials with the audience's understanding. A Venn diagram depicts the relationship between intended and received meaning, reflecting the seminal psychological principle of Schema Congruity (Meyers-Levy and Tybout, 1989); this enables a conceptualisation of the degree of alignment between the audience's understanding and intended meaning of the organisation. Whilst Keller's CBBE model focuses on consumer responses to brand meaning, the MCM offers, along with environmental factors, a dual perspective that considers the viewpoint of the organisation and audience, further developing the links between message construction and interpretation.

The model is also designed to recognise instances of intended and received meaning failing to overlap - this sense of incongruity reveals an inconsistency between what the materials seek to convey and the received meaning that the audience derives. A degree of divergence in meaning such as this serves as a prompt for further investigation into the effectiveness of the current international campaign strategy. It identifies topics of future investigation and potential elements of focus for future campaign strategies, i.e., in the case of unexpected positive associations derived from the cross-cultural exchange that may be worthy of emphasis in future marketing collateral - or conversely, associations received negatively by the audience that should be omitted from future materials.

Through developing an in-depth understanding of each stage of this process, it is possible to evaluate how the current campaign materials are received by global audiences and explore the presence of potential demographic or cultural determinants in the received meaning. The following sections will relate this model to the research questions and contextualise how it will be utilised in the project.

4.1.5 Relationship to Research Questions

In the case of this research project, the purpose of the investigation is to i) define the received meanings international audiences derive from globally standardised creative materials by engaging key audiences and ii) develop recommendations for a localised or standardised brand creative strategy to maximise cross-cultural congruity of marketing messages by surveying an internationally representative population to produce robust results and identify demographic trends where data volumes permit. Before devising a clear conceptual framework, the researcher created a thematic study map (in Portfolio of Evidence 4.0) to capture key study elements. The MCM provides a conceptual framework that directly addresses the core research questions of this study. It offers a structure for exploring the alignment of the University of Sunderland's marketing messages by mapping the advertising communication journey and examining how the audience interprets and derives meaning from those messages. Each research question - whether related to the alignment of these messages, the influence of demographic factors, or the case for using standardised or localised messages is linked to specific dimensions within the model, ensuring that the outputs are robust and actionable. The questions embedded within the structure of the model are as follows:

Number	Research Question
RQ1	How far is received meaning congruent with intended meaning? (RQ1)
RQ2	How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)
RQ3	To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)

Table 4.3: Research Question Descriptors

The MCM guides the study in addressing core research questions. It examines the dynamics between intended and received campaign meanings to help understand the degree of message congruence. Each research question, covering message alignment (RQ1), demographic influences (RQ2), and the effectiveness of local vs standard messages (RQ3), connects to relevant model dimensions, ensuring the research outputs are relevant and actionable.

4.2 Application of Message Congruence Model framework in practice

The MCM framework has been developed primarily as a bespoke framework to serve this project; however, it could also offer utility outside of an academic research project. The broader utility of the MCM framework is discussed further in section 5.9, Transferability or Generalisability of Findings, and in the discussion and recommendations of this thesis. In addition, the application in practice is discussed in the reflective commentary throughout the accompanying Professional Doctorate Portfolio of Evidence.

In the content of this professional doctorate project, the MCM framework provides a pathway towards theoretical and empirical insights through a range of elements relating to methodology, cultural analysis and audience perceptual studies of intrinsic dimensions (i.e. Bulmer and Buchanan, 2006; Zantides, 2017). Due to the heightened academic focus and the resource demands of the in-depth research process adopted for this project, these constraints may render a similar approach impractical when applied in a commercial context; therefore, to operationalise the MCM for future use, the components covered by the model could potentially be simplified for more accessible use outside of the academic research-focussed environment.

For instance, the brand identity element of the framework drew from an internally developed brand proposition document pre-dating this research project and served as a basis for defining the intended meaning. This represented a significant piece of development work in its own right; in practical terms, should this approach be repeated in practice without the resources to develop such a detailed proposition outlining campaign messaging, or if the focus was on brand associations more generally, rather than a specific campaign, this stage of the process could be distilled down to a summary of a brand's core values, personality and mission should this level of detail be unavailable.

Furthermore, rather than the bespoke focus group and survey research undertaken to observe audience responses in this project, organisations active across digital advertising channels could simplify the process by utilising "live" market research data and data from other audience interactions rather than generating original data through netnography. The case for the specific methodology of this research to generate data specific to the project due to the markets in which the University operates is presented in 5.12, Limitations of Methodology.

Whilst the MCM provides a clear pathway to informing the elements of a qualitative discourse, such as a focus group discussion, a potential limitation of the model is the effective quantification of audience emotional responses to aspects of brand identity. This is addressed in the qualitative data analysis section, 5.8 of the Methodology chapter, which details how measurement scales from survey instruments can be transformed to enable statistical analysis. Although the MCM offers a robust framework for conceptualising the dialogue and determining levels of congruence between intended

and received meaning, achieving a definitive view of congruence across diverse international audiences is limited to the sample size dictated by the scope of the project.

Integrating the MCM framework into a practical, real-world model beyond academia is achievable by simplifying and consolidating existing data to meet the organisation's operational needs. Starting with essential elements of brand identity, an examination of current communication strategies, and audience interaction data—such as netnographic insights or other behavioural details gathered from the digital landscape—brands can employ the model to scrutinise their audience data, providing a route to a deeper understanding of their relationship with audiences and evaluating how positively and accurately the intended message of their marketing materials is conveyed resonates.

4.3 Summary of Chapter

Conceptual frameworks, such as the MCM introduced in this chapter, help support research objectivity by mapping and structuring the key elements of a study into a systematic pathway. A defined research approach reduces potential bias and prevents deviation from the project's aims. A conceptual framework also helps identify and explain key concepts and variables, guiding the appropriate methodology and ensuring objectivity in interpreting the findings.

The MCM framework supports conceptualising the relationship between organisational and audience brand understanding. In the cross-cultural context of UK HEI international student recruitment, the model illustrates the respective understandings of the sender and the audience's brand message, highlighting the congruence of the intended message and whether a unified brand strategy resonates with a global audience.

Crucially, for an insider research project such as this, where minimising proximity bias is a significant consideration, the detailed conceptualisation provided by the MCM supports researcher objectivity and rigour by defining a structured yet adaptable approach to cross-cultural communication. This approach applies to the pragmatic, mixed methodology presented in the following chapter.

Chapter 4 - DProf Portfolio of Evidence Linkages
The development of the MCM conceptual framework in this chapter can be traced to the initial Thematic Study Map presented in DProf Portfolio of Evidence Section 4.0, at the early stage of the researcher's doctoral journey prior to commencing the research phase of the project.

CHAPTER FIVE - RESEARCH METHODOLOGY

5.0 Chapter Introduction

This chapter outlines the research methodology adopted for the project. After presenting the original campaign proposition in Chapter 2, which establishes a foundational framework for conveying intended meanings to the prospective student audience, and the critical review of theoretical factors that influence the derivation of received meaning by global audiences in Chapter 3, Chapter 4 outlines the development of a bespoke conceptual framework using key findings from the literature review. The mixed-methodology design discussed in this chapter addresses the elements of the conceptual framework, detailing the data collection and analysis process to respond to the research questions and objectives central to this project.

The methodology adopted combines a pragmatic mix of qualitative and quantitative techniques, intended to capture a range of perspectives of international prospective students. This mixed methods approach, described by Landry and Banville (1992) as "methodological pluralism," integrated qualitative findings analysed through interpretative techniques from preliminary exploratory focus group research to inform the design of a survey-focused quantitative phase. This approach served the requirement to access a broad international prospective student audience spanning multiple strategic regions requiring diverse representation beyond the scope of what is feasible through focus groups alone. An outline of how the steps of this process were transposed to a mixed-methods approach is expressed as follows in figure 5.1:

Qualitative Phase 1		Quantitative Phase 2		Analysis Phase 3
Exploratory Focus Groups	➡	Multiple-Choice Survey	➡	Dissemination of Knowledge
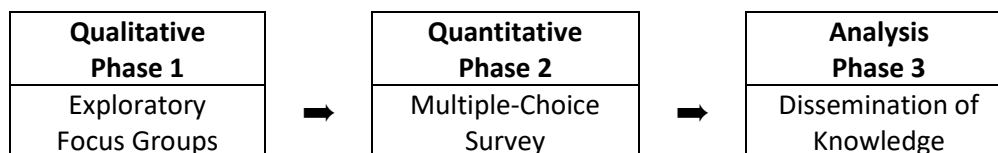
Figure 5.1: Phases of Mixed Methods Process

The following sections outline the decision to use qualitative processes to inform the design of a quantitative survey-based instrument, driven by the requirement to obtain data from a range of international perspectives in observable volumes beyond the scope of qualitative methods, such as focus groups. The inductive method employed in this study aligns with Cresswell (2006), who asserts that such techniques are beneficial when certain variables remain unknown. Furthermore, Oswald (2010) noted that cultural factors influence how meaning is constructed in global advertising, reinforcing the notion that relying solely on an a priori interpretative approach fails to encapsulate the perceptual perspective of an international audience.

This chapter outlines the procedural stages of the research and justifies the methodological choices in the context of the researcher's positionality and proximity to the research topic, given the insider research nature of the DProf project. Adopting a reflexive approach and considering the audience's responses while framing the survey coding and design may influence the researcher's alignment with the University brand. By focusing on themes derived from audience input, this method also avoids the inclusion of leading questions in the survey framework (Heinonen, 2010).

Having introduced the methodology used, Figure 5.2 outlines the process flow of the content in this chapter, including how a pragmatist philosophical stance was established, the quantitative and qualitative methodological stages adopted, and how this process addresses the central objectives of this project:
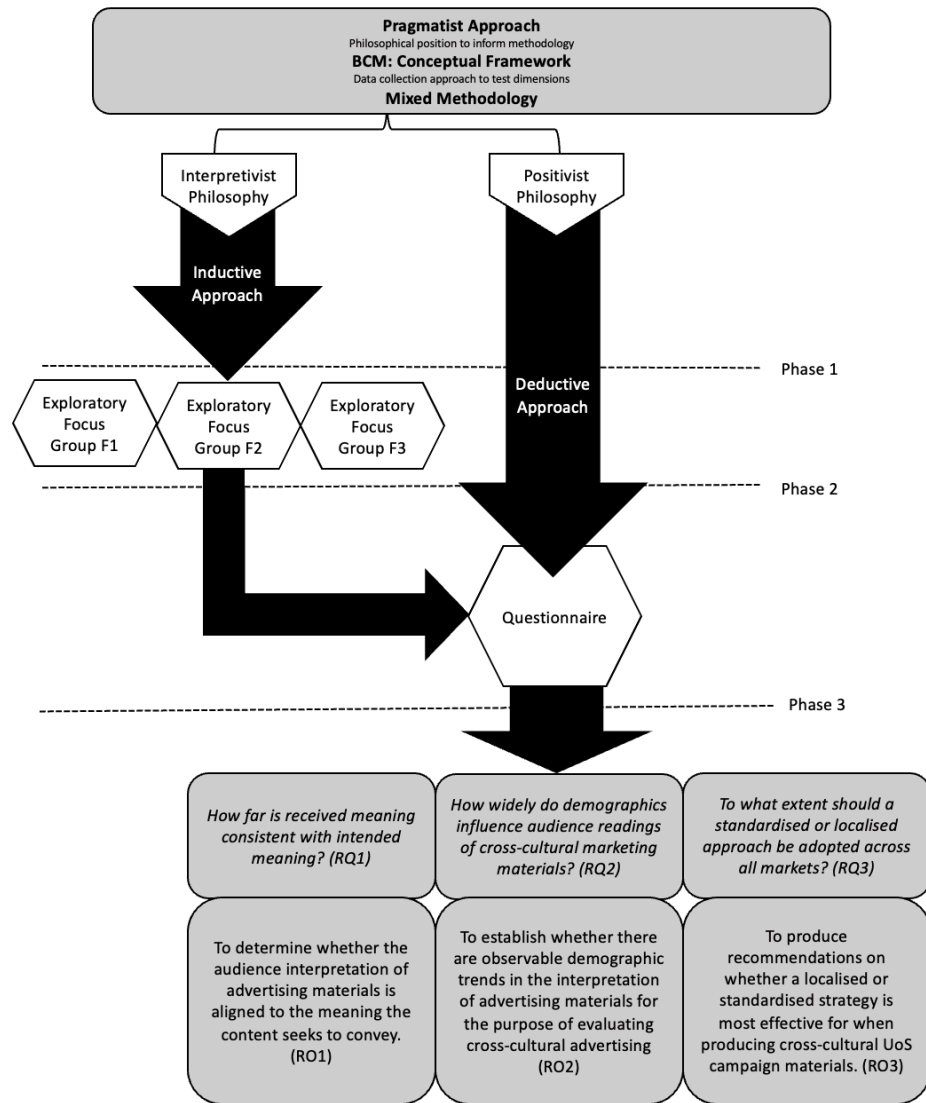
Figure 5.2: Mixed Methodology Process Flow

5.1 Aim of Investigation

Focusing on the visual campaign messaging of the University of Sunderland's Life-Changing Moments campaign proposition, universally rolled out across global audiences, this project seeks to determine and evaluate the meaning that international audiences derive from a suite of internationally standardised creative marketing collateral used across multiple prospective student markets to convey 'one compelling voice'. The project addresses dimensions of audience responses to HEI international marketing activities through a cross-cultural lens, including Globalisation, Internationalisation, HEIs as Global Brands, Cross-Cultural Meanings, and Audience Readings.

5.2 Research Scope

To clarify the scope of this research, a specific emphasis is placed on the University of Sunderland's prospective student audience to inform how the public-facing brand is presented to audiences globally. This piece of research is concerned with the Life-Changing Moments campaign creative introduced by the University of Sunderland External Relations team to universally support marketing and student recruitment activities, as opposed to other University sub-brands or internal brands visible to external audiences affiliated with the institution beyond the scope of this research study.

As highlighted in the literature (Alessandri et al. 2006), it is commonplace for an HEI provider to possess numerous different internal brands at a corporate and faculty level, and the University of Sunderland is no exception, given that the public-facing institutional identity visible to prospective international audiences at the time of this research project is the Life-Changing Moments campaign, this formed the sole focus of the investigation. In future research, the methodology utilised in this research could potentially be applied to other campaign creative propositions and institutional sub-brands or to develop an understanding of other campus-based or transnational education audiences, such as other external stakeholders, staff or current students.

5.2.1 Research Questions and Objectives and Key References

With reference to the research title, the table below relates each research question to its corresponding objective. It highlights the key pieces of existing literature that relate to the conception of the question.

Research Question	Specific Research Objective	Relevant Literature
How far is received meaning congruent with intended meaning? (RQ1)	To determine whether the audience interpretation of advertising materials is aligned to the meaning the content seeks to convey. (RO2)	Meyers-Levy & Tybout (1989) Nan Zhou and Belk (2004) Oswald (2010) Zantides (2017) He and Shao (2018) Tseng & Wang (2023)
How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)	To establish whether there are observable demographic trends in the interpretation of advertising materials for the purpose of evaluating cross-cultural advertising. (RO2)	Johar & Sirgy (1991) Paswan et al. (2007) Kwak & Kang, 2009 Malär et al. (2011) Wihlborg and Robson (2018)
To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)	To produce recommendations on whether a localised or standardised strategy is most effective for when producing cross-cultural UoS campaign materials. (RO3)	Vishwanathanh & Dixon (2007) Cayla & Arnoud, (2008) Kotler (2009) Reibstein (2005) Lim (2020)

Table 5.1: Questions, Objectives and Key Literature

5.3 Researcher Positionality

This section outlines the researcher's philosophical position and assumptions in relation to the existing body of contributions to this area of study. As the project is an insider research project, this section will also explain how reflexivity was applied to overcome potential insider bias and validity issues in the research design.

On the basis that research is the process through which new knowledge is required, the philosophical position is the acknowledgement of the researcher's perception of reality and how this relates to the project and the existing body of knowledge (Saunders et al., 2019). The intrinsic worldview of a researcher which forms research philosophy (Creswell, 2009; Gringeri et al., 2013) can be expressed as three key paradigms represented across three categories - ontology, epistemology and methodology (Saunders et al., 2019); these paradigms will be explored in the sections which follow.

Paradigm	Definition	Key Reference
Ontology	The subjective or objective nature of reality	Bryman (2004)
Epistemology	The relationship between researcher and research phenomenon	Saunders et al. (2019)
Methodology	Methods of data collection and analysis	Cresswell (2009)

Table 5.2: Research Paradigm Summary

5.3.1 Research Philosophy

A researcher's philosophical stance forms the foundational belief system that guides knowledge generation. Common philosophical perspectives in the investigation of social phenomena include positivism, interpretivism, realism, and pragmatism, each founded on different assumptions regarding the sources of knowledge, the researcher's role, and the most suitable research methods. By critically examining their philosophical standpoint, researchers can make informed methodological choices, ensuring that the selected research process is rigorous and aligned with their objectives.

As highlighted in the critical self-reflection in DProf Portfolio Section 1.0, during initial reflective exercises, the researcher identified an inclination towards research methods linked to constructivism but recognised that this subjective approach might not be the most suitable for this project. The interpretivist paradigm, grounded in phenomenology, focuses on how individuals make sense of the world and can be influenced by the researcher's role (Saunders et al., 2019). Baker & Foy (2008) illustrate that interpretivist researchers seek to understand the motivations and actions behind the behaviour, believing reality is socially constructed (Willis, 2007). Research in this paradigm considers participants' experiences, identity, and culture. Conversely, positivism, advocated by 19th-century philosopher Comte, posits that the social world is governed by natural laws discoverable through scientific methods. Positivism employs an objective, deductive approach to study the frequency and regularity of social phenomena, assuming a measurable reality exists.

Positivism is objective, meaning knowledge is acquired without the researcher's influence. The researcher and the participant have a dualistic relationship, with both entities existing separately (Firestone, 1987). Park et al. (2020) highlight key attributes of positivist studies, including the dismissal of the researcher's subjective values. They also point out that such studies often employ techniques that enable generalisability and replication, such as large-scale quantitative studies. These studies are ideal for examining broad international populations, such as the audience in this project.

A solely positivist or interpretivist stance could limit the research methods and the scope of the findings. Given the multidisciplinary nature of this research field, contributions from various philosophical stances have been applied to the study of received meaning. These include purely interpretivist methods focusing on intrinsically coded meanings (Bulmer and Buchanan, 2006; Tressider, 2010; Danesi, 2013; Rossolatos, 2018; Zantides, 2017); this research assesses how content interacts with cultural or environmental influences that lie beyond the creator's control (e.g., Larsen et al., 2004). Furthermore, it assesses reader responses to evaluate effectiveness, rather than solely focusing on the content (e.g., Belk, 2017). This method considers social, experiential and functional aspects (Gentile et al., 2007), as well as the cognitive state of the audience throughout the value-creation process (Zhang et al., 2015). Additionally, positivist studies have analysed consumer behaviour from an empirical and holistic perspective (He and Shao, 2018).

Post-positivism (Guba, 1990) offers an alternative philosophical position that builds on positivism but acknowledges that some degree of subjective uncertainty about reality is inevitable. Methodologically, this stance permits mixed methods. Post-positivism embraces empirical evidence and systematic observation while accepting the influence of theory and experience on the research perspective (Crotty, 1998). Unlike positivism, which focuses on testing hypotheses, post-positivism considers evidence based on probabilities rather than absolute proof, whilst seeking empirical evidence to support or challenge claims (Creswell 2013).

This research links interpretivist and positivist fields, bridging a significant research gap by aligning a mixed methods approach with pragmatism. According to Cresswell (2003), pragmatism is a position on knowledge claims rather than a strict paradigm, as defined by James (2017), which is open to both logic and sensory experiences, enabling the researcher to explore cultural perspectives beyond their own lived experiences. Pragmatism can be regarded as a compromise between relativism and internal realism (James et al., 1979), dismissing the idea of a priori knowledge frameworks and asserting that meaning must be derived from lived experience. Dewey (1916) emphasised the importance of balancing concrete and abstract knowledge as well as reflection and observation, principles that align with contemporary advocates of pragmatism, who do not perceive the positivist and interpretivist paradigms as entirely opposed (Valsiner 2000).

Since both post-positivism and pragmatism support mixed methods, the choice of stance ultimately depends on the nature of the research question, the project's purpose, and the researcher's epistemology. Acknowledging that research is context-dependent, the flexible approach to data collection required by this study's real-world nature and the influence of social and cultural factors led to the adoption of pragmatism for this research methodology.

Griffiths (1998) asserts that "bias comes not from having ethical and political positions - this is inevitable - but from not acknowledging them"; without reflexivity, insider research, such as in a Professional Doctorate project, may be subject to unconscious bias. Due to the insider research format of this project and the researcher's proximity to the audience and subject matter - coupled with the belief that societal and environmental factors influence an individual's reality, it is acknowledged that this may impact positionality and methodological preferences. As Klinger (1978) notes, "Even undirected thinking is normally influenced by motives and current concerns rather than being purely driven by associations".

To address unconscious bias, a reflexive exercise in the early stages of the Professional Doctorate programme revealed the researcher's sympathy for constructivist traditions and, by extension, an inclination towards adopting interpretative methods. While interpretative or deconstructive methods (Stern, 1996) have been effective in past studies analysing advertising content in isolation, the research focus on meaning received by global audiences prompted the researcher to adopt a methodology that considers insights from a broader cultural perspective rather than a UK-centric lens.

Furthermore, the researcher's close professional connection to international marketing materials supported a methodology that was less susceptible to the inevitable biases (Haraway, 1988) stemming from cognitive biases and cultural experiences. Therefore, to prevent ontological bias arising from the researcher's professional proximity to the University of Sunderland's international marketing materials, a pragmatist stance was adopted, which values the utility of all sources of knowledge. This approach allowed for the flexibility to combine findings from qualitative and quantitative studies, while shifting the burden of interpretation away from the researcher audience.

Relevant research on brand perception, including findings from Tresidder (2010) and Belk (2017), supports a practical strategy for this research project. These insights demonstrate significant potential for integrating empirical elements into a predominantly qualitative research framework. This approach is particularly advantageous in similar studies where specific enquiry variables and cultural factors remain unclear 2006).

A two-phase mixed-methods approach was developed. First, focus groups with international students discussed the current advertising campaign. Gill et al. (2008) assert that focus groups effectively gather language and narrative content for later use. These qualitative findings were transposed to a coding system to measure textual attributes in University of Sunderland advertising materials. The findings supported the implementation of a quantitative multiple-choice survey for a broader sample.

This chapter combines the conceptual framework established in Chapter 4 to guide this research with Keller's (2003) theoretical framework to support the interpretation of results. It outlines the philosophical rationale behind adopting a pragmatist stance. The following section discusses the application of methodologies in previous investigations into global audience readings before presenting a mixed-methodology design.

5.4 Research Approach

This section outlines the decision between adopting an inductive or deductive methodology, beginning with an exploratory phase to identify various attributes informed by reader responses, followed by a qualitative survey phase that enables wider audience analysis. When investigating quantifiable phenomena, a deductive approach is appropriate if there is alignment between existing theory and the research topic. For example, after reviewing the literature, a hypothesis can be formulated and tested through data collection and analysis (Baker & Foy, 2008). A deductive approach is commonly used in studies with large sample sizes (Saunders et al., 2019), as such a sample allows for the generalisation of the phenomena under investigation.

Conversely, when observing an unexplored social phenomenon, researchers may adopt an inductive approach initially as a preliminary research phase to develop a theory as part of the research (Bryman, 2008), which in the case of this project is highly applicable as an investigation into cross-cultural audience viewpoints requires a degree of separation from the subjective reality of the researcher to provide robust observations. This phase can take the form of informal interviews and exploratory focus groups.

The key distinctions between inductive and deductive approaches are outlined in the table below:

Deductive	Inductive
Scientific principles	Gaining an understanding of the meanings humans attach to events
Moving from theory to data	A close understanding of the research context
The need to explain causal relationships between variables	The collection of qualitative data
The collection of quantitative data	A more flexible structure to permit changes of research emphasis as the research progresses
The application of controls to ensure validity of data	
The operationalisation of concepts to ensure clarity of definition	A realisation that the researcher is part of the research process
A highly structured approach	
Researcher independence of what is being researched	Less concern with the need to generalise results
The necessity to select samples of sufficient size in order to generalise conclusions	

Table 5.3: Deductive and Inductive Principles (Adapted from Saunders et al. 2019)

It is useful for researchers to adopt an inductive approach when data is limited or embarking on an unexplored area of research, as deductive approaches are suited to established hypotheses or theories. A deductive approach is appropriate for this study; inductive approaches involve data collection to develop a hypothesis or theory based on the data, while deductive approaches require a hypothesis or theory from project outset. In this research, the existing campaign proposition framework served as a foundation, which was verified through audience data collection, so despite elements of inductive exploration, the core methodological approach in this project is deductive, due to the transition from theory to data, consistent with the principles of Saunders et al. (2019).

5.5 Research Strategy: Establishing Study Focus

Multiple academic disciplines have begun exploring strategies for assessing reader responses to advertising and developing appropriate methodologies. Notable studies, such as Levy's seminal behaviourist research (1959), supported the establishment of a structured approach for evaluating the significance of a brand in relation to market value, emphasising the idea that "If the manufacturer understands that he is selling symbols as well as goods, he can perceive his product more holistically". Although subsequent methods for defining and understanding brand interpretations have evolved, the significance of meaning as a fundamental factor influencing market share has remained consistent in numerous previous studies (e.g., Oswald, 2012). This is particularly relevant concerning cultural brand associations (e.g., Nan Zhou & Belk, 2004), highlighting the necessity of including an exploratory phase in the methodology.

Exploratory techniques have been applied in previous studies to develop structural coding, including Oswald (2010), who conducted an ethnographic study centred on the perceptions of Chinese consumers regarding European luxury brands. Drawing from theoretical inquiry based on interviews from her ethnographic research, Oswald employed a structural semiotic approach to analyse the responses. She aimed to uncover the structural codes associated with brands among her audience, seeking to understand how they engage with advertising signs and symbols. The results indicated that, influenced by cultural factors, this audience perceived luxury brands quite differently from their European counterparts. Specifically, there was less emphasis on wealth or aspirational material status and a greater focus on the moralistic interpretation of brands as symbols of virtue or nobility. Consequently, much of the imagery found in European-centric advertising did not resonate emotionally with the Chinese sample, as it communicated merely the brand's identity rather than deeper meanings. In this methodology, the thematic codes derived from emerging patterns and themes identified by the audience (Heinonen, 2017) will serve as the foundation for the survey design. The three levels of brand semiotic meaning will be considered when analysing the outputs from the focus group:

Level of meaning	Association
Denotation	Literal association of a signifier with signified
Connotation	Association of a signifier with an aesthetic signified. i.e., the association with the brand's quality, positioning, and benefits for consumers.
Symbolism	Association of brand signifiers with brand culture and identity.

Table 5.4: Levels of Brand Meaning (Adapted from Oswald, 2010)

The key distinction from Oswald's interpretivist approach is that this project aimed to produce original findings rather than depend on existing ethnographic data to shape its codes or attributes. While Oswald's research effectively utilised secondary qualitative data representing affluent consumers to explore the broader issues of brand literacy and visibility within the Chinese consumer context, this research project specifically targets the diverse international student population studying in the UK, particularly at the University of Sunderland. This focus necessitates conducting new fieldwork to uncover essential insights into the relevant themes of this audience.

In respect of Saunders et al. (2019), depending on the research methods used, this can be defined as mono, mixed or multi. In the case of this project, due to the two-phase mixed-methods methodology outlined to provide sets of qualitative and quantitative data, the nature of the data according to the definitions of model will be mixed.

From the perspective of a reflexive practitioner in marketing, Sheth (2021) notes that while marketing science was in its early stages in the mid-20th century, focusing on data acquisition, today's information-rich environment means data is readily available but requires appropriate techniques for

analysis. Mixed methodology techniques can be used to define and measure symbols of communication, as outlined by Riffe et al. (2005), who describe the process of defining attributes "which have been assigned numerical values according to valid measurement rules and the analysis of relationships involving values using statistical methods to describe the communication". This process will derive scale values by capturing the frequency of themes, words, or emotional responses from focus group discussions (Lerman and Callow, 2004). Krippendorff (2004) argues that categories must go beyond the attributes they aim to categorise, which supports reflexivity in the process by avoiding rigid, subjectively defined categories (Van Leeuwen & Jewitt, 2004) based on a priori knowledge of the research subject as a practitioner.

5.6 Techniques and Procedures

After demonstrating the suitability of a mixed methodology for this project, the diagram below depicts the two-phase exploratory design based on Cresswell's (2009) sequential exploratory model.
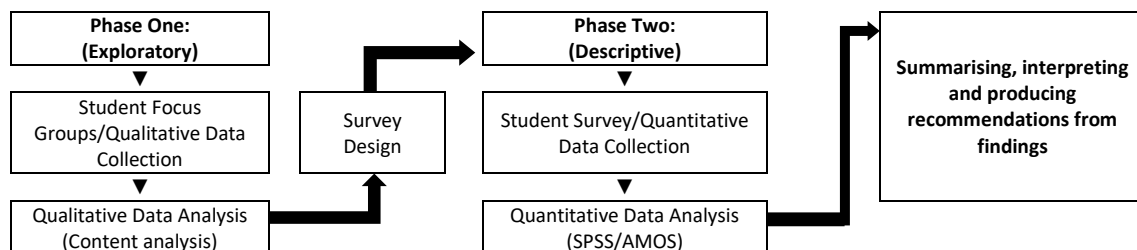
Figure 5.3: Phases of a sequential-exploratory descriptive model adapted from Cresswell (2009)

Phase one involved a qualitative approach, employing an exploratory focus group and analysis to establish textual codes based on participant perspectives (McMillan & Schumacher, 2006). In phase two, the results informed the development of a larger-scale survey. This approach, which integrated quantitative elements with a relatively small sample in a qualitative study, improved the generalisability of the findings (Racher and Robinson, 2002) and provided deeper insights (Gilbert, 2006; Harrison and Reilly, 2011). The methods utilised begin with an initial interpretative exploratory phase to identify the coding of non-verbal components in international digital advertising targeted at global audiences.

By deriving and categorising the coding of received meanings according to the classical principles of symbols, indices, and icons defined by Peirce and Hartshorne (1931), these can be aligned with the predefined intended meanings from the original campaign's proposition documentation. This results in quantifiable attributes suitable for survey formats, enabling the modelling of responses from a much larger audience sample than qualitative methods alone could provide.

5.7 Participant Sample Selection

Saris and Gallhofer (2007) highlight the importance of a "sampling frame," which, in this study, refers to the structured process of selecting current and prospective student participants from a defined population represented by a database containing the names and contact details of individuals who had opted into university communications. Given the researcher's operational access to contact data and issue communications such as surveys to those who had opted into marketing messages and the purpose of the survey within the context of their practice, the sampling frame was naturally integrated into a live-work environment. Consequently, the sampling approach adopted in this study involved utilising the professional role of the researcher to recruit suitable participants. The participant sampling approach is outlined in figure 5.4.

Research Phase	Qualitative Phase		Quantitative Phase
Data Collection Method	Online Focus Group		Multi-choice Survey
Sampling	Purposive Sampling		Proportional stratified random sampling
Participant Source(s)	Enquirer leads captured from advertising campaigns Contacts from University Prospectus requests Current University of Sunderland students		
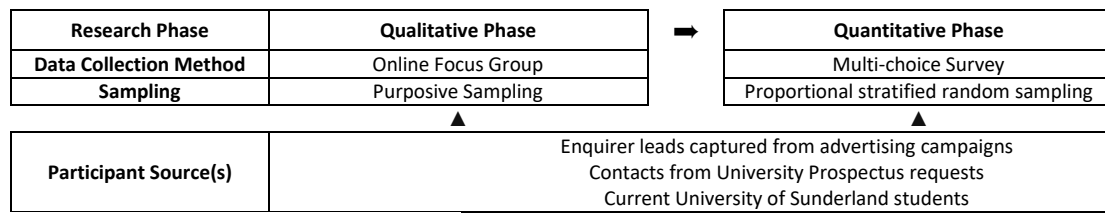
Figure 5.4: Participant Sampling Approach

Geographical representation reflected the regional market split used by the University of Sunderland international office. International recruitment activities are separated across three strategic regions: West, Centre and East. By reflecting these regions in the research phase, this inclusion ensured participant representation from all key audiences and enabled any findings and recommendations from the project to be applied to the relevant regional audience and specified to a continent or country level where access to participants and data volumes permit. The regional and subregional groupings used by the University of Sunderland International Office are as follows:

"West" Region

- Africa
- Americas
- Europe
- Middle East and North Africa

"Centre" Region

- Central Asia
- Southeast Asia
- South Asia

"East Region"

- East Asia
- Indochina

5.7.1 Qualitative Sample: Purposive Sampling

The qualitative phase of the research utilised purposive sampling (Cresswell, 2007). As a form of probability sampling, a theory-led purposive approach determines suitable members against an eligibility criterion (Easterby-Smith et al., 2015). With a limited pool of volunteers and an aim to identify key themes rather than generalisable geographical trends at this initial exploratory stage, the participants were drawn from an existing, pre-defined pool of current students and applicants across the pre-defined regional groups, this form of sampling was suitable in selecting suitable focus group participants who have been exposed to the current campaign creative material. In such cases of limited representation, the seminal literature on the audience sample process asserts that where the sample size is small, the results "derived from an infinite population are adequate" (Cochran, 1953).

This purposive sampling approach acknowledges the limitations inherent in the finite pool of focus group participants. Representation was provided from key strategic regions (e.g., West, Central, East) and their respective subregions where possible. Although availability and scope were constrained, representation was obtained across all strategic regions. The breakdown of participants by region and sub-region is as follows:

Participant	Focus Group	Region	Sub-Region
F1F1	1	West	Europe / East Med
F2F1	1	West	Europe / East Med
M2F1	1	Central	South Asia
M1F1	1	Central	South Asia
F1F2	2	East	East Asia
F2F2	2	West	Africa
F3F2	2	West	Africa
M1F2	2	West	Europe / East Med
M1F2	2	West	Africa
F1F3	3	West	Middle East and North Africa
M1F3	3	West	Africa
M2F3	3	West	Europe / East Med
M3F3	3	West	Europe / East Med

Table 5.5: Focus Group Participant Sample by Region and Sub-Region

Eligible participants were invited to participate in a focus group session via a Customer Relationship Management (CRM) message; this ensured consent to receive communications via a previous opt-in and the presence of a pre-existing relationship with the University of Sunderland and engagement with marketing campaign materials.

The methodological decision to include this specific cohort of students as participants in this phase is justified. All were exposed to the Life-Changing Moments advertising campaign materials during the recruitment process and their transition to the University of Sunderland. This previous exposure to the advertising provided baseline context and commonality for the discussions.

5.7.2 Quantitative Sample: Stratified Random Sampling

In the second quantitative phase of the research, stratified random sampling was used. The survey was distributed to potential participants from the pre-defined regional groups: West, Centre, and East. All participants had previously engaged with university advertising through digital channels, indicated by their prospective or current year of entry. Their interaction ultimately led them to opt into the central marketing database via the University website. When the survey was issued, the population for consideration comprised 30,466 contacts.

The year of entry stratification confirmed exposure to campaign content among different prospective cohorts. Stratified sampling was chosen to ensure sufficient diversity in the participant population. This sampling process divided the population according to their year of entry. It focused on those from 2021 and later, ensuring that participants had previously encountered the relevant marketing campaign materials. This approach was chosen as it allows for focused analysis, ensuring that only those exposed to the campaign in the investigation are included. It is acknowledged, however, that this approach assumes a degree of homogeneity within each stratum, providing a nuanced interpretation of the data is required (Fielding et al., 1995).

The participants were sent a targeted CRM email (Appendix 7) to invite them to complete the survey issued through the Hobsons CRM system. This non-probability sampling technique is particularly suitable for investigating the same sampling proportion within all strata of the data. However, it could potentially lead to the underrepresentation of rare groups, depending on the nature of the population (Easterby-Smith et al., 2015). Due to a substantially higher volume of prospective student enquiries from the "West" region, the pool of potential participants available from the "Central" and "East" regions was smaller. The grouping in this phase was based on broad audience parameters like location,

and the sampling method's limitations posed minimal risk to reliability during data gathering and were addressed during the analysis phase.

5.8 Qualitative Methodology

The initial qualitative phase comprised exploratory focus groups; a research technique that forms an informal discussion among a small sample of people who share a common interest (Saunders et al., 2019). Focus groups are a standard method in market research for identifying survey themes (Saunders et al., 2019) by gaining insights into the participants' perspectives, language, and emotional responses. This popularity stems from gaining insight into consumer behaviour and emotional experiences through group discussions (Bryman & Bell, 2007). Bristol & Fern (1993) suggest that focus groups elicit more responses from some participants than individual interviews.

Some criticism of the utility of focus groups stems from limited generalisability and any certainty that the group represents the views of the wider population (Saunders et al., 2019) - this, however, is addressed directly as the methodology of this project employs a second survey phase to support generalisability. Eriksson & Kovalainen (2008) highlight another major limitation of focus groups: it may be challenging to anticipate the group dynamics given the open-ended format of the technique; for instance, participants may engage less actively in the discussion. Malhotra and Birks (2003), however, assert that many of the logistical challenges and risks of misrepresentation may be avoided through effective planning.

5.8.1 Focus Group Requirements

Key planning considerations when organising focus groups included the number of groups to be held, how the focus group was facilitated, duration, number of participants and the time and location of the sessions. Multiple groups provide diverse samples, but the data volume can be overwhelming. Thus, three focus groups were held, following structures deemed effective by Bryman (2008). These were conducted virtually via Microsoft Teams. Focus groups typically include four to twelve participants for productive, manageable discussions; Gill et al. (2008) highlighted six participants as the optimal range. Additionally, session duration should be one to an hour and a half - Bloor et al. (2001) noted that sessions longer than this may result in participant disengagement.

The outline framework, comprised of key topics to direct the informal discussion, was utilised by the facilitator to ensure the discussion addresses the research questions. Due to the visual nature of the subject matter, the session began with a summary of the campaign materials as a catalyst for the discussion. As illustrated by Goldman (1962), focus groups are a qualitative research method focussing on an audience representing the target audience to discuss specific content. Focus groups are coordinated by a moderator who encourages and stimulates discussion about the topic.

Wells (1974) cautions on the lack of randomness in focus groups, making them impractical for representing large population segments, such as geographical areas, for student recruitment. Therefore, focus groups were a suitable exploratory phase of this mixed-methods study. Focus groups are a common form of phenomenological research used to understand participants' lived experiences in specific demographics. They can also serve ethnographic purposes for exploratory research, such as supporting the development of survey attitudinal scales (Frey & Fontana, 1993), which are ideal for the survey design in this study project.

5.8.2 Focus Group Outline

This project utilised an exploratory focus group to identify key coding themes for the development of a multiple-choice survey. By adopting a pragmatist approach, exploratory methods such as focus groups prove particularly beneficial when researching phenomena that lack a clear guiding framework (Creswell, 2006), especially in contexts where relationships and variables remain uncertain (Harrison & Reilly, 2011). In this study, the lived cultural experiences of the participants significantly influenced

the research. The focus of this work-based research was driven by institutional requirements, targeting specific recruitment markets for international students. Consequently, these methods can be replicated for future investigations into audience responses.

The focus group discussions were primarily driven by the use of visual stimuli and a series of open-ended questions to encourage conversation (i.e. Zhou & Belk, 2004). In this study, visual stimuli included examples of advertising campaign materials, which served to prompt discussion and provide a consistent reference point from which student participants could share their thoughts, opinions, and insights. This approach made the session more engaging and interactive by fostering a participatory environment. Furthermore, the materials assisted group participants in exploring and articulating their emotional responses, ultimately enriching the outputs of the sessions.

The following outline summarises the key discussions to address in the exploratory focus group discussion and a series of engagement questions to promote elaboration in key areas of interest, where relevant, referring each to the associated research question.

Though the participants' responses provided useful insight into the key research questions, the primary purpose of the focus group outputs was to support the design of a multichoice survey to be delivered to a much larger cross-sectional sample. Nevertheless, the findings from this initial qualitative stage still provided utility at the analysis stage when interpreting the survey data to build a richer insight into the responses.

Section	Description	RQ Addressed
Welcome and Introduction	*i.e., "Welcome, thank you for taking the time to join this discussion on university branding. My name is Mark, I'm a researcher and also part of the Marketing team at the University of Sunderland"*	
Purpose of focus group	*i.e., "This focus group is being held to help with a piece of research into how our students and prospective students connect with University of Sunderland content they see in country and online which will help us understand the perspectives of our international community"*	
Introductory Discussion	• *"Let's talk about the main things that attract students to study in the UK"*	(RQ1)
Introductory Engagement Questions	• *"What would you expect to see in an advert from a UK University?"*	(RQ1)
	• *"For those of you who have another first language, how do you feel about seeing adverts in English?"*	(RQ3)
	• *"If you could change something about the adverts to make them more relevant to you, what would it be?"*	(RQ3)
Deliver showcase of University of Sunderland Campaign Collateral		
UoS Discussion	• *"Let's discuss what you think are the main things the adverts I've shown you are trying to tell our students"*	(RQ2)
UoS Engagement Questions	• *"As a student that was already looking at studying in the UK, how far do you think advertising influences your decision on where to study?"*	(RQ2)
	• *"Finally, based on the visuals I've shown you today, if the University of Sunderland was a person, what would they be like?"*	(RQ1) (RQ2) (RQ3)

Conclusion	*i.e., "That concludes our focus group; it's been a really interesting discussion and will your views will help us with in how we communicate with our global student community. Thank you so much again for your time, and enjoy the rest of your day…"*	

Table 5.6: Focus Group Discussion Outline

5.8.3 Focus Group Stages

The focus groups were conducted using Microsoft Teams video conferencing. This accessible platform for communicating with international audiences offers useful audio transcription features to capture the discussion outputs. This exploratory design was in line with the instrument model established by Cresswell et al. (2003).

To obtain the underlying thematic insights required for creating a survey that captures the various themes and codes audiences identify from current university advertising, three exploratory focus groups were conducted via Microsoft Teams with an ideal target of six participants per group. This is considered to be within the optimal range, according to Gill et al. (2008).

F1	Current UG and PG University of Sunderland students	➡	Video Focus Group
F2	Current UG and PG University of Sunderland students	➡	Video Focus Group
F3	Current UG and PG University of Sunderland students	➡	Video Focus Group

Table 5.7: Focus Group Stages

The researcher's practitioner role provided access to internal and external communication channels, regularly engaging with students for marketing and survey purposes. This operational position allowed the researcher to reach current and prospective international student audience groups as participants. Section 5.12 addresses the ethical considerations surrounding this association in the context of this project.

According to Bloor et al. (2001), systematic group sampling is not essential, as exploratory discussions can aid in avoiding the imposition of generalisations. This aligns with a strategy to engage a broadly defined audience of current and prospective international students. Visual references primarily drove focus groups; consistent with Bryman and Bell (2011), an open-question format was deemed appropriate. Open-ended questions were supplemented by targeted engagement queries as required. A predefined framework (Table 5.5) included existing branding and advertising visuals to facilitate a semi-structured approach to discussion.

The emerging themes from the session transcriptions, after coding and categorisation, were integrated with the attributes of the brand proposition and transformed into measurable aspects for the second quantitative phase of the study. With the participants' consent, sessions were recorded via Microsoft Teams for later review, supplemented by automated audio transcription to ensure that all responses were accurately captured. Findings from each focus group were summarised in sequence to maximise the best practices learned during the data collection process at each stage.

5.9 Qualitative Analysis

Following transcription, qualitative analysis based on the responses from the focus group discussions was undertaken to codify values from a range of measurable and observable constructs elicited from the advertising materials. Kruger and Casey (2000) assert that a research study's core aims should determine the data analysis approach - and on this basis, the content analysis method is applicable. In the case of evaluating audience perceptions of aspects of the brand, the responses and

interpretations of messaging, images and language were examined through content analysis. Content analysis enabled the transcribed focus group discussions to be reduced to key recurring themes (Patton, 2002) to inform the survey design. This thematic-based approach to content analysis was consistent with the sign-vehicle analysis presented by Janis (1965):

"Sign-vehicle analysis classifies content according to the psychophysical properties of signs (counting the number of times specific words or types of words are used). For example, the degree to which a topic is emotionally involving for respondents may be revealed by examination of the number of emotion laden words used".

The NVivo analysis software supported sorting, matching and linking themes within the qualitative outputs from the focus groups to the research questions. The discussion data was categorised and coded based on prevailing themes to support the interpretation of the data (Bazeley & Jackson, 2015) and combined with the existing intended meaning attributes of the brand proposition framework to inform the survey design in the second phase of this research. In addition to the overarching analysis of the qualitative data performed via NVivo, the researcher was also required to determine whether specific outputs from the sessions reflected group consensus or were the opinions of individuals.

The key attributes in the original creative proposition framework (Table 2.1) presented in Chapter 2 provided a foundation to compare the associations derived from focus group outputs to the intended meaning during the qualitative analysis phase. This was performed following transcription of the focus group responses; a three-stage approach to coding the focus group responses was undertaken using NVivo; the approach adapted from Easterby-Smith et al. (2002), comprised of open coding, axial coding and selective coding stages:

Open Coding	**Axial Coding**	**Selective Coding**
Manual review of focus group transcriptions to establish categories of frequent occurring themes	The process for connecting related categories derived from the Open Coding stage	A final stage to identify the specific codes from the findings for further focus (i.e. advertising imagery, layout, language used etc.)
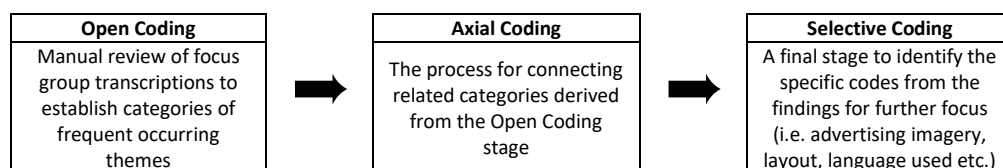
Figure 5.5: Three-stage coding approach adapted from Easterby-Smith et al. (2002)

As an initial stage, open coding was used to break down the data into manageable segments for categorisation based on characteristic similarities and differences. This stage sought to uncover the broad themes frequently occurring in the data.

The second axial coding stage was performed manually to identify patterns and connections in the data. This stage used the categories established during the open coding stage to relate them to one another, identifying themes and defining their relationships.

In the final stage of the process, selective coding developed a theory reflecting the different relationships and patterns identified in the data. Selective coding requires the researcher to focus on emerging themes identified during the axial coding stage to synergise the various categories into an overarching, coherent theory.

Once the qualitative data was codified, the relevance of each theme was aligned to the brand proposition framework and tabulated; congruent themes within the intended messaging were denoted with a "✓", and incongruent themes not identified by the audience were denoted with a "✗". Unintended meanings and additional associations about the University of Sunderland and UK study unrelated to the campaign materials were denoted with a "**+**". Whilst outside of the core campaign messaging, insights into the prevalence of these additional associations were retained for further discussion to enrich the recommendations for potential future campaign content.

The transcriptions were analysed using NVivo software. Their key themes and frequencies were collated and coded based on topics (Appendix 3.0). Additionally, outlying views of individuals were identified for further discussion in Chapter 6.

This methodological process for establishing such definitions comprises multiple stages; beginning with an initial stage where a clear definition of the domain construct is required - i.e. the relevant dimensions of international perceptions of UK learning. The definition will be obtained from a combination of literature definitions and focus group participants' findings and audience opinions. By combining focus group findings with the dimensions of cross-cultural perceptions of UK learning, dimensions relating to the research question were identified. The qualitative findings identify additional dimensions of audience perception not necessarily available in the existing literature as the focus group theme specifically relates to the University of Sunderland campaign material.

After defining initial concepts, an item pool was created to hold relevant dimensions from qualitative results and existing literature. Continuous refinement (DeVellis, 2003) ensured the items' validity. The next section outlines their application in multiple-choice survey design.

5.10 Quantitative Methodology

A structured multiple-choice descriptive survey was developed after analysing variables, constructs, taxonomies, and instruments (Creswell et al. 2003; Taheri et al. 2017). The survey was designed and implemented following the focus group stage, facilitating effective collection and evaluation of responses. This method provided deeper insights into the reader response data gathered during the initial phase of the research. The survey was divided into two sections. The first section included screening questions to ensure participants accurately represented the defined prospective student demographic and provided relevant responses. Following screening, the second section featured statements derived from the attributes identified in the qualitative phase of the study research.

After establishing the pool in the qualitative analysis phase, survey questions were derived from various dimensions. The survey employed a primarily 7-point Likert scale model and multiple-choice questions, checklists, and open-ended questions. This development process resulted in a robust measurement tool, validated from its design stage. Following the initial design, a test survey was served to a random sample of participants and was validated with exploratory and confirmatory factor analyses. Similar to the earlier research phase, pilot study volunteers were recruited via the researcher's professional communication channels. After the initial pilot, a final cross-validation process was executed based on the scale development methods detailed by Walsh & Beatty (2007).

This quantitative phase of the study focused on prospective students, defined by their age, location, and education level, and a web-based survey with a two-week completion window was distributed to individuals who opted into university communications via the university's mass CRM email platform. Participants accessed the survey through the Qualtrics platform, which allowed for the incorporation of additional visual content (Appendix 6) and adhered to the principles of visual stimuli (e.g., Zhou & Belk, 2004) applied in the qualitative research phase. The study adapted the Malhotra and Birks (1999) design model, outlining the necessary stages for survey implementation and data analysis.

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┌─────────────────────────────────────────────┐
│        Specify Information Requirements        │
└─────────────────────────────────────────────┘
                      ▼
┌─────────────────────────────────────────────┐
│             Specify survey type               │
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                      ▼
┌─────────────────────────────────────────────┐
│           Create initial pool of items        │
└─────────────────────────────────────────────┘
┌─────────────────────────────────────────────┐
│      Determine individual question content     │
└─────────────────────────────────────────────┘
                      ▼
┌─────────────────────────────────────────────┐
│       Determine response form to questions     │
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                      ▼
┌─────────────────────────────────────────────┐
│          Determine question sequence           │
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│    Determine question physical characteristics │
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                      ▼
┌─────────────────────────────────────────────┐
│           Preliminary test of survey           │
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                      ▼
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│        Survey design revision (if required)    │
└─────────────────────────────────────────────┘
```
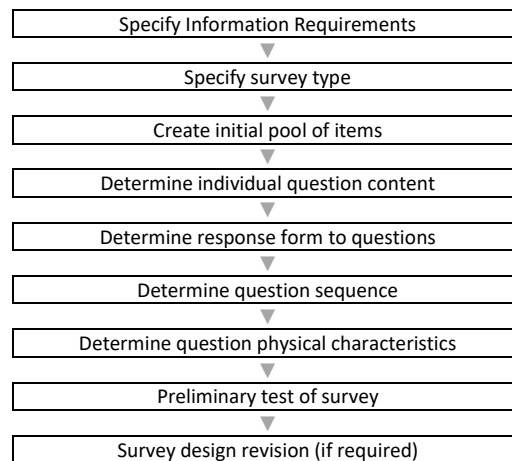
Figure 5.6: Survey design process (adapted from Malhotra and Birks, 1999)

5.10.1 Research Hypothesis

Addressing the central research questions in Chapter 1, the quantitative survey instrument developed for this study was designed to establish which of the following research hypotheses are significant to the sample audience. The table below outlines the null and alternative hypothesis to be tested during the quantitative phase of the research:

Hypothesis
Hypothesis H01 - (H0) The overarching intended meaning of the University of Sunderland marketing campaign materials is not congruent with the received meaning derived by the audience. - (H1) The overarching intended meaning of the University of Sunderland marketing campaign materials is congruent with the received meaning derived by the audience.
Hypothesis H02 - (H0) Demographic factors do not influence the individual received meaning of UoS marketing campaign materials derived by global audiences. - (H1) Demographic factors influence the individual received meaning of UoS marketing campaign materials derived by global audiences.
Hypothesis H03 - (H0) Standardised UoS marketing campaign materials produce no variance in readings across multiple global audiences. - (H1) Standardised UoS marketing campaign materials produce variance in readings across multiple global audiences.

Table 5.8: Research Hypothesis Summary

5.10.2 Multiple Choice Survey Design

Following the evaluation of the exploratory research phase outputs, the first stage of survey design involved identifying the congruent brand messages from the original brand proposition as well as other observed incongruous phenomena in the form of additional and unintended meanings identified in the focus groups; the full analysis process and outputs from this process are outlined in detail in Chapter 6.

Beginning with an in-depth review of the themes within the brand proposition framework (Table 2.1), it was possible to establish the desired associations and messaging of the campaign. This served as a reference point for outlining the primary elements to be investigated in the survey (see Table 6.5). The focus group outputs were incorporated to further develop the content of the survey questions to reflect the dimensions of brand congruence as follows:

Theme	Audience Derived Meaning	Associated Research Question(s)	Question Type	Survey Question Numbers
Common Attributes	Friendly Career Focussed Widening Participation Supportive Proud of our Region Inclusive and Diverse Community/Belonging Transformative	RQ1, RQ2, RQ3	7-Point Likert Scales	1-9
Characteristics /Personality	Local Versatile Personal Real Life Business-Minded Straight Talking/Bold Confident/Unfussy Punching above our weight By the Sea	RQ1, RQ2, RQ3	7-Point Likert Scales	10-19
Campaign Creative (UG)	Bright Energetic Galvanised Modern/Young Touristic	RQ1, RQ2, RQ3	7-Point Likert Scales	19-24
Campaign Creative (PG)	Confident Mature Informal Memorable	RQ1, RQ2, RQ3	7-Point Likert Scales	24-28
Non-Campaign Related Associations (UoS)	Global Network Safe Location Accolades and Ranking Accessible	Peripheral Theme	Optional Free Text Field	29
Non-Campaign Related Associations (UK Study)	Culture Relative Affordability UK Education Quality	Peripheral Theme	Optional Free Text Field	30

Table 5.9: Survey Design Content

After the transposition of responses from the focus group stage, a scale development process based on the Churchill (1979) and DeVellis (2003) scale development paradigms was utilised to create an appropriate research instrument for the quantitative, survey-based second phase of the research.

The development of the survey design was an iterative and systematic process extending from the classification of dimensions in the qualitative analysis phase of this research. Based on the research objective and focus group insights, the dimensions of brand congruence which the survey aimed to measure were established. As outlined in figure 5.7, Dimensions identified from the discussion of focus group insights were aligned to existing topical categories of the brand proposition framework; this ensured consistency and relevance of the additional associations to the research questions.

The survey format is based on the classic MTMM model devised by Campbell and Fiske (1959), with questions centred around a 7-point Likert continuum, having defined the specific criteria (Saris & Gallhofer, 2007) and conceptual dimensions following the exploratory qualitative research phase. Having identified the key dimensions, a range of 7-point Likert scale questions was developed, with a response range spanning "strongly agree" to "strongly disagree," allowing for neutral responses. Likert scales enable participants to express a specific level of agreement or disagreement with statements associated with each dimension of brand congruity. In addition to the numerical Likert scale-based questions that formed the basis of the survey format, a pair of free-text questions focusing on the peripheral themes of non-campaign-related study associations (UK and Sunderland-centric) outside of campaign messaging were included to enrich the discussion of findings.

The survey, found in Appendix 4.0, was based on three central themes that reflected the research areas of focus, and the categories derived from the brand proposition and outputs of the qualitative phase. These themes provided expanded meaning categories for further exploration. These themes included common attributes, character/personality, campaign creativity, and peripherally related areas relating to non-campaign-related associations.

5.10.3 Survey questions

Using a concise and clear form of words to avoid jargon, ambiguity, bias and leading questions, the following section outlines question types used in the survey.

5.10.4 Numerical Questions

In the survey, a range of Likert scales formed the primary question type, to quantify the extent to which various intended meaning attributes were received by the participants. This was expressed via a 7-point numeric scale ranging from 'strongly disagree to strongly agree' to ascertain degrees of negativity or positivity towards each variable and for this range to be transposed into continuous data values to support statistical analysis.

5.10.5 Open questions

To further support the interpretation of data from both phases of data collection and to capture additional enriching insights beyond the scope of the survey design, the inclusion of optional open questions in the form of free text fields enabled the respondents to provide supporting comments for further qualitative analysis, discussion and to identify areas of potential future focus.

5.10.6 Pilot Study

Using the Qualtrics survey platform to ensure the effectiveness and clarity of the questions, response options, and accessibility of the survey design, a test pilot was conducted with a small group of internal participants. This provided the scope for making modifications and functional changes to improve the survey experience and the relevance of the content before serving the survey to a wider audience. The survey design was finalised following a successful pilot test, including adjustments based on content and user experience feedback. This process entailed a final review of the question wording to ensure clarity and alignment with the brand dimensions.

5.11 Quantitative Analysis

This section details the process undertaken in the preparation and analysis of the survey data, beginning with a process of data cleansing and preparation following export from Qualtrics. This initial phase is critical to ensure the reliability and validity of data before statistical analysis in SPSS.

The analysis steps outlined include descriptive statistics, which provide an overview of the data's overall characteristics and provide demographic context for the statistical processes that follow. These

include mean response analysis, linear regression analysis, structural equation modelling, and ANOVA analysis, followed by Post hoc Testing.

5.11.1 Data Preparation

After the data was exported from Qualtrics in CSV format, it was cleansed before commencing analysis. Initially, it was checked for missing values and anomalies that could affect the analysis process, including removing anomalous entries with missing values and straight-line responses.

During these preparatory steps, the ordinal Likert scale data was transformed into numerical, continuous data, in line with the process demonstrated by Joshi et al. (2015), to enable statistical analysis. The Likert scale responses were converted to continuous data representing congruence scores, with a score of 1 representing the lowest level of congruence, and 7 representing the highest.

Due to the ordinal nature of Likert scale response data, there is debate in the literature as to the suitability of applying parametric analysis methods, including variance, regression, and correlation, because of the assumption of normality in the data distribution, according to Steven (1946, as cited by Chen & Liu, 2020). This notion is challenged on the basis that it represents an outdated assumption, as the robust nature of parametric statistical tests rarely results in incorrect outcomes (Norman, 2010; Chen & Liu, 2020), and they can be used confidently for analysing Likert scale data. Furthermore, as a solution, it is possible that ordinal data, such as Likert scale responses, can be aggregated or transformed into numerical values to be treated as interval scales and, therefore, applicable to statistical processes (Joshi et al., 2015). The SPSS AMOS 29 software platform was used to perform the analysis. SPSS is regarded as an "incredibly powerful tool for data analysis and visualisation" by McCormick & Salcedo (2017) and supports the analysis of multivariate datasets.

5.11.2 Descriptive Statistics Process

To provide an overview of the results and context into the compiled to provide an overview of the results and context for the following statistical analysis. This stage was designed to provide a holistic overview of the data and outline the key distributions of scores and demographic characteristics of demographic groups in the sample.

The survey data was then analysed using the SPSS platform to explore correlations among the variables, which included statistical data from linear regression analysis, descriptive statistics, and inferential statistics. The survey response data underwent these analyses to examine the relationship between intended and received meanings. Simultaneously, the open-ended responses were subjected to qualitative content analysis to provide more significant insights and deepen the quantitative findings. The following section outlines the process involved in this study analysis.

5.11.3 Mean Response Analysis

Mean response scores were obtained from the data to develop the initial demographic observations in detail, which provided insights into demographic trends and participant distribution. Analysis of the mean responses was initially employed as an inferential tool to assess overarching differences between regional and sub-regional groups.

After collating the survey data, the overall mean responses were calculated based on aggregate response scores to questions relating to intended meaning. This provides an overarching view of the relative message congruence derived from each region and subregion. This primarily addresses the focus of H01 by showing overall levels of message congruence strength by region. It also contextualised the findings and identified the data's central trends to support discussion in subsequent sessions. The following analysis stages present more in-depth statistical techniques to address the variations in responses at a more granular level.

5.11.4 Structural Equation Modelling Process

A process of multivariate structural equation modelling (SEM) was employed to understand the relationship between intended meanings and overarching demographic influences, to principally address H01 and H02. The SEM technique develops, tests, and implements theories (Bagozzi, 1994). The analysis undertaken in SPSS AMOS, creates graphical models to conceptualise relationships between multiple observed and latent variables. In this research, SEM assesses the impact of demographic factors on marketing material perception by examining observed demographic variables and latent constructs of intended and received meanings. Following aggregate response score analysis from linear regression, SEM offers a deeper understanding of demographic impacts on intended and unexpected meanings, highlighting specific areas for future adjustment.

For this analysis, the combined use of EFA and CFA ensured the reliability and validity of the measurement instrument; as illustrated by Henson and Roberts (2006), EFA confirmed that the latent factors were underpinned by sufficient empirical data, and CFA tested whether these factors were stable and could be replicated across different samples. As the subsequent Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) stages are designed to include all the survey variables from the brand proposition (IM) and additional unintended meanings obtained from the qualitative stage of the project (UM), EFA in this case served as a complementary technique to further enrich the insights into the variables and latent structures.

EFA was performed on the Likert-scale response data using principal axis factoring to extract the individual factors. This was followed by Oblimin rotation to determine correlations between the factors and reflect the assumptions about the measured meaning constructs. The baseline for factor retention was that eigenvalues were greater than 1, which helped validate that the constructs used in the subsequent SEM process were statistically reliable.

Following the evaluation of the individual factor structures, consistent with Anderson & Gerbeng (1988), a two-step approach for applying the SEM method of analysis, is applicable in the case of this investigation: first, having imported the SPSS dataset, confirmatory factor analysis (CFA) was undertaken in SPSS AMOS to test the fit of the model and validity of value constructs CFA assesses the validity of the theoretical framework and the constructs, focusing on the relationships between predefined meanings from creative propositions and focus group outputs and demographic variables from the survey sample. Due to limited representation from certain countries and limited descriptive regional segments, demographics were categorised by subregion (see Table 5.8). Before running the CFA, definitions of expected variable relationships were established to validate the measurement scale and confirm if the observed variables fit the theoretical model. The CFA model defined relationships between observed variables and corresponding latent constructs. Model fit was evaluated using CFI (Comparative Fit Index) and TLI (Tucker-Lewis Index) to provide a consistent measurement of constructs (Kenny, 2015). Implementing CFA before SEM validated the quantitative findings, ensuring the construct relationships identified are accurately represented across the demographic groups. In preparation for the SEM and CFA processing within SPSS AMOS, the observed variables relating to audience demographics were coded and allocated an error code for analysis as follows:

Latent Variable Category	Type	Variable Name	Variable Code	Error Code
Audience Demographic (AD)	Subregion	Africa	AD9	e57
		Americas	AD10	e58
		Central Asia	AD11	e59
		East Asia	AD12	e60
		Europe / East Med	AD13	e61

		Indochina	AD14	e62
		MENA	AD15	e63
		South Asia	AD16	e64
		South East Asia	AD17	e65
	Gender	Female	AD7	e66
		Male	AD8	e67
	Student Status	Current University Student	AD18	e68
		Prospective University Student	AD19	e69
	Level of Study	Postgraduate	AD20	e70
		Undergraduate	AD21	e71
	Age	Under 18	AD1	e51
		18-24	AD2	e52
		25-34	AD3	e53
		35-44	AD4	e54
		45-54	AD5	e55
		55-64	AD6	e56

Table 5.10: AMOS Demographic Variable Coding

In addition, the intended meaning (IM) and unintended meaning (UM) variables associated with the survey responses were encoded in preparation for the analysis:

Latent Variable Category	Variable Name	Variable Code	Error Code
Intended Meaning (IM)	Friendly	IM1	e27
	Career Focussed	IM2	e26
	Widening Participation	IM3	e25
	Supportive	IM4	e24
	Proud of our Region	IM5	e23
	Local	IM6	e22
	Versatile	IM7	e21
	Personal	IM8	e20
	Real Life	IM9	e19
	Business Minded	IM10	e18
	Straight Talking / Bold	IM11	e17
	Confident/Unfussy	IM12	e16
	Punching above our weight	IM13	e15
	By the Sea	IM14	e14
	Bright	IM15	e13
	Energetic	IM16	e12
	Galvanised	IM17	e11
	Confident	IM18	e10
	Mature	IM19	e9
	Informal	IM20	e8
Unintended Meaning	Inclusive and Diverse	UM1	e7
	Community/Belonging	UM2	e6

(IM)	Transformative	UM3	e5
	Work life balance	UM4	e4
	Modern/Young	UM5	e3
	Touristic	UM6	e2
	Memorable	UM7	e1

Table 5.11: Survey Response Variable Coding

Whilst these latent variables in both the CFA and SEM models can include a covariance to assess the relationship between the two constructs, in this case, the model assesses the independent effects of demographic factors on each construct. This aligns with the theoretical framing in the MCM that intended and unintended meanings are captured separately in the process of evaluating advertising effectiveness; this separation supports a clear interpretation of the effectiveness of individual meanings and provides a distinct set of insights into the intended meanings of the current marketing strategy and other potential unintended meanings that may be derived. The brand proposition's intended meanings stem from strategic communication, while unintended meanings arise from subjective audience interpretations in focus groups. Since these meanings emerge independently, they are treated separately in the CFA and SEM models without applying a covariance. This approach clarifies that the meanings originate from distinct sources by emphasising their separate effects.

Having confirmed the validity of the measurement scale through CFA in section 7.3.1, SEM was used to investigate the influence of demographic factors (AD) on the intended (IM) and unintended meanings (UM). This approach enabled detailed analysis across groups defined by gender, age, student status, level of study, region, and subregion. The analysis used maximum likelihood estimation to examine structural paths from each demographic variable to observed variables across groups, aiming to highlight significant differences. Differences in path coefficients and model fit were investigated, demonstrating key factors influencing outcomes and addressing the broader concern of H02 regarding the impact of demographics.

5.11.5 Linear Regression Analysis Process

To provide granularity to the findings derived from the Structural Equation Modelling stage of the analysis and to help determine the influence of demographic factors on audience received meaning, the core focus of H02, methodological triangulation was provided in the form of a Linear regression analysis phase which was used to evaluate the correlation between dependent variables to identify statistically significant trends - in this case, the dependant variables comprise of the survey response data relating to how the audience received the intended meaning of the brand proposition and additional meanings defined in the qualitative stage of the research.

In this instance, the independent variables include factors that may influence the dependent variables. This includes demographic factors such as region, sub-region, age and gender. These findings are separated as individual scores relating to the audience's response to each variable. As the raw data is categorical, dummy variables were created by converting the responses into a numerical format to enable them to be treated as continuous data and increase the interpretability of the regression model. Separate linear regression models were created for each of the eight intended and unintended meaning dimensions tested. The multiple demographic factors were treated as independent variables, and each of the congruence scores was treated as a separate dependent variable.

To interpret the data, P-values were used to determine the statistical significance of each relationship. To test for statistical significance, a standard significance level of 0.05 was adopted to assess the impact of each demographic factor on the congruence scores of each dimension. In addition, the coefficients of each regression model were used to understand the direction and extent of each demographic factor's impact on the congruence scores.

The overall explanatory power of the models was evaluated using R-squared. In this case, R-squared was used to quantify how well the independent variables (i.e., region, sub-region, age, gender) predict the dependent variable (individual survey responses). Results producing higher R-squared values indicated that higher levels of variance in the dependent variable are predictable from the independent variables. In social science studies such as this, scores tend to be low due to many variables influencing behaviour yet still indicate the relative proportion of the fit of each model.

5.11.6 ANOVA analysis process

To examine hypothesis H03, associated with RQ3, which explores the extent to which a standardised strategy is effective across all markets and whether localisation would support campaign message congruity, one-way ANOVA analysis was used for the data analysis for each of the statistically significant intended meaning variables. This process enabled a comparison of survey responses to assess variability and identify significant differences at a regional and sub-regional level to inform which approach may be the most suitable overall.

Data is divided by region and subregion, leading to ANOVA outputs that include a range of F-statistics and p-values for each variable. The F-statistics illustrate the variance ratio between groups compared to the variance within groups; therefore, elevated F-statistics signify a significant difference between the means at regional and subregional levels. The p-value represents the probability of observing the data; p-values under 0.05 indicate that the null hypothesis can be accepted.

5.11.7 Post hoc testing process

To provide further insight to address RQ3, which helps inform the extent to which a localised or standardised strategy should be implemented, post-hoc analysis was undertaken following ANOVA testing; in this case, Tukey's Honestly Significant Difference (HSD) test was utilised to find differences among the means of statistically significant regions and subregions and to determine between which groups these differences occurred. In this case, the Type I error rate is set at an alpha level 0.05. This process provides a tabulated comparison of regions and subregions and a p-value (sig) for each comparison, enabling a clear interpretation of which notably differ. This helps identify outlying regions and the specific regional variances.

5.11.8 Free Text Optional Question Responses

Though the core purpose of the survey instrument was to collect quantifiable data for statistical analysis, the data captured also included a selection of optional free-text field content to enrich the interpretation of the data and provide additional scope for insights beyond the survey responses. As this type of response cannot be transformed into continuous data for statistical analysis, a thematic evaluation of the optional free-text response findings, analysing the frequency of keywords, can be found in the qualitative results presented in section 6.6.10.

5.12 Transferability or Generalisability of Findings

The design process used in this methodology considered the extent to which transferable or generalisable findings were sought; the mixed methods approach adopted in this research can support researchers in pursuing both transferability and generalisability.

Transferable results typically relate to distinctive qualitative research and the degree to which the findings can be used in various contexts, guiding practice or influencing additional studies. Joyce & Cartwright (2020) suggest that it is challenging to justify transferring findings where the sample is not entirely randomly selected - as is the case in this study of a predetermined student population. Conversely, generalisability, which concerns the "relevance, significance, and external validity of findings for situations or people beyond the immediate research project" (Duff 2006), is often associated with quantitative methods and their relevance to a broader population beyond the scale of the original sample investigated in the study.

Noting that generalisation can lead to "broad conclusions from particular instances", Polit and Beck (2010) cite Lincoln & Guba's (1985) assertion that ''The trouble with generalisations is that they don't apply to particulars''- instead seeing the utility of generalisation as a working hypothesis rather than a principle that can be universally applied. In the context of this project, the scope of the generalisations is not, for instance, to justify a claim that the results reflect the broader views of entire regional populations of prospective students but instead to provide a generalisation of the views of a specific cohort exposed to a defined set of marketing messages. The generalisation claim in this study was supported during the quantitative phase of the research, where a larger volume of survey data was obtained to reduce the influence of individual variation and increase confidence in the findings.

As the participants in this study were from a pre-defined pool, the findings themselves cannot be considered transferable to meaningful application across different contexts; however, the methodology of the MCM framework could potentially offer utility for future studies investigating the received meaning of brand and marketing campaign content.

5.13 Time Horizon

Bryman (2012) identifies two approaches for data collection duration in research: longitudinal, for long-term studies, and cross-sectional, suitable for studies at a specific point in time. As this study focuses on responses to advertising from a specific campaign, a snapshot rather than a long-term evaluation, a cross-sectional horizon was used, with data collected over two academic cycles from current students involved with the campaign to engage with a relevant respondent population content.

5.14 Reliability and Credibility of Findings

This section will address the methodological validity, ethical issues and data governance requirements at each research project stage.

5.14.1 Validity in Focus Groups

The composition of focus groups in the qualitative phase may not adequately reflect the broader population due to sample size and limited access to audiences (Gilbert 2006). A sequentially structured process employing mixed methods was implemented to address this, in line with Cresswell et al. (2003). This second phase gathered quantitative data from a larger participant sample, enhancing the interpretation of findings from the first stage. Engaging a broader group enabled a "more flexible, integrative and holistic" process (Powell et al. 2008) and facilitated the deeper exploration of international perspectives.

The focus group component of this study was conducted via Teams video conferencing, prioritising the integrity of participant response data. Establishing rapport between researchers and participants is essential in positivist studies (Raffe et al. 1989; Jones, 2000). James et al. (2007) highlight the challenges in establishing an authentic dynamic when using online research methods and advocate an "ethic of respect" to facilitate dialogue. Therefore, it was vital to maintain integrity in communication by being transparent about the study's purpose to encourage honest responses. With regard to the researcher's academic integrity, although it is objectively challenging for insider researchers to remain entirely detached from the knowledge generated through qualitative research, consistent active reflexivity was practised throughout the process (Mason, 1996) to ensure robust and credible results at this stage of the project. While the focus groups significantly influenced the quantitative survey phase and enriched research observations, they were not solely intended to produce generalisable findings; rather, the survey phase aimed to greatly expand the sample size and demographic diversity, facilitating a comprehensive analysis of audience perceptions and enhancing the broader relevance of the research findings for the prospective international student audience.

5.14.2 Validity in Surveys

This methodology was designed for utilisation across all international markets for future investigation, should this research benefit the institution. He and Shao (2018) examined user interactions with live social media ads. Legal restrictions on foreign organisations limit access to major Chinese social networks, restricting future research in regions like East Asia. In the quantitative phase, a Qualtrics-based multiple-choice survey presenting the associated campaign visuals (Appendix 6) assessed responses to defined attributes and successfully applied them globally. However, this potentially limits insights into macro social facilitation effects identified by He and Shao, as the survey was conducted in isolation rather than within a live online dynamic. This consistent method allowed for an objective understanding of non-verbal content and delivered empirically measurable results associated with specific advertising message attributes.

Cohen et al. (2003) discussed survey sample sizes in relation to the scale of research projects, emphasising that "the larger the sample size, the more structured, closed, and numerical the survey may need to be, whereas the smaller the sample size, the less structured, more open, and word-based the survey may become". This perspective supports the methodology adopted here, in which a larger sample of survey participants was employed to validate a restricted set of observations.

5.15 Limitations of Methodology

Whilst the inclusion of a survey provides the study with a higher degree of generalisability due to the larger sample size and scope for representation of a larger range of nationalities, a notable limitation of the methodology was the absence of "live" audience engagement data, which in this case is supplemented by survey data. While the alternative methodology of netnography may have also offered a source of empirically measurable customer insight data across many cultures and communities present on the internet (Heinonen and Medberg 2018; Kozinets, 1998) via real-time social media or advertising activity, the methodology adopted in this piece of research was aligned more closely to traditional ethnography. This was a conscious decision due to operational restrictions imposed on international organisations when utilising social media channels for advertising in countries where platforms and providers such as Google and Meta are blocked to design a methodology that can be replicated across all University of Sunderland markets, the decision to use a survey format offered an unrestricted and consistent delivery platform for all audiences whilst still offering a platform for the presentation of visual content to the participants.

5.16 Ethical Considerations

In addition to a commitment to adhere to the overarching University of Sunderland's ethical conduct guidelines (University of Sunderland, 2013) throughout this project, the framework of ethics proposed by Unger (2014) is also acknowledged. This framework provides key guiding principles for social science research, including voluntary participation, objectivity, integrity, adequacy, and informed consent (see Appendix 1), as well as data privacy and minimisation. While the data collected during the quantitative survey was anonymised, it was crucial to directly address ethical considerations, particularly during the qualitative phase of the research study.

The ethics surrounding utilising audience data for research purposes and the process of group categorisation required attention; "The key is to use them in a manner that is respectful and does not perpetuate negative ideas about a group" (Pardun, 2013). In addition, Collins (2010) describes ethnographic techniques as facilitating the ability to "work from the perspective of these users". As an insider researcher with pre-existing relationships with the subject of the investigation - both the campaign source material at the centre of the investigation and the student audience, to support objectivity, it was crucial to be aware of these potential sources of bias to minimise any personal agendas on the collection, analysis and interpretation of data.

Due to the relationship between the insider researcher and the research participant, informed consent was crucial. Participating students were fully informed from the invitation stage about the research's purpose and how the data would be utilised for marketing purposes and informing future marketing activities. The power dynamics associated with insider research were addressed appropriately. In alignment with Chilisa & Preece (2005), which highlights the risk of passive responses in such dynamics, informed consent was obtained voluntarily, ensuring that participants felt no pressure. They were assured of complete anonymisation with no links to their student identity. Insider research grants access to sensitive data; therefore, measures were implemented to alleviate perceived power imbalances, including during transcription for confidentiality. A coding system identified participants (e.g., F1F1), while the quantitative stage aggregated results to protect individual anonymity.

Reflexivity was maintained during the data collection phase. Any biases, assumptions, and positions regarding the researcher's role and closeness to the subject matter were acknowledged. Practically, this required a level of transparency when explaining the researcher's role to participants to foster an environment of trust and enhance the credibility of the findings.

5.17 Data Governance

As previously discussed in the context of ethics, prospective University of Sunderland students represent a key audience in the research. Principles of privacy and voluntary participation are crucial as they ensure that a student's choice to participate will not impact their university application. Consequently, all responses were collected using a specific number and a pseudonym and then anonymised to prevent any connection to identifiable individuals. Furthermore, Dobrick et al. (2018) highlight important articles of GDPR relevant to the governance of personal data, particularly those related to the data collection aspect of the Qualtrics-based survey. These include:

> **GDPR, Article 4 (11):** *When the processing of personal data for research purposes is not permitted by the law, it is only allowed if the person concerned has given his or her consent. Consent is only valid if it is given on a free and voluntary basis.*
>
> **GDPR, Recital 32:** *If the data subject has received concise, transparent, intelligible and easily accessible information on the purposes and the scope of the data processing.*
>
> **GDPR, Recital 33:** *Furthermore, the GDPR specifies that data subjects should be allowed to give their consent not only to a specific research project, but also more generally to certain areas of scientific research when this is in line with recognised ethical standards. However, the GDPR also states that data subjects should have the opportunity to give their consent only to certain areas of research or parts of research projects to the extent allowed by the intended purpose.*

Table 5.12: GDPR Legislation (Adapted from Dobrick et al. 2018)

5.18 Summary of Chapter

This chapter highlights the utility of a pragmatic position when studying international audiences. A philosophical stance "concerned with the union of theory and practice" (Schwandt, 2015) is adopted based on the belief that a priori, interpretivist approaches may still be subject to a degree of researcher bias and could potentially limit the understanding of the cultural nuances of specific global audiences, even when viewed through the lens of truth as subjective and reality as socially constructed (Cohen et al., 2009). In this project, the practical application offered by the pragmatist position allows for the combination of qualitative and quantitative research findings to inform the real-world issues explored in this project and mitigate potential biases associated with the insider researcher's proximity to the subject matter.

The phases of the approach, informed by the Message Congruence Model (MCM) outlined in Chapter 4, the theoretical framework developed specifically for this study, provide a conceptual structure

around elements of both audience and organisational perception; this expands on the key CBBE model developed by Keller (2003) by incorporating environmental factors. As an insider piece of research based around a real-world issue, this Sunderland-centric method of conceptualising student perceptions offers a route for developing a richer understanding of the factors that influence and determine audience-received meaning relative to the intended meaning of a campaign. This conceptualisation informs the methodology presented in this chapter and the interpretation of results during this investigation's qualitative and quantitative stages, specifically through analysis techniques utilising demographic data.

The findings directly apply to the researcher's strategic marketing activities. By contributing to a body of research covering a range of academic and philosophical traditions, they bridge the relevance gap between theory and practice. The methodology could also be adapted to study audience perceptions in different critical markets by positing a model for future studies on audience-received meaning.

Whilst the reflexive exercises during the taught stage of the programme revealed the researcher gravitated towards constructivist methods such as structural semiotics, as the literature review demonstrated, the broader body of research indicates that this approach alone is not sufficiently robust for developing an understanding of cultural experience free from the researcher's worldview. Instead, the mixed methodology outlined in this chapter, employed primarily to codify and categorise advertising content from an audience perspective rather than that of the researcher to design a qualitative data collection phase, enabled effective reflexivity to be exercised throughout the research process.

Having detailed the methodological framework underpinning the mixed methods research used in this mixed methodology study, Chapter 6 presents the initial phase of qualitative data analysis.

Chapter 5 - DProf Portfolio of Evidence Linkages
Elements of the research methodology presented in this chapter was determined by the Critical Self Reflection DProf Portfolio of Evidence Section 1.0, where a reflexive and reflective approach to the researcher's position and ultimate arrival at a pragmatist position was explored in detail. In addition, the Initial Proof of Concept (DProf Portfolio of Evidence Section 2.0) and the Business Educator Paper Submission (DProf Portfolio of Evidence Section 9.0) provide further insights into the development of this methodological approach.

CHAPTER SIX - QUALITATIVE DATA ANALYSIS

6.0 - Chapter Introduction

This chapter will present the results of the qualitative analysis of exploratory focus groups by detailing the content analysis processes used to analyse the output transcriptions of the three sessions undertaken as the first phase of the mixed methodology used in this project. For reference, the exploratory focus group discussions undertaken in this chapter addressed the research questions underpinning the purpose of the project "*International Perspectives of the Visual Identity of a UK Higher Education Institution: A Cross-Cultural View*":

- How far is received meaning congruent with intended meaning? (RQ1)
- How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)
- To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)

This chapter presents qualitative findings from the exploratory focus group sessions with student participants who have engaged with the same advertising campaign creative materials. Complete transcriptions of the focus groups are available in Appendix 2. Concerning the research methodology, original brand proposition, and MCM conceptual framework throughout this chapter, the key factors relating to the meaning received by international student audiences from the University of Sunderland's marketing materials will be identified to develop a multiple-choice survey.

Following the transcription of the discussions, content analysis was undertaken to identify key recurring themes raised by the participants and establish the congruence of their reading of the University of Sunderland brand messages with the campaign's intended meaning, consistent with the concept of brand resonance (Aaker 1996).

Applying the coding approach outlined by Bazeley & Jackson (2015) involved importing the transcription text into NVivo 11 and subjecting the responses to a three-stage analysis. i. Open Coding - the conceptualisation and categorising phase; ii. Axial Coding - grouping the data into similar sets; and iii. Selective Coding - establishing the key themes representing components of received meaning. As the overarching intended meaning of the campaign material has already been defined in the attributes detailed in the brand proposition documentation, the received meaning findings will be cross-referenced against them to develop the survey in Chapter 7 by incorporating the attribute meanings to the relevant sections of the campaign proposition.

The findings from this exploratory phase will be presented thematically and each will be related to the focus of the project as defined by the research questions, literature review and conceptual framework. In addition to the data obtained from the focus group outputs, the remaining non-audience-related theme from the conceptual framework focuses on the institutional perspective of the UoS brand, iv. Intended Meaning will be validated by comparing the outputs to the existing brand proposition documentation and incorporating additional themes obtained from the focus group discussions. By defining these themes, it is possible to establish the reoccurring factors of student perception to create the foundations of the quantitative survey phase of this project to further explore the relationship between intended and received meaning.

The Message Congruence Model (MCM) presented in Chapter 4 helps inform the thematic structure of the qualitative analysis by providing a framework through which congruence between the University's intended messaging and the audience's received meaning can be explored. Signposted by the concepts represented in the MCM, this process examines how environmental and cross-cultural factors influence the alignment of these messages across different demographic audiences. The thematic elements are discussed concerning the brand proposition presented in Chapter 2, and the

literature review findings and gaps in the literature as identified in Chapter 3. Finally, the conclusions of this first stage of the mixed methods study are used to inform the content of a survey to a larger sample population to obtain generalisable results.

This chapter structure is as follows: Section 6.1 presents the focus group participants and their thematic response analysis. Section 6.2 collates keywords from each group. Section 6.3 discusses environmental influences and pre-university perceptions of UK study. Section 6.4 examines audience readings of UoS advertising materials. Section 6.5 evaluates how the readings align with student experience at the University of Sunderland. Section 6.6 explores the campaign's intended meaning of the original creative proposition. Finally, Section 6.7 summarises the findings and a transition to the quantitative evaluation in Chapter 7.

6.1 Content Analysis of Exploratory Focus Groups

The content analysis process establishes an in-depth thematic understanding of participants' perceptions of the UK study and the University of Sunderland brand. These qualitative insights were sourced from three focus groups of 4 to 6 student volunteers, selected based on availability and within the acceptable participant range defined by Gill et al. (2008). Each group included representation from the different regions as outlined in the international recruitment strategy. Each participant was assigned a code, presented in Table 6.1, to identify the source of contributions.

Participant	Group 1	Group 2	Group 3
Female 1	F1F1	F1F2	F1F3
Female 2	F2F1	F2F2	
Female 3		F3F2	
Male 1	M1F1	M1F2	F3F3
Male 2	M2F1	M2F2	M1F3
Male 3		M1F2	M2F3

Table 6.1 Coding System Used in Focus Group

Conducted via the Microsoft Teams communications platform, the exploratory focus groups were recorded and transcribed verbatim (DProf Porfolio Section 6.0). Following the transcription of the focus groups, analysis was performed using the NVivo version 11.0 analytics software package. This stage enabled interpretation of the data through categorisation to support a holistic analysis of the responses. The information gathered from the sessions was organised and categorised through the word classification process. A tabulated form of the highest frequency words can be found in Appendix 3 and features a hierarchy of the most commonly recurring words used to support the classification of key themes observed in the sessions. By way of introduction, Figure 6.1 provides a visual representation of the frequently recurring words:

Figure 6.1 Focus Group Word Cloud

6.2 Classification of Focus Group Themes

Word classification established a foundation for analysing content based on themes from student focus groups. The coding process connected to literature review findings and the conceptual framework, addressing research questions. This process resulted in the themes defined below, which are aligned with the conceptual framework in Chapter 4. The prevailing themes identified were TH1 Perceptions of UoS Visual Identity and Advertising, TH2 Perceptions of UK Study Destination, and TH3 Perceptions of UoS Offering, which are presented in Table 6.2.

Focus Group Theme	Description
TH1 Perceptions of UoS Visual Identity and Advertising	Perceptions solely relating to campaign creative materials
TH2 Perceptions of UK Study Destination	Pre-existing beliefs and assumptions held about the UK as a study destination
TH3 Perception of UoS Offering	Assessments of University of Sunderland proposition post-enrolment

Table 6.2 Focus Group Themes

Codes were established by analysing the transcriptions of the exploratory focus groups. The outputs were first subjected to sign-vehicle content analysis, a process that systematically identifies sub-themes within the data. Beginning with open coding to conceptualise and categorise, the categories broadly corresponded to the emerging themes in the Message Congruence Model (MCM) conceptual framework and literature review findings. By refining the output data to enhance the researcher's understanding of key topics, this process created a clear approach to effectively addressing the research questions and ensuring that the categories corresponded with the conceptual framework themes.

The key themes identified relate to perceptions of visual identity, the UK as a study destination, and the broader University proposition. These themes align with the core variables from the MCM, which provides a structure for conceptualising areas of congruence and divergence from the intended meaning of marketing collateral.

As demonstrated in Table 6.2, beginning with a detailed focus on analysing the findings at a granular level, having identified the key codes during the analysis phase, using the axial-coding approach, it was possible to group the sets of codes holistically into overarching themes for additional clarity. This approach made it possible to contextualise each thematic group to the attributes of the MCM framework.

Focus Group Theme	Focus Group Sub-Themes	Related Literature Review Theme(s)
TH1 Perceptions of UoS Visual Identity and Advertising	• UoS Advertising Impact on Decision Making • UoS Branding, Creative and Visual Style • UoS English Advertising Collateral • UoS Institutional Identity and Brand • UoS League Table Ranking • UoS Personality and Tone of Voice	• Globalisation • HEI Internationalisation • Cross-Cultural Studies • Visual Identity: Localisation vs. Standardisation • Audience Perspective/Received Meaning •
TH2 Perceptions of UK Study Destination	• UK Cultural Perceptions • UK Education Quality • UK National and • Local Identity	• Globalisation • HEI Internationalisation • Cross-Cultural Studies • UK Learning: HEI Global Brands
TH3 Perception of UoS Offering	• UoS Employability • UoS Facilities • UoS Global Network • UoS Graduate Destinations • UoS Inclusivity and Diversity • UoS Life Experience and Personal Development • UoS Location • UoS Social • UoS Student Support • UoS Teaching and Course Content • UoS Value, Fees and Scholarships	• Globalisation • HEI Internationalisation • Cross-Cultural Studies • Audience Perspective/Received Meaning

Table 6.3 Focus Group Themes and Codes with Links to MCM Conceptual Framework

A summary of the key themes identified during the focus group sessions is presented in Table 6.2. Following a detailed coding process of the participants' responses from the three focus groups in NVivo, the responses were grouped into the three main themes: Perceptions of UoS Visual Identity and Advertising (TH1), Perceptions of UK Study Destination (TH2), and Perceptions of UoS Offering (TH3).

TH1 covers sub-themes related to UoS advertising, including the impact on decision-making, views on institutional branding and campaign creative, the effect of using English worldwide on promotional materials, the influence of league table accolades and perceptions of the personality and tone of voice of the materials to understand how accurately the intended meaning of the advertising aligns with the received meaning derived by the students. TH2 encompasses thematic codes related to perceptions

of the UK as a study destination, including cultural perceptions of the UK and attitudes towards education quality in addition to the local and national identity of Sunderland and the wider UK, respectively; primarily, this theme is intended to assist in informing the analysis by highlighting general overarching, non-UoS attributes associated with the UK as an international study destination. Finally, TH3 represents findings related to perceptions of the UoS offering from the perspective of an enrolled student who has been subject to campaign messages about their lived student experience; the rationale for defining this theme is to support establishing whether student expectations were consistent with reality and whether there are any specific institutional features identified by students that are not currently highlighted in advertising materials.

6.3 TH1 Perceptions of UoS Visual Identity and Advertising

Perceptions of the campaign creative used to support international student recruitment activities are central to this investigation; Having addressed broader perspectives on the UK as a study destination, the following sub-themes provide rich insight into the received meanings derived by international students who were exposed to messages of the Life-Changing Moments campaign.

6.3.1 UoS Branding, Creative and Visual Style

During the focus group sessions, student participants were reminded of the campaign's distinctive visual style through example campaign materials used during the recruitment cycle before their enrolment at the University of Sunderland.

> *"I don't wanna say that it's all black and white and boring. It needs to be something that's like, OK, yes, I'm. I'm doing a health degree. But at the same time, I want something interesting".* F2F1

> *"So I quite like the pink. I think it's, like, quite eye-catching and rather than just like a standard. I don't know a unique colour like a black or a Navy blue, you know, quite plain. I think it would sort of catch your eye and then with the adverts in general, I like that. And you know, they use like actual students or past students in the adverts".* F1F1

> *"Is more eye-catching. It draws you straight in. I mean on the one where there's all the pink writing straight away, the first thing you see is come here. Get somewhere before you've read any of the pink on the far left. It just that it just shows the clear-cut messages come to Sunderland".* M2F1

> *"I'm OK with the pink so that, it's a bit different, a bit lighter because I see too much contrast. I didn't see education everywhere in the ad".* M2F1

> *"I hadn't really looked into it and then once I started to look into it and I had all of the big bold stuff in my face like the website is very good".* F1F1

> *"I will say that I saw some of it when I came to the Uni and the point where I started seeing all the material of marketing was when I was clear in my mind that yes, I'm going at ahead with the University of Sunderland to pursue my course".* M1F1

> *"It has a very modern young feel to it from the advertising".* F1F3

A recurring observation of the undergraduate pink and postgraduate purple campaign aesthetics was that the advertising was distinctive and eye-catching. Aslam (2006) highlights the various meanings and associations of colour in marketing across different cultures. He emphasises that cultural values, marketing objectives, and the intended relationship are major factors in shaping global marketing

strategies. For these focus groups, the prominence and uniqueness of the creative style stood out more than specific meanings or associations. Nonetheless, opinions varied regarding how memorable the advertising was perceived to be. The discussion participants did not express polarising views or noticeable cultural preferences towards the standardised campaign creative style. The responses will be explored further during the quantitative stage of this research with a larger sample size in the following chapter.

6.3.2 UoS English Advertising Collateral

During the campaign, English has been used consistently across all markets. As a feature of the University brand, this reflects the language in which courses are taught. The focus group discussions provided insight into whether this was the most effective way of reaching audiences considering overseas study.

> "I think it appeals because if a student wants to come to the UK, definitely that person is educated in English and for you like India, it's the largest country where there is English speaking population, right? So that does help. But also I feel it depends on the market that you're trying to access. Like if I if I were to say that you want to access". M1F1

> "Yeah. a market like Mumbai, it having English works and that really is good. But if you're going to South India then probably one or two lines in like say Tamil or Telugu, you know would appeal to them and yeah. But if you see North and Western India, they're pretty much OK with having the posters being in English". M1F1

> "Well, I well if you are promoting the university in a different language, you still have the university also let the students know that the language of instruction is still English. I I'm not really sure if that plays a huge part. Definitely. If I heard it in, I only speak English and a very local finance called Pigeon. So, if I heard the university language in Pigeon, I would really, really be excited about it. But I would be expecting that some parts of the university would offer me something in pigeon, maybe in form of a club or something that relates to what they're offering, what they're putting into their adverts". M2F2

> "Well, for me, I don't really think there's so much. It's going to have so much influence like that because for example, I am from Nigeria and in Nigeria we have over I think over 200 ethnic groups with everybody's speaking like different languages, although we have like 3 major local languages and all that, but if there is an advert that is maybe, maybe some people in the in the UM at that, some people that are part of the team are saying something". F3F2

> "So I think it's OK if it's still in English, although a little bit of that can be included, but I don't think it's going to be too much of an effect". F2F2

> "You want know where you're coming to do and you will not be surprised or disappointed". F1F2

> "I think English is fine. My personal opinion, I think yeah - English is pretty fine. American goes. I guess that depends on other countries, though. Maybe other countries might have more, but for this one for the markets. And I think it's OK". M1F3

> "I'm happy with it. It's what teaching is in". M2F3

6.3.3 UoS Institutional Identity and Brand

The sessions also provided insights into readings derived outside of the visual style of the campaign identity and have been coded accordingly. This includes other communications channels operating in conjunction with the campaign such as the University website, video content or third parties and partners. I.e., in-country recruitment agents:

> "…some of the partnerships with agents in Nigeria for instance". M1F3

For completion, this non-campaign-related category has been included to support an understanding of audience views of the broader brand and for identifying other key selling points and features that may be beneficial to incorporate into future advertising materials.

Concerning video content available online during their research into the UK study proposition, the audience derived views about the environment and student community at the University of Sunderland that were not specifically a key advertising message:

> "I would like to say what I've always thought is that the university looks quite modern, like it has a very modern young feel to it". F1F3

> "I know that I really liked the environment and I told myself that I think this is a good place… basically, even when you are not there". F2F2

> "You have to feel that should be this communal feeling you get from it". M1F2

The insights also suggest that the students also made a distinction between the perceived learning experience at the University of Sunderland to other institutions:

> "It comes across as a very practical university as opposed to maybe a theory-based one as, you know, you look at Oxford or something, it's very heavy. This wasn't very heavy. This seemed like it was more directed towards, like, approachable, approachable and practical in that way". F1F3

6.3.4 UoS League Table Ranking

The campaign materials feature league table rankings and the use of accolades in digital, print, and outdoor advertising. Rankings were frequently cited in the focus groups as content the participants could recall and information influential on their decision-making process.

> "It helped me was to give an assurance to my parents that I was going to a very good place, you know, which is quality". M1F1

> "All of these things, but that it's also like accredited. It's prestigious". F1F3

> "The university is actually rated highly above most of the universes around here, and that was one reason why I actually was compelled them to apply to the university. So the ranking in the UK really does help". M1F3

M1F1 highlights the importance of conveying league table recognition to parents and guardians - this is further elaborated on by F1F3, highlighting that accolades help substantiate a sense of prestige

rather than through accreditations alone. M1F3 encapsulates the recurring sentiment that accolades help differentiate Universities by noting how this was ultimately a deciding factor in university choice.

6.3.5 UoS Personality and Tone of Voice

In addition to explicit meaning, the discussions provided insight into the personality and tone of voice received from the advertising materials. Aaker (1996) highlighted intangible sources of influence, including personality and emotional attributes; these audience views will be compared to the desired view of brand personality in the campaign proposition presented in Chapter 2.

> *"And it says, like, meet the Mackems. I can't remember what page it's on, but like, it's things like that in the books and that go out on the adverts. I actually think it kind of like shows the university has a bit of a like, I don't know, a personality about it". F2F1*

> *"You wanna know that the universities got a personality to it? It's got all of these different courses. That's great. But it's the fact that it has all of these nice little things in it as well" F2F1*

> *"I definitely got a very good impression of Sunderland as a city because people were eager to talk and share and you know they are not snobbish". M1F1*

> *"That it's not like people have been brought in to pretend to be students or you know that work there. I think that's quite nice. They add to showing the personality of the Uni". F1F1*

> *"I mean just on the back of that, I think like the message is quite clear, isn't it? It makes them a bit more of a down to Earth University instead of this, like rigid old university building that just has the logo on it". F2F1*

> *"It just that it just shows the clear-cut messages come to Sunderland". M2F1*

> *"So, it was very cool specific because they were talking about nursing to us prospective nursing students at the time they were there sort of advertising in a direct way to us". F2F*

> *"Quite vibrant and sort of friendly and welcoming". F1F1*

> *"Sort of extroverted". M2F1*

> *"I think I would say like loud bubbly outgoing like the type of person who is the centre of the room no matter where they are in the room". M2F1*

> *"And you know, I'm. I'm pretty much all the time and it's like I I'd say it's the best decision that I've heard of your life coming to the University of Sunderland". M1F2*

> *"I was in to describe someone university as a person, I'll take it from my own personal perspective, amazing. I knew that this is where I'm supposed to be". M2F2*

> *"Friendly, just so human. Like I wasn't treated like international student. I wasn't treated like my skin colour was different. I wasn't treated in a totally different I was treated like a fellow human being. So, I see the university as a human". F3F2*

"The human feel to it. They make you feel like you belong, so they have empathy. They have compassion. When I needed to travel to see my family, I spoke to my program leader, and she was so amazing about it all". M2F2

"I think very intelligent, I mean very intelligent. You know, sometimes I've been class, and I would be like how did you know all of this? How? Just be talking to myself and like in relation to how the lecture and I'll be like how did you know all of these? Like they're actually very, very intelligent". F2F2

"That's what people, teachers and I was just thinking to myself this it actually changed my mind set about that cause because I had another line of career, but actually that those people teaching me made me feel like I can also dive into this path if this other one is not going like they made me see a different aspect of it actually did better than I would have normally done because of those lecturers, they were actually absolutely intelligent like you just know that this is a mix of knowledge, experience all mixed into the teaching atmosphere. It was. It was really good. So, I will say that the lecturers actually very intelligent". F2F2

"At home in place, the way of showing it, you'd be welcome to know that, and you ask the question about advertising". M1F3

"I would say it's friendly, accessible. Uh, surprising like it has elements of unusual things, you know, like the glass centre, which, by the way, I don't know how that will be part of the advertisements inside. I know there's talks and closing it down but it has like elements of things that are not usual, I would say, like interfaith chaplaincy, student, union with the all the staff, so it can be surprising you know with things that it can provide friendly like most of the staff are friendly, the things you see in the advert as well like makes you think makes me think it's like a place I would feel welcomed in and that's why I came here as well like my the tutor that took my interview really made me feel like I belong here". M2F3

"I feel like the ad was showing stuff about: 'Yeah, we have doctors. We have paramedics. We have all these courses available', but the features in the university itself, the like the university is actually quite amazing that we have lots to show. We do have lots of show in the university to make it personalised more about university than about everyone has not everyone has doctors everyone after we can also mention all the courses in a way but best way to show more about the university more of what the university has practically, that makes it different from other universities that will really help more of". M1F3

6.3.6 UoS Advertising Impact on Decision Making

The literature demonstrates a range of factors that may influence the prospective student audience (de Wit, 2015; Koris & Nokelainen, 2015; Vrontis et al., 2018). The views relating to this sub-theme will be compared to the intended meaning that the advertising was attempting to convey, and any incongruous factors will be highlighted:

"Yeah, like if I choose to come to the NE a couple of options that I have and I'm just looking for that tipping points and make my final decision. So advertising would be that reason I could see something in an adverse like am I think was Chrissy who was talking about maybe my course isn't one of the most flamboyant courses, but in an odd, but I could see that it is important to university to put it in there to advertise other people that are like me who want to do a program like I am doing it doesn't have to be like the top engineering or the doctors or the lawyers". M2F2

"I think I think it's mostly when you've narrowed down your choices to about three or four and then you go on to look into them a bit more and if one, if one". M2F3

"University has a better advert or draws you in. You're more likely to go for that one if you've got the same course. If you go into, say, social work or something and you've got courses that are near enough identical. However, the branding and advertisement for one of them is much better. You're gonna go for that one". M3F3

"Like I suppose, Brand did sort of really stand out to me when I was at the university and like their friendliness and the sort of welcoming nature and then sort of did stand out but in terms of like advertising prior to coming, I didn't. It sort of didn't have a play for me". F1F1

"I feel that it could easily pass off as a tourism advert for Sunderland if there was no context given". M1F1

6.3.7 Audience Perspectives of UoS Promotional Collateral Visual Style

From the discussions relating to their visual perspectives, the focus group participants received the campaign's visual style positively. The visual style used in the examples of undergraduate and postgraduate campaign materials was widely regarded as eye-catching, and the heavy use of pink for undergraduate advertising and purple for postgraduate advertising was considered distinct from that of other institutions. The participants also acknowledged the use of authentic student imagery in the materials. Notably, beyond some evidence of individual preferences, it was unconfirmed from the limited sample whether there are any generalisable cultural preferences regarding using this standardised creative style. Chapter 7 will explore this further in the quantitative stage of the research.

The consistent use of English language messaging in advertising collateral has been consciously applied across all markets, as it reflects the language in which courses are taught at the University of Sunderland; when discussed by the participants, English was widely accepted as a universal language for UK HEI advertising. However, the discussion indicated some exceptions; in this case, South Asian students may respond more positively to advertising in their local languages. Having established this as a sub-theme, Chapter 7 will seek to gain detailed insights from a larger sample size. The participants regarded the personality and tone of voice in advertising materials as important, describing it as down-to-earth, friendly, and welcoming. In addition, the participants noted the university's human feel and empathy, highlighting instances where they were treated with compassion and understanding - which elaborates on the personality traits the creative proposition seeks to embody. Additionally, some participants derived meanings around a practical learning experience, which was not one of the primary intended meanings of the materials.

The discussions indicated that the key intended messages from the advertising materials resonated with the participants. However, some views suggest that advertising alone may not be enough to influence a decision. Participants also considered other external factors, such as location and reputation, via league table rankings. There was a consensus that advertising is most influential when a student has already reduced their choices to a few options. The intended meaning of the campaign outlined in the proposition is consistent with the meaning received by participants, who were receptive to the messaging relating to local identity and being supportive, friendly, and career-focused, which aligns with the messaging of the campaign. In terms of perceived brand personality, the participants often acknowledged a sense of energy and confidence from the materials, aligning with the intended personality conveyed in the advertising. Therefore, the findings indicate that generally, while advertising can influence the decision-making process, its effectiveness is subject to the quality of the advertising and how this connects with the individual needs of students.

The conceptualisation within the MCM of incongruent understanding highlights disparities in how the audience receives specific messages, especially the emphasis on league table rankings observed in the discussions, which was not a message communicated explicitly in the examples provided. This association indicates cultural and contextual variations must be considered to enhance message alignment for diverse global audiences. This issue is examined in greater detail through the quantitative analysis presented in Chapter 7.

Despite a broad sense of alignment, minor incongruities in audience readings were observed; notably, none of the participants received the business-minded or informal meanings within the creative proposition. League rankings were acknowledged as a contributing factor in university choice, though they were not a key message in the campaign or showcased to focus group participants; this suggests potential significance for the audience. Other associations may offer alternative selling points for specific audiences, like the We Care initiative and branding features that could enhance future materials, including global partnerships and content focused on the student community. Additional quantitative research with a larger sample will help determine if these insights generalise to specific regions.

6.4 TH2 Perceptions of UK Study Destination

The second overarching theme identified in the analysis captures the various dimensions of student perceptions regarding the UK as a study destination and their impact on the decision-making process. This theme relates to the following areas of the literature review: globalisation, HEI Internationalisation, Cross-Cultural Studies, and UK Learning: HEI Global Brands. Concerning the MCM conceptual model, this theme also relates to H1, Cross-Cultural Dialogue.

6.4.1 UK Cultural Perceptions

The hypothesis that cultural factors and positive views of UK culture influence the meanings of messages in HE advertising is a key element in attracting students to promote UK study.

> *"…I would say the culture of the UK" F1F2*

> *"I think the UK is pretty much favoured. At least coming from India, I can move from that, because whenever a student thinks of studying abroad, he has two options. It is either the US or the UK" M1F1*

6.4.2 UK Education Quality

An attraction of the UK as a study destination is in part directly correlated with a positive student perception of UK HEI providers, a recurring theme across all discussions:

> *"Because the UK have a good education system and it's affordable and the cost of living is also like is not so bad". F2F2*

> *"I think it's also going to be the education system for me too, because Nigeria, to an extent, uses the British education system… We believe that if we come to the UK, it will be easier for us to learn and to learn better because we also use their education system like it's similar to an extent. But we believe that there is a better education system in the UK… So, in Nigeria we already have that perception in our mind that we are coming here to receive a better education". F2F2*

"…And also, a good quality education" F1F2

"I think mine will be education system" M2F2

6.4.3 UK National and Local Identity

Exploring the responses at a granular level, the National and Local Identity sub-theme provides insight into why students chose the UK, specifically Sunderland, as their study destination. The feedback indicates a perception that Sunderland is safe, friendly, and welcoming—more so than other UK cities in some instances.

"Sunderland on a list for safe cities to live and when I saw an interview with some students that had come over, they said that they'd found it on a list of UK Universities in a safe area to live". M2F1

"Yes, it's a community, it's safe". F1F3

In addition to the view that Sunderland is a safe city, it was also widely regarded as friendly and welcoming - this was a recurring sentiment observed in the sessions:

"I think it's kind of like in a way endearing… like the cute little phrases". F2F1

"I've had a lot of feedback that Sunderland is quite a friendly and welcoming place, and I've not heard anything other than people have felt very welcome here". M3F3

"People come across as less entitled. And yes, then it's positioning against sort of the seaside and the and aesthetics of it are quite good. Yeah, it's just mostly the feedback from people saying that it's quite a welcoming place". M3F3

6.4.4 UK Study Destination Intended and Received Meaning

The findings contextualised locally focused attributes with opinions about the wider UK. The original campaign documentation, including the creative proposition and campaign messages, does not aim to promote the broader UK as a study destination but focuses on the local area, as indicated by its "supportive" regional traits. Responses reflect considerable knowledge and perspectives on the UK as a study destination, such as cost and quality. These are not main messages but influence decision-making about Sunderland, including safety perceptions compared to other UK locations.

The creative proposition and key messages aim to communicate that the University of Sunderland is a friendly institution. The student responses show that this impression extends to the general view of the city as well, with participants regarding it as welcoming and grounded, demonstrating a high degree of alignment between the institutional culture of the University and the surrounding area.

6.5 TH3 Perception of UoS Offering

Although the primary focus of these discussions was to understand the received understanding of specific advertising materials used to recruit a current cohort of students, the focus groups also provided valuable insight into the post-enrolment lived experience of the students. This provides insights into the congruity and authenticity of the intended meaning and provides an opportunity to identify incongruous readings - which may be potential key selling points to be incorporated in future campaign activity.

6.5.1 UoS Employability

Within the experience of the UoS proposition theme, employability was a notable sub-theme identified from the discussions and can be related to the key campaign messaging conveyed in the campaign documentation.

"I like what would be the job prospects. So yeah, apart from that, yes, it is right up there. It is, I would say either first or second depending on what course the student pursue". M1F1

"You need help. How would the employer fit in them like now if you go to home bridge or Oxford, I use go to an employer, have a higher chance. So, I think then think of that so". F1F2

"Another thing that I notice is where this they started off at the end showing you that the university cares about your success. So, success is always at the end at the back of the minds of the university and they wanna take you from where you are to where you wanna be, not just when you're done. OK, that's it. Goodbye. You wanna make sure that after you're done with the university that they support you to achieve the roles or the attachments that you see for yourself? So, you want to get it?" M2F2

"I'll get the message that it's kind of like a place where you come and you are transformed in a way, and then you find your own path. Let's say superstar students that have reached those five places that they were in the video as well, they found their own path afterwards, but they've been here. Oh, at one point to do their degree. And with this this posters as well I get come here and then get somewhere it's like come here because it's an attractive point where you can spend 3-4-5 years and then you can find your own path. Maybe that's the thing. That's the message that I get". M2F3

"We saw the nurses, we saw the doctors, we saw people we yeah, we saw. That's why you become when you finish university but not about what university is about. What happens in the university". M1F3

"Yeah. And. And another thing that I notice is where this they started off at the end showing you that the university cares about your success. So, success is always at the end at the back of the minds of the university and they wanna take you from where you are to where you wanna be, not just when you're done. OK, that's it. Goodbye. You wanna make sure that after you're done with the university that they support you to achieve the roles or the attachments that you see for yourself? So, you want to get it?" M2F2

"Cause for instance, I think also to tell people even when you finish at the University, we can help you get a job like the like. Telling people that isn't the end of the journey. You even like, even while in school, you don't know what to do, what to do with a degree we can actually, we have this one features department that actually helps you get you set up in live models. Getting the degree that you never doesn't just give you a degree, but it also helps you set up, get a job after just wait, just slide it in there somewhere". M1F3

"I'll get the message that it's kind of like a place where you come and you are transformed in a way, and then you find your own path. Let's say superstar students that have reached those five places that they were in the video as well, they found their own path afterwards, but they've been here. Oh, at one point to do their degree. And with this this poster as well I get come here and then get somewhere it's like come here because it's an attractive point where

you can spend 3-4-5 years and then you can find your own path. Maybe that's the thing. That's the message that I get". M2F3

"What I what I'm guessing is that if you come in, you get transformed in a way like you get you get from the first one. The ones I'm seeing here say something about". M1F3

"Give you the tools into succeed like come the university actually helps to succeed in a way like it provides". M1F3

"You'll be transformed when you go to university is actually what I'm saying from here. We actually get your help. You come here and get where you're going to". M1F3

"The end point of life like we can help you get there. The vision you have about yourself or whatever you have by yourself, we can help you get there". M1F3

6.5.2 UoS Facilities

Facilities were highlighted as an emerging sub-theme of the experience of the overarching UoS proposition theme. As outlined in the campaign aims, campus experience features heavily, and this sub-theme will help address whether this representation in advertising materials aligns with students' lived experiences.

"Umm, I think if you know it's got certain things that maybe a lot of Unis don't. So, like for example the anatomy facilities that we have, you know, are state-of-the-art and not many Unis have them". F1F1

"Well, for me, I think in the advertisement, I would love to see how the university uses more technology. I think it would really, really, um, maybe give a better opinion about the university because I know that when I saw one of the adverts on the website at the time it was just like showing like general things. But I think the world is like going into like technology is like leaving ways to different things and a lot of people know that technology is the future. So, if the advertisement is showing how technology is being used in school, the learning process and knowledge transfer and all that, I think it's really going to also increase". F2F2

"I'm from the places that I've worked from, from places that I've worked. I realised that if a lot of people are not very technologically advanced, a lot of people believe that believe in simplicity. Some people are afraid of technology. Some people believe that is easiest way to lose money or to be scammed. Some people just want to remain the way they that they are. So, I believe they are. The university should be able to portray a stand where no matter what your technological stand is there's a place for you at the school. So, if you're technologically advance your technologically savvy your they can definitely accommodate what you have. If you are not, however, there's also a space for you at the university, because if you if you portray point where only those who are technology service can come to university already, reducing your target markets". M2F2

"So, I think you know like sort of talking, you know like sort of like making clear that like you know this this is what the services are, this is like this is what the technology is behind them. And I think that will be quite good as well. And also, when it comes to like international students seeing what is available". M1F2

"So, I mean when I check the video, I know that I really, really liked the environment and I told myself that I think this is a good place. So, I think the advice is means helps you to have a few of the environment of the of the environment". F2F2

"Yeah, well, what kind of facilities do university has? For example, last week I discovered the Priestman building where you can do your university work. There are some laptops and computers there, but the building is full of art. So maybe some people want to have like, a day where they are, you know, arty vibe, type of study or the more library each one like 2, maybe study in a different kind of style. So, you say". M2F3

"We don't know how you get there, but you get. Yeah, but we'll get you there. But we don't. We won't tell you how you some this morning. University has so much to offer. Like when I come to university. I was even every day. I still get amazed. What university has that? It's quite different. So, if we can show more about what the university has, it would be amazing. Then what's or every what a person shows just something that makes Sunderland special". M1F3

6.5.3 UoS Inclusivity and Diversity

The literature reviewed in Chapter 3 illustrates high audience receptiveness towards cultural, ethnic and generational diversity cues in advertising (Nijseen & Douglass, 2011; Licsandru & Cui, 2019). While there is existing research into diversity in advertising being a pathway to creating authentic advertising (i.e. Ting et al., 2015, Madadi et al., 2021), there are limited contributions around this in the context of HEI advertising. The Inclusivity and Diversity sub-theme featured heavily during the focus group sessions and its relationship with the campaign messaging and how this is presented to prospective students will be evaluated in this section.

"Inclusiveness, you know, when you coming from a different region, you want to see that the university is accepting of all cultures and all religions and all of all races. Something that you really want to see. You wanna see the diversity in the university when they advertising. You wanna see that the university has a diverse look to its to its appeal". M2F2

"That kind of work with their you know, with like their, where they're from the religion. The cause we have a lot of sites at the university that you know accommodate like your different religions like, you know the Nigerian slightly different be insight is you've got. You are talking for like different religions as well. So, I think it will be quite good for the international students". M1F2

"From that I could see - diverse. I could see inclusion and those are things I feel that that the advertising was trying to portray, that everyone's welcome at the university". M2F2

"That doesn't matter where you're from, who you are. University would ask is accepting of everyone so. I think the advertising is very important role to me in making decisions". M2F2

"I would describe them as a very friendly inclusive and professional and really knowledgeable". M2F2

"I will describe this university as really nice, like very inclusive, it's very diverse". F2F2

"OK, basically, I was gonna say, you know, that when it comes to university, I find it very, you know, a lot of people have said inclusive, diverse, you're wise as well". M1F2

"I would just say it comes across as very friendly you know, it feels like home" M1F2

"We have students aging from 18 to I think the oldest is… they're like 80 or something". M3F3

6.5.4 UoS Location

Location was a recurring topic within the wider UoS proposition theme. As much of the existing literature focuses on the broader appeal of the UK study destination (e.g., Brooks & Waters, 2011) rather than specific cities or regional locations, the focus group sessions' outputs help inform whether the campaign's regional and location-focused messaging aligns with the student experience.

"I think definitely the fact it's a like a seaside town. And we've got a beach". F1F1

"The beach is so nice". F2F2

"A lovely seaside town. So, I do think that is a big draw". F2F1

"I do think the beach has appeal". M2F1

"OK, for me, I think it also very important because when I was, when a friend told me about the University of Sunderland, I wanted to know how the place looks like because that would be my first time coming to the to the UK would be my first time living outside of Nigeria. So, I wanted to know how the place would look like, how the environment is, isn't it?" F2F2

"For me, what actually formatted university was the image of St. Peters'. The view from St. Peters, the one with the with the river in it, so that so that was like, I'm sure that I'm going to beautiful place. The beauty of Saint Peters was one thing that brought me here and it seemed to have the vibrant I think a vibrant social life is quite important for some people you know just a way of marketing the vibrance of your life". M1F3

"I think when people say Sunderland, they think Newcastle or Durham or somewhere bigger, yeah". M3F3

"I'm from Pakistan and in Pakistan, Sunderland is not a very known place. Like if somebody saying you think Sunderland, you think Newcastle in Pakistan you think Sunderland you think where the hell is that?" F1F3

6.5.5 UoS Social

As well as academic experience, the focus groups demonstrated that for many international students, the social life at university is a major factor in the student experience and is a key dimension of the campaign proposition. Acculturation is acknowledged to be a frequent challenge for international students studying abroad, so these insights into the student social experience can also provide insights into the literature gap identified by Smith & Khawaja (2011), who suggest future research into social adaptation can deepen the holistic understanding the international student experience. This theme also shows evidence of a recurring received meaning in the form of diversity and inclusivity, which whilst present in the campaign materials, was not a specific key message of the campaign.

"The student life". M1F2

"I also think that equal is the school life balance. So that means you can focus other career focus on your career and still have a good life balance. Like you can make meet with people, go out, afford get like, interact, connect network which is really good. So I think that conveys how people can actually have both in one. So you can meet people, connect network in the school and still build your career in the same place". F2F2

"Well, I've nothing very important for everything because advertising is not only like entertainment, so information and, umm, what's the word is also? I'll be like, oh, I can go… But if I don't know anything about the school then I won't even know to come here, and I won't even know if they have the courses that can do so, I'll say like advertising for them but people don't know about it because they know well marketed. They know where outside so". F1F2

"It has a very good school life balance. Where I could hang out. I could. I could go out with friends, and I could still catch up on my schoolwork. Could be the diversity that the university is portraying". M2F2

6.5.6 UoS Student Support

Student support, an attribute defined in the campaign proposition, was a notable sub-theme identified in the focus group. This section will discuss what elements of student support feature in the student experience and whether these align with the campaign messages.

"Were they, say, world noon or something like that or so it's something that I'd like something like. Oh yeah. I think they have a lot of people that they are also very supportive of their students and their students are also quite successful and have that kind of hoping that. As I'm coming, I'm just - Maybe I could be of going to be really successful myself and I really like the start of the adverse effect. I thought that that was like the video. I got really interested". F1F2

"Cause for instance, I think also to tell people even when you finish at the University, we can help you get a job like the like. Telling people that isn't the end of the journey. You even like, even while in school, you don't know what to do, what to do with a degree we can actually, we have this one features department that actually helps you get you set up in live models. Getting the degree that you never doesn't just give you a degree, but it also helps you set up, get a job after just wait, just slide it in there somewhere". M1F3

"Maybe something cause during the cost-of-living crisis, a lot of parents are sort of apprehensive of. Choosing university for their child's they'll be worried that they're gonna have mental health difficulties due to lack of finances and things and just looking at the support around it". M3F3

"It's very community centred". M3F3

I think like I said about earlier, about the We Care team, maybe because it has won every award for support with estranged students. And I think showing that the university does have aspects of support, so at the minute the advertisement sort of like, right, you're here - The university will help you get here. M3F3

6.5.7 UoS Teaching and Course Content

As the participants of the focus groups were all current students, the accounts of their experience post-enrolment provided an insight into how the participants feel courses are presented in advertising

materials, if this is consistent with their actual student experience, and whether there are any unexplored unique selling points to incorporate into future materials.

"I think our PGCE courses or education course are 100 years old. So that's something they should feature. I might have missed out on that, but I didn't catch it. I don't know. Yeah, it comes to comes to this written material". M2F1

"I was more looking at the course specifics. So, I would research them on their websites and go to the open days, but saying that when I went to the events, the sort of universe Sunderland". F2F1

"So, it was very cool specific because they were talking about nursing to us prospective nursing students at the time they were there sort of advertising in a direct way to us". F2F1

"I'd say it like the big one is you know what that university can offer us students, or you know what? What other kind of courses that. That's the university offers. Like, what are the, you know, what are the specializing in particular? You know, if you watch some even watching an advert for November, for example, they'll really sort of push the fact that the quite big on, like medical stuff and more like more sciency categories". M1F2

"Yes, I like as well. How are you going on the go on the diversity? I like how you're showing a diverse range of courses. You when I've watched adverts for likes of Newcastle, Northumbria and other universities around the UK, I've noticed that they focus a lot on like the more academic degrees you know. So, like medicines. Yeah. They go. Oh, you're sort of science degrees and maybe a bit of English or maths or something like that. But I've noticed that in that you show everything you even show". M1F2

"Like you're the radio side of things like the media production side of things, which is great. You know, I am in media production student and so you know sort of saying that representation of like you know wherever you want to go as a student you can go there. And I feel like, you know Sunderland doing that really makes that you're really makes the Uni more enticing to someone who wants to try something other than like a very academic course". M1F2

"I feel like for me, those advertisements and like those sessions that we had with the staff and that was really influential, and you know" M1F2

"They have a wide range of courses like there's some courses I've never had in my life, they are also very friendly and they're also makes things easier for students like they have a lot". F1F2

"They are going in deep, deep, deep, deep to teach. They teach outside some. You know that for us to face what the outside world is going to be, competition that will be coming from the outside when we graduate, you know when we'll be looking for job, you know? So, they are preparing us in all ramifications of life". M1F2

6.5.8 UoS Value, Fees and Scholarships

The focus group discussions reiterated the literature review observations concerning the marketisation of higher education and the impact of study costs on the decision-making process (i.e., Choudaha et al., 2013). As a key determinant in selecting a study destination and in shaping perceptions of the value proposition of UK HEIs, these findings offer insights into the financial

perspectives of current students and the extent to which this influences the decision-making process of prospective students.

> *"And I would want to add about what really attracts so because we are international student - I would say that, uh, our fees are quite reasonable for a student who is planning to come to India, so that is definitely it should be there somewhere up in a very subtle way".* M1F1

> *"I also think that, uh, the school care and making me much more affordable than for the countries like Canada and US".* F1F2

> *"It's affordable and the cost of living is also like is not so bad so".* F2F2

> *"I would say that there's support for students financially every manner".* F1F2

> *"I get my African food ingredients, you know so things are made very, very easier for me. In other words, Sunderland is accessible is affordable, you know".* M1F2

> *"The money that I've spent in coming to University of Sunderland is actually not the way I am highly fulfilled. You know, I'm looking forward to maybe embracing some of the other courses, maybe PhD program in the nearest future with. And University of something like because University of Sunderland has really made me reach my goals".* M1F2

> *"At the time I came in was one of the cheapest then was quite affordable compared to others".* M1F3

> *"So besides that, the price is the fee structure was quite affordable, but I checked for checked for MB. Now is I think it's £17,000 now so it's quite more expensive than usual so I don't know what the structure is, but there's some negative feedback from people recently, but that's just the understanding just on this side".* M1F3

> *"I'm from Romania and I know a lot of Romanians used to come to the UK because of the benefits of… Well, not now anymore because of Brexit, but before you could apply for the student loan and the tuition fee as a European if you were from a European country and you would get them easily or let's say nowadays I'm not really sure because people need to have that special status like pre settled or settled status in order to apply for university fees".* M2F3

> *"If it's possible because you know, like for instance, a friend of mine was comparing the fee structure with that of Lincoln, that of South Wales, but I think South Wales, Lincoln is high too. It's just you pay half then you know I think I think some people are the way you can pay. I will stay there, and it was written like £1000 every month something like that. Something just like that, just structure".* M1F3

6.6 Analysis of congruous and incongruous audience readings

Having reviewed and categorised the outputs of the focus groups, this section presents a table to provide a visual representation of the similarities and differences between the intended and received meanings of the identified themes related to the brand proposition. Following the discussion of audience received meanings in this section, Table 6.4 relates the focus group outputs to the dimensions of the original brand proposition matrix devised by the University of Sunderland (2020) outlined in Chapter 2; this includes Common Attributes, Characteristics/Personality and elements

relating to Campaign Creative. This diagram features the intended meanings from the campaign proposition as a basis for comparing the prevailing received meanings from the audience.

6.6.1 Congruity of Common Attributes

The common attributes outlined in the campaign proposition were consistent with the received meanings derived in the focus groups. Associations with Friendly, Career Focussed, Widening Participation, Real-World, Supportive and Proud of our Region were consistently expressed across all the discussions focussed on TH2 Perceptions of UoS Visual Identity and Advertising.

In addition to consistently identifying the intended meanings, the participants noted several additional associations not specifically intended in the campaign proposition; these included Inclusiveness and Diversity, Community/Belonging, Practical, and Transformative.

The audience suggested that inclusivity and diversity were key messages of the campaign, and whilst the creative visuals represented the diverse Sunderland student community, this element reflects an institutional value rather than a consciously included campaign message outlined in the proposition.

6.6.2 Congruity of Characteristics/Personality

The intended meanings surrounding characteristics and personality that the campaign sought to convey were identified by the participants, with the conversation covering aspects that were local and versatile, with a real-world focus. The participants recognised elements of professionalism that are consistent with the business-minded aspect of the campaign's personality. The content presented was widely regarded as straight-talking and bold - confident and unfussy - and the recurring references to the seaside were consistently noted.

One key intended meaning, however, was not picked up by the participants: the intention to convey that the university was "punching above its weight" relative to other institutions. To establish whether this is generalisable, the quantitative phase of this research will present this to a larger sample.

An incongruous meaning was observed in that some participants felt the advertising sought to specifically convey work-life balance, which, despite not being intended, was nonetheless generally regarded as a positive message.

6.6.3 Congruity of Campaign Creative (Undergraduate)

Discussions around the bold, pink visual style of the undergraduate campaign creative showed a strong consensus about what the advertising was set to convey. The intended characteristics of being "bright", "confident", and "energetic" were consistently identified in the discussions, although readings consistent with the intended meaning of "galvanised" were not present. With this exception, the intended meanings were not contested by any of the participants in this category.

Despite an indication that the intended meanings are successfully communicated through the advertising creative, some incongruous meanings were identified. For instance, some participants read the campaign as attempting to appeal specifically to a younger audience, rather than reflecting the widening participation agenda of the university. The discussion also identified a range of additional meanings, including the prevailing association that the campaign visuals were somewhat touristic and focused primarily on promoting the university based on the strength of the local area, which was not an intended feature of the campaign

6.6.4 Congruity of Campaign Creative (Postgraduate)

The contrasting purple visual style used in the postgraduate campaign was intended to elicit associations of maturity and distinction from the undergraduate materials. The response from audiences, however, was not entirely consistent with the intended meanings of confidence and informality, evoking discussion about whether the materials were memorable. Whilst the materials were intended to demonstrate confidence, this was not fully consistent with audience readings.

6.6.5 Sources of Incongruous Meaning of Campaign Materials

To summarise, having discussed the congruence of the messaging attributes within the campaign materials, the sources of incongruous meaning from each of the sub-themes defined in the NVivo-based stage of the analysis are defined as follows and allocated to a thematically associated brand proposition dimension to enable further discussion and analysis:

Meaning	Incongruity of message	Related Focus Group Sub-Theme	Related Brand Proposition Dimension
Inclusive and Diverse	Unintended reading	UoS Institutional Identity and Brand	Common Attributes
Community/Belonging	Unintended reading	UoS Institutional Identity and Brand	Common Attributes
Transformative	Unintended reading	UoS Personality and Tone of Voice	Common Attributes
Work-Life Balance	Unintended reading	UoS Personality and Tone of Voice	Characteristics/Personality
Punching above our weight	Not present in audience reading	UoS Institutional Identity and Brand	Characteristics/Personality
Modern/Young	Unintended reading	UoS Personality and Tone of Voice	Campaign Creative (Undergraduate)
Touristic	Unintended reading	UoS Branding, Creative and Visual Style	Campaign Creative (Undergraduate)
Confident	Not present in audience reading	UoS Personality and Tone of Voice	Campaign Creative (Postgraduate)
Informal	Not present in audience reading	UoS Personality and Tone of Voice	Campaign Creative (Postgraduate)
Memorable	Unintended Reading	UoS Personality and Tone of Voice	Campaign Creative (Postgraduate)

Table 6.4: Sources of Incongruous Meaning

6.6.6 Non-Campaign Related UoS Associations

As the participants were current students, the discussions confirmed alignment with the intended campaign message while offering insights into their lived experiences at the university beyond the materials. These broader associations highlight key attributes that could help shape future campaign messaging and suggest whether the priorities of international students may require a more tailored approach in future marketing. One such insight was participant awareness of the University's global

partner network; this global profile was regarded as an important reputational element that may be attractive to students.

The University campus location was considered safe - a positive attribute and key selling point, particularly for prospective students and parents concerned about security. League table rankings were also frequently mentioned in the discussion - though present in other focused campaign materials used in university marketing activities, the campaign materials presented to the group did not include rankings and accolades as part of their key messaging, suggesting that future content aimed at international students may benefit from the additional use of institutional accolades as a leading message.

Additionally, some participants noted that the university's accessible price was desirable, suggesting that future internationally focused materials may benefit from leading with messaging around affordability. While affordability is present in more granular communications sent to prospective students during the recruitment cycle, an evident influence on the decision-making process suggests that it could be utilised as a key message in future campaigns.

6.6.7 Non-Campaign Related UK Study Associations

The focus groups also provided strong insights into the broader appeal amongst international students seeking UK study opportunities, which could further inform the messaging of future campaigns. A recurring theme was an interest in experiencing UK culture, which extended to the association of UK study with high education standards, a recurring topic across all discussions. In addition to positive perceptions of the University of Sunderland's affordability, the wider UK was seen as a relatively cost-effective international study destination - a potential key selling point with strong appeal to international students.

For completeness, in addition to the congruity of the meanings drawn directly from campaign materials aimed at prospective students, Figure 6.5 tabulates student associations about the University of Sunderland post-enrolment that could potentially feature on future campaign materials under the Non-Campaign Specific UoS Associations heading. The generalisability of these results will be investigated further in Chapter 7.

6.6.8 Synergies with conceptual models

In addition to the application of the MCM developed in Chapter 4 as a conceptual framework to represent the essence of the project and focus for the discussion in this chapter, aspects of the findings can be aligned with the seminal Customer-Based-Brand-Equity model (Keller, 2003) presented in the literature review and methodology chapters of this thesis, which offers synergies with the process adopted in this chapter and can help further enrich the discussion of the outputs.

The CBBE model, unlike the MCM, confirms brand equity rather than exploring message congruence but shares similar principles. Focus group findings on brand salience, performance, and imagery align with Keller's CBBE model's Brand Identity element, confirming alignment with intended meanings while identifying unintentional, incongruous visual aspects (discussed in section 6.3.1). Regarding Brand Meaning, Keller's Points of Difference (POD) and Points of Parity (POP) are mirrored in this research, distinguishing unexpected readings like "Modern and Young" (POD) from shared meanings like "Career Focused" and "Friendly" (POP), with incongruence discussed in section 6.6.5. The Brand Response dimension from the CBBE model can also be aligned with the emotional responses elicited from focus group participants, primarily in the area of brand personality, where participants were encouraged to anthropomorphise aspects of the brand - for instance, through identifying energetic or informal qualities from the visuals. Finally, the brand resonance dimension, which in Keller's CBBE model represents a deeper connection and pathway to brand loyalty, can be attributed to some of the more emotive, personal associations shared in the focus group sessions.

Given the personal nature of group contributions, often informed by the participants' unique lived experiences and their relationship with the University of Sunderland and the UK as a learning destination, these deeper connections do not always align with the campaign's proposed aims. For instance, attributes such as "Inclusive and Diverse," "Work-Life Balance," and "Transformative," which are key elements of the wider student experience, were not explicitly key messages embedded into the campaign.

The MCM model developed primarily for this project, accounts for external factors such as environmental factors associated with the UK HEI landscape and cross-cultural dialogue accounting for cultural influences which can support the evaluation of what is essentially a dynamic received meaning of a generally homogenous message received by a diverse, global audience. The four dimensions of the CBBE model relate to the internal factors of brand and consumer perceptions and not environmental and other external factors like the MCM model, therefore, whilst the CBBE model is useful for evaluating static aspects of brand equity, the nature of the findings from the focus group sessions suggest it is paired with a specified model that addresses audience-specific external factors to provide a more complete understanding. The quantitative phase of this research detailed in Chapter 7 addresses potential regional variations of message congruence.

6.6.9 Integration with Campaign Proposition Attributes

Having identified the actual received meanings derived by the participants of the exploratory focus groups, each was cross-referenced to the intended meanings of the campaign creative materials outlined in the brand proposition documentation. Thematically, these are separated into the dimensions of Common Attributes, Characteristics/Personality, Campaign Creative (Undergraduate), and Campaign Creative (Postgraduate). Observations that did not apply specifically to the campaign creative and related to other a priori perceptions of the broader dimensions of the University of Sunderland and UK study in general were captured under the Non-Campaign Related UoS Associations and Non-Campaign Related UK Study Associations.

In table 6.5, items where the intended meaning aligns with the meaning derived from the focus group discussions is denoted with a "✓"; additional, unintended meanings that were not specifically a key message, yet nonetheless received by the audience are identified with a "+"; finally, the "✗" symbol denotes incongruous meanings that the audience did not identify during the discussions.

Common Attributes	
Congruity of intended Meanings	Friendly ✓
	Career Focussed ✓
	Widening Participation ✓
	Supportive ✓
	Proud of our Region ✓
Incongruous Received Meanings	Inclusive and Diverse +
	Community/Belonging +
	Transformative +
Characteristics/Personality	
Congruity of intended Meanings	Local ✓
	Versatile ✓
	Personal ✓
	Real-World 'Life' ✓
	Business-Minded ✓
	Straight Talking/Bold ✓

	Confident/Unfussy ✔
	Punching above our weight ✖
	By the Sea✔
Incongruous Received Meanings	Work-Life Balance **+**
Campaign Creative (Undergraduate)	
Congruity of intended Meanings	Bright/Confident ✔
	Energetic ✔
	Galvanised ✖
Incongruous Received Meanings	Modern/Young **+**
	Touristic **+**
Campaign Creative (Postgraduate)	
Congruity of intended Meanings	Confident ✖
	Mature ✔
	Informal ✖
Incongruous Received Meanings	Memorable **+**
Non-Campaign Related UoS Associations	
Other Associations	Global Network **+**
	Safe Location **+**
	Accolades and Ranking **+**
	Accessible **+**
Non-Campaign Related UK Study Associations	
Other associations	Culture **+**
	Relative Affordability **+**
	UK Education Quality **+**
Descriptors	
✔ = Congruent audience reading	
✖ = Incongruent or not present audience reading	
+ = Additional Meaning or Association (non-campaign related)	

Table 6.5: Creative Proposition Analysis

Using the 7-point Likert scale format, the attributes presented in Table 6.5 informed the content and design of the survey used to capture data for the quantitative phase of this research (Appendix 4). Section 5.7.1 illustrates how each attribute was incorporated into the survey and aligned to address a relevant research question; Chapter 7 presents the results of the quantitative phase of the research. Furthermore, additional optional qualitative responses relating to peripheral elements of this study were obtained from the free text questions of the survey; this data has been purposely kept separate from the core qualitative findings presented in this chapter and for completeness is outlined in the following section.

6.6.10 Survey Free Text Response Data

The multiple-choice survey in the quantitative analysis process presented in Chapter 7 featured optional multiple-choice questions. For completeness, this chapter integrates the results; please refer to Chapter 8 for a discussion of the qualitative survey data.

Additional optional survey questions were included to enrich the findings with additional insights into the audience's understanding. Only 36 participants chose to respond to the optional questions, providing usable responses for qualitative analysis. Following the focus group analysis in section 6.1, the 40 most frequent words were identified; the weighted list is in Appendix 3.

In the context of the focus group themes developed in this chapter and the brand proposition framework which underpins the intended meanings of the campaign creative, the most frequent words from the free text responses can be aligned to the themes and sub-themes as follows:

Focus Group Theme	Focus Group Sub-Themes	Associated Survey Free Text Responses
TH1 Perceptions of UoS Visual Identity and Advertising	• UoS Advertising Impact on Decision Making • UoS Branding, Creative and Visual Style • UoS English Advertising Collateral • UoS Institutional Identity and Brand • UoS League Table Ranking • UoS Personality and Tone of Voice	• Advertisement • Marketing • Materials • Unprofessional • Beautiful • Environment • Diversity • Focus • Services
TH2 Perceptions of UK Study Destination	• UK Cultural Perceptions • UK Education Quality • UK National and • Local Identity	• UK • International • Studying • Study • Culture • World • Life • Educational • School • Students • Student • Opportunities • Experience • Facilities • Diversity
TH3 Perception of UoS Offering	• UoS Employability • UoS Facilities • UoS Global Network • UoS Graduate Destinations • UoS Inclusivity and Diversity • UoS Life Experience and Personal Development • UoS Location • UoS Social • UoS Student Support • UoS Teaching and Course Content • UoS Value, Fees and Scholarships	• Sunderland • University • Universities • Quality • Career • Education • High • Learning • Friendly • Ranking • Business • Excellent • Scholarship • Teaching • Future • Skill • Knowledge

Table 6.6: Frequent Free Text Responses

Whilst the scope for generalising these insights is limited due to the relatively low volume of participants who opted to complete the optional questions at the end of the survey, the keywords support a deeper understanding of underlying sentiments expressed by respondents and most significantly, can be aligned to the thematic areas established during the qualitative analysis of the focus group responses, with no significantly outlying themes identified during this stage. These findings, and the results of the exploratory focus groups, will be discussed holistically, in context with the quantitative findings in the conclusion and recommendations of this thesis.

6.7 Chapter Summary

This chapter has provided an overview of the outcomes of three semi-structured focus groups comprised of current students who were exposed to the Life-Changing Moments advertising campaign during their journey to study at the University of Sunderland. In addition, the sessions also addressed preconceptions of the UK learning experience as well as their lived experience following enrolment to help distinguish their views and interpretations of the campaign materials and highlight potential new key selling points for future marketing activity.

Following transcription, the data recorded in the sessions were analysed and coded using the NVivo analysis platform. The data were categorised across three overarching themes: TH1 Perceptions of UK Study Destination, TH2 Perceptions of UoS Visual Identity and Advertising, and TH3 Perception of UoS Offering. A range of sub-themes relating to different dimensions observed from the topics covered in the discussion were also included. Each theme was then linked to relevant literature review themes and the conceptual framework components.

After discussing the focus group views, a comparison was made to the original brand proposition. It was determined that, among the participants, there was generally strong alignment with the intended message of the campaign. However, some unintended associations emerged, even when separating pre-existing views of the UK study and the post-enrolment experience at the University from responses specifically related to the advertising. These findings also highlight potential variations due to cross-cultural dialogue, where cultural nuances affect how messages are interpreted - an area explored in detail in Chapter 7. At this exploratory stage, the findings were cross-referenced with the intended meanings in the original brand proposition, which detailed the key messages the campaign aimed to convey. By combining additional received meanings with intended meanings, a survey instrument was developed to capture a broader range of audience associations for the quantitative phase of the research. This chapter also discusses supplementary findings from the small-scale yet enriching optional free-text response questions in the otherwise Likert-scale-based multi-choice survey.

The following chapter on Quantitative Data Analysis applies the findings from this chapter to create a multiple-choice survey distributed to a larger sample population, generating substantial data volumes to enable statistical analysis across global regions and to identify trends in message congruence.

Chapter 6 - DProf Portfolio of Evidence Linkages
For additional insights prior to the commencement of the research phase of this project, an early conceptualisation of the approach used in the qualitative research phase can be found in the Thematic Study Map (DProf Portfolio of Evidence Section 3.0).

CHAPTER SEVEN - QUANTITATIVE DATA ANALYSIS

7.0 - Chapter Introduction

Following the initial qualitative phase of the mixed methods process, this chapter details the research stage based on a multiple-choice survey to generate a larger volume of data to producing robust findings across a broader prospective student participant sample. Consistent with the dimensions represented in the Message Congruence Model (MCM), this quantitative phase explores whether specific demographic factors relate to variations in message congruence between the University's intended brand messaging and the received meaning the audience derives. The findings from the exploratory qualitative phase of the study also identified additional items in the form of unintended received meanings that were also evaluated during the quantitative phase; the survey design can be found in Appendix 4. For the quantitative phase of this research, the Qualtrics survey platform was used, in conjunction with the University's Hobsons CRM system for email delivery; data were processed and analysed using statistical package SPSS Statistics, SPSS AMOS and Microsoft Excel.

The optional, free-text, qualitative responses presented as optional questions at the end of the multiple-choice survey sit outside the scope of this inferential statistical analysis process and serve the sole purpose of enriching the discussion of findings in Chapter 8. The findings relating to campaign creative in the Creative Proposition Analysis are classified in Figure 7.1 as follows, with each dimension of the overall campaign proposition represented as an overarching category containing a sub-set of each intended meaning and the additional received meanings derived from the exploratory focus group in Chapter 6. Additional unintended meanings derived from the exploratory focus groups are denoted in the diagram with a "+" symbol.
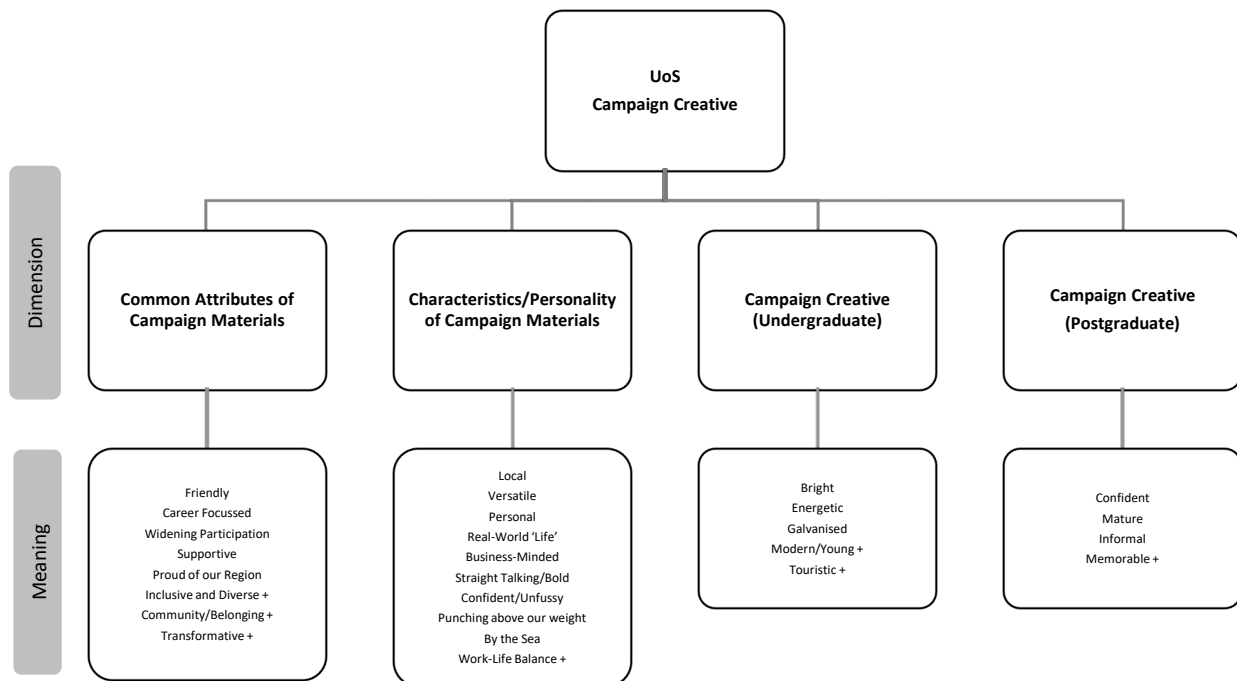
Figure 7.1: Classification of factors relating to UoS campaign creative

For clarity, the research questions this project seeks to address are as follows:

- How far is received meaning congruent with intended meaning? (RQ1)
- How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)

- To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)

To test the hypotheses outlined in Chapter 5, response data relating to each of the sub-theme variables associated with the research questions were subjected to multiple stages of statistical analysis to establish which variables are statistically significant and ultimately determine whether each null hypothesis should be accepted or rejected.

The research hypothesis tested through this process are displayed in the table below for reference. The null hypotheses the following baseline assumptions; the null hypothesis for H01 is that 'The intended meaning of the University of Sunderland marketing campaign materials is not congruent with the received meaning derived by the audience'; for H02 it is that 'Demographic factors do not significantly influence the received meaning of UoS marketing campaign materials derived by global audiences.'; finally, for H03, 'Standardised UoS marketing campaign materials produce no variance in readings across multiple global audiences'. To summarise each hypothesis, the related statistical analysis method and the relevant research question are outlined below:

Research Hypothesis	Related Statistical Method(s)	Associated Research Question
Hypothesis H01 - (H0) The overarching intended meaning of the University of Sunderland marketing campaign materials is not congruent with the received meaning derived by the audience. - (H1) The overarching intended meaning of the University of Sunderland marketing campaign materials is congruent with the received meaning derived by the audience.	Mean Response Scores, Structural Equation Modelling	How far is received meaning congruent with intended meaning? (RQ1)
Hypothesis H02 - (H0) Demographic factors do not influence the individual received meaning of UoS marketing campaign materials derived by global audiences. - (H1) Demographic factors influence the individual received meaning of UoS marketing campaign materials derived by global audiences.	Structural Equation Modelling, Linear Regression Analysis	How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)
Hypothesis H03 - (H0) Standardised UoS marketing campaign materials produce no variance in readings across multiple global audiences. - (H1) Standardised UoS marketing campaign materials produce variance in readings across multiple global audiences.	ANOVA, Post-Hoc Analysis	To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)

Table 7.1: Research Hypothesis Reference

From the statistical analysis results presented in this chapter, the set of defined null hypotheses defined will be accepted or rejected based on the following defined parameters:

Statistical Process	Purpose	Significance Level (α)	Decision Criteria
Structural Equation Modelling (SEM)	Explore relationship between multiple variables (e.g., latent constructs)	0.05	Reject H0 if CR > 1.96; Look for CFI, TLI ≥ 0.95 and RMSEA ≤ 0.06
Linear Regression Analysis	Examines relationships between demographic factors and received meanings	0.05	Reject H0 if p-value ≤ 0.05 for coefficients
ANOVA	Comparison of means across groups to assess the effects of standardisation and localised methods	0.05	Reject H0 if p-value ≤ 0.05 in F-tests

Table 7.2: Hypothesis Testing Criteria

To demonstrate how this process serves the overarching aims of the research, the below equation expresses whether a standardised of localised approach (*x*) is a function of consistent received meaning (γ) and aligned perceptions of UK Higher Education (δ):

$$x = F(γ, δ)$$

The combined process of statistical analysis the address the three research hypothesises is summarised in the below equation:

$$x = β_0 + β_1 × γ + β_2 × δ + ε$$

In the equation:

- *x* = whether a standardised (i.e., 1) or localised (i.e., 0) approach is applicable in advertising materials (dependent variable) (H03)
- β = β -values; $β_0$ (baseline); $β_1$ and $β_2$ (coefficients of the γ and δ values)
- γ = consistent received meaning with UoS advertising material content (H01)
- δ = the influence of demographic factors on congruence of received meaning (H02)
- ε = error term, accounting for unexplained variance

Having contextualised the processes undertaken in this chapter, the review of the methodology introduced in Chapter 6 will be provided before outlining the outputs of the initial data cleansing and descriptive statistics used in the subsequent inferential stages. A range of detailed statistical processes are undertaken, starting with a preparatory Mean Response Analysis in section 7.2, which broadly discusses whether received meaning is congruent with the intended meaning of the campaign materials. These high-level general observations are explored in detail in subsequent sections; section 7.3 presents Structural Equation Modelling to understand the relationship between demographic and received meaning in greater depth; a complimentary process of Linear Regression Analysis is introduced in section 7.4; in section 7.5 ANOVA is undertaken to understand the impact of the current standardised campaign materials; to discuss and synthesise the findings, a summary is presented in section 7.6.

The analytical sections support hypothesis testing and align to the overarching research questions which aim to understand the congruence of campaign messaging and the impact of demographic factors. This approach provides a robust set of quantitative findings across a range of techniques to inform the discussion and recommendations offered in Chapter 8.

7.1 Data Analysis

The quantitative analysis phase of this investigation commenced following data collection via the research survey as detailed in the methodology chapter of this thesis. The Likert-scale questions in the survey comprised of from key campaign messages from the original campaign proposition and outputs from the series of exploratory focus groups outlined in section 6.0. Using the Hobsons CRM platform to communicate via email to current and prospective students, an email invitation to complete the survey was served to a global database of 29,066 opted in contacts comprised of current and prospective students across each geographic region, all of which were previously exposed to the creative material from the campaign being evaluated.

7.1.1 Data cleansing

As per the methodology outlined in Chapter 5, once the survey results were exported from Qualtrics, collated, cleansed and prepared for analysis. Of the pool of respondents, 1239 submitted the survey. This figure presents a positive response rate of 4.26%. Following initial data cleansing, incomplete or irregular survey submissions including duplicates and straight-line responses were excluded from the analysis pool, leaving a final sample of 684 (n=684) responses and a 2.4% response rate, which compares favourably to the target completion volume of 500 survey respondents as suggested in Saunders et al. (2019).

As outlined in the methodology section 5.8.1 and in line with the data handling solution described by Joshi et al. (2015), the ordinal Likert scale responses were assigned numerical values to facilitate statistical analysis as interval data. Each survey item was identified as a separate variable, with the range of responses coded as integers (e.g., 1, 2, 3, 4, 5, 6, 7) and allocated numerical values, where 7 represents the highest level of congruence with the intended message and 1 denotes the lowest. This numeric categorisation of responses also allows the results to be treated as continuous data, thereby supporting regression analysis. Furthermore, the individual numeric scores were aggregated into the overarching campaign dimensions (i.e., Common Attributes, Characteristics/Personality, Campaign Creative (UG), Campaign Creative (PG)) to enable analysis at both comprehensive and overarching levels.

During completion of the survey, respondents were asked to denote their country; as part of the cleansing process to support analysis and to facilitate analysis at a country, sub-region and region level, this was aggregated into relevant regional sets and sub-sets based on the University of Sunderland International Office region definitions. A detailed breakdown of these geographic definitions can be found in Appendix 7.

7.1.2 Descriptive Statistics

This section will provide descriptive statistics, which will serve as an overview of the overarching observations to support contextualising the detailed analysis throughout the chapter. This will include a summary of demographic and location factors, age range, means, and variability. Following this contextualisation of the data, a detailed analysis of mean response scores in response to H01 will follow. Following the descriptive statistics, an inferential approach will be taken in the form of t-tests to address H01 in greater detail.

7.1.3 Participant Summary Statistics

Associated summary statistics from the survey Likert scale responses based on the demographic variables tabulated in Figure 5.8 captured in the survey, including age and geographic region, provided

insights into how different groups receive the campaign creative messaging; this analysis supports addressing the influence of demographic factors on audience readings, as set out in RQ2.

Overall, the most represented age group within the sample was 25-34 years old with 289 participants representing 42.2% of the responses, with the highest concentration of participation from the Africa sub-region, which with 499 responses, overall represented 73% of the participants. The participant gender split was broadly equal between female and male at 345 and 339; 50.4% and 49.6% respectively. The split between undergraduate and postgraduate students was 196 to 488 respectively or 71.00% to 29% of the participants. For context, the following figures provide a visual overview of the summary statistics.
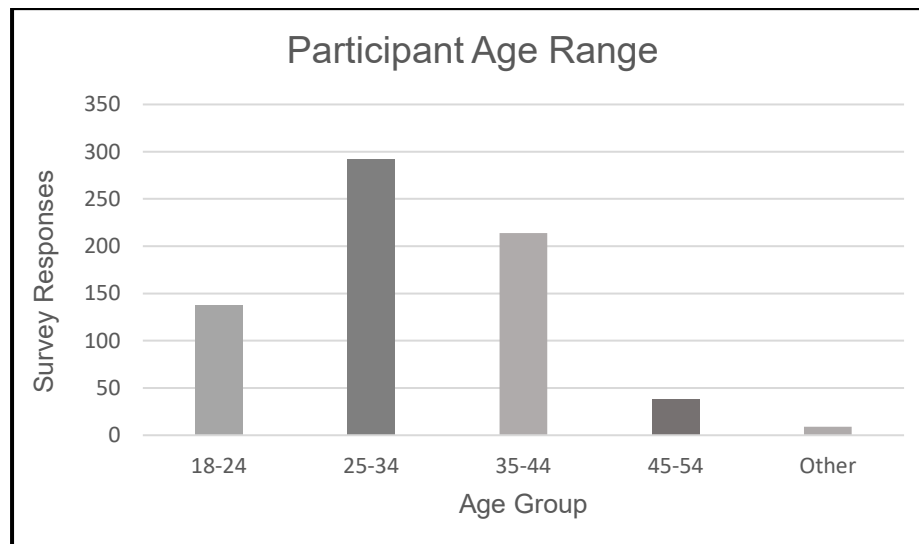
Figure 7.2: Participant Age Range

Figure 7.2 illustrates that the most prominent age group was the 25-34 years old with category, with 289 participants representing 42.2% of the overall sample.
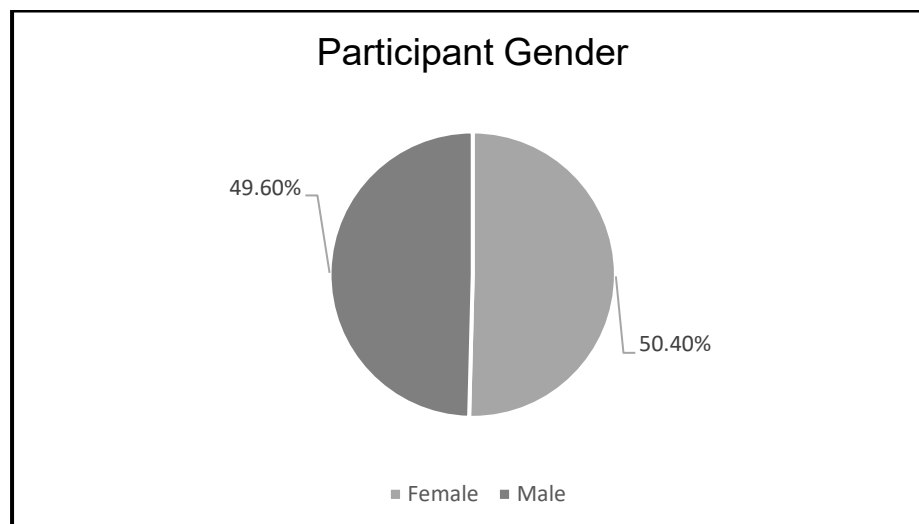
Figure 7.3: Participant Gender

In figure 7.3, the participant gender split is broadly equal, with a split of 345 to 339 (50.4% to 49.6%) between female and male respectively.
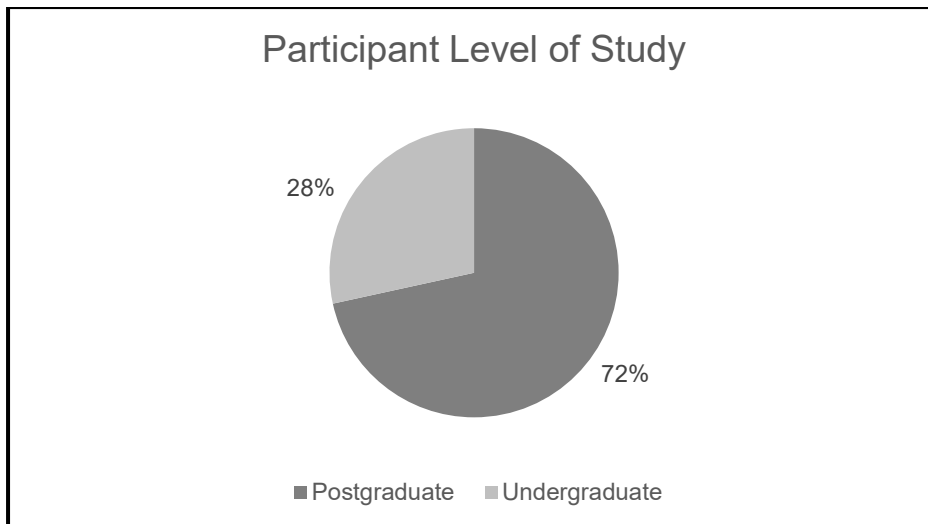
Figure 7.4: Participant Level of Study

Figure 7.4 shows the participant distribution by level of study, with 496 participants at an undergraduate level, and 197 at a postgraduate level of study, representing 72% and 28% respectively.
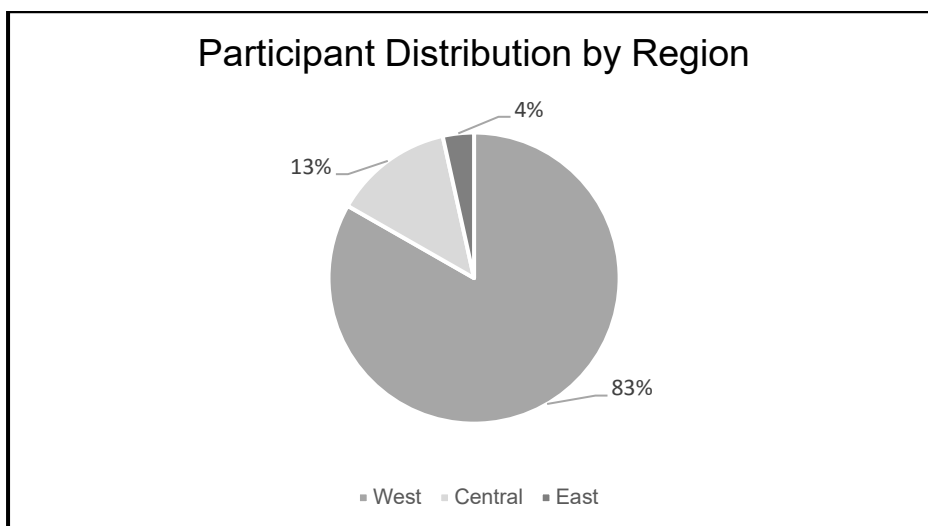
Figure 7.5: Participant Distribution by Region

Figure 7.5 illustrates the regional splits across the group of participants; the west region represents 83% of the responses, with central 13% and east representing 4% of the overall responses.
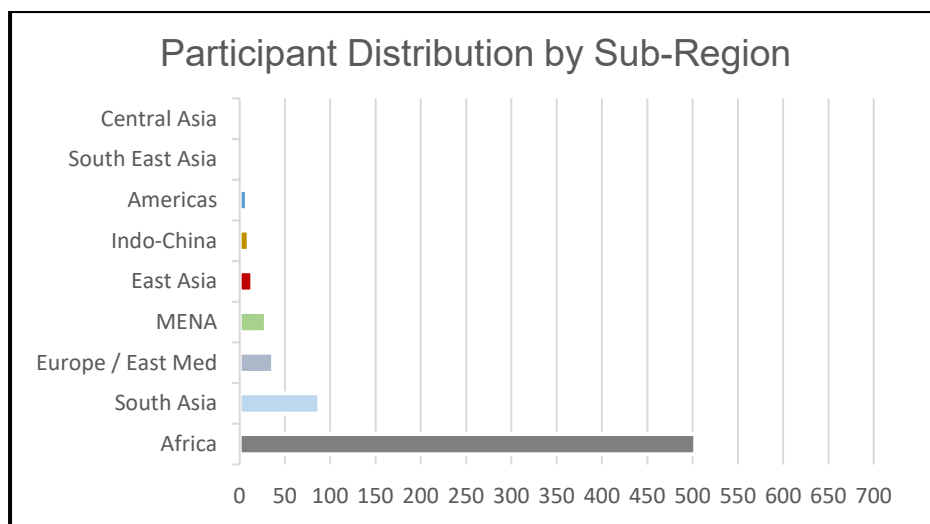
Figure 7.6: Participant Distribution by Sub-Region

At a sub-regional level, as evidenced in Figure 7.6, the highest proportion of participants were from Africa with 499, or 73% of the responses. The next most prominent sub-region with 85 of the responses, or 12.4% was South Asia; 36 responses or 5.3% were from the Europe / East Mediterranean sub-region; 29 responses, or 4.9% were from the Middle East and North Africa region, with the remainder distributed between the remaining sub-regions. For a complete breakdown of the participant distribution by sub-region, please refer to Appendix 8.

The comprehensive descriptive statistics outputs in Appendix 8 tabulate the participant demographics in detail. After summarising the data and following the preparatory process of validation and cleansing, the results were analysed at a granular level using a series of statistical processes to address each hypothesis related to the overarching project aims.

7.1.4 Mode, Mean and Median Scores

Campaign creative attributes with significantly high or low mean scores can indicate areas where the intended meaning is aligned with audience readings or may highlight incongruity. From the sample of respondents, the mean scores for the attributes and characteristics measured in the survey range most commonly above the scale midpoint (4), which generally indicates congruence with the intended meanings, with 7 representing the highest degree of alignment with the intended meaning. For example, the 'Friendly' mean score is around 5.86, and the 'Career Focussed' score is 5.87.

The mode, representing the most common score observed in the sample is frequently 6 for many of the attributes, which, at the higher end of the scale, indicates a high level of alignment of received meanings with the set of intended meanings conveyed in the campaign materials. The overarching summary of the data analysis in section 7.7 of this chapter and throughout Chapter 8 highlights broader factors that may influence such median scores.

7.1.5 Variability in Scores

The standard deviation results for the Likert-scale items offers insight into the variability in the audience responses and the level of consensus shown; in this case, a lower standard deviation suggests a degree of consistency across the responses for a single item, whereas a higher standard deviation for a particular item indicates wider diversity of opinion. For example, the standard deviation of the "friendly" attribute is low, indicating that the understanding of the audience broadly aligns with the intended meaning.

7.2 Mean Response Analysis

To address H01, which seeks to establish whether the received meaning is congruent with the intended meaning, as the survey data obtained relates to intended meanings from the campaign materials comprising 20 items based on a 7-point Likert scale format, as set out in the methodology section 5.8.3, analysis of the mean responses from the results provided an insight into overarching perceptions and strength of message congruence across multiple regions and sub-regions.

7.2.1 Mean Response Analysis Regional Results

At a regional level, the Central and West regions showed a relatively strong overall level of congruence with a mean Likert scale response score of 5.83 and 5.69 respectively, against a scale midpoint of 4. The median level of overall congruence with the intended meanings in the East region was slightly lower than the other regions at 4.97, however, this still evidences positive alignment with the key campaign messages.

7.2.2 Mean Response Analysis Sub-Regional Results

At a sub-regional level, a range of congruence levels was observed across the different territories; Africa, Americas, Central Asia, Europe / East Med, South Asia, Southeast Asia generally aligned with the intended campaign messaging with moderate to high overall responses exceeding a mean score 5.5. The MENA region produced a slightly lower mean score of 5.25 but still correlates positively with the intended meaning.

East Asia and Indochina produced an overall score of 5.01 and 4.91 respectively, on account of some deviation in the response to various intended meanings impacting the mean score. Though these mean scores are relatively low, they still demonstrate moderate alignment with the messaging as they exceed the scale midpoint.

7.2.3 Mean Response Analysis All Region Summary

Evaluating the average Likert responses provided insights into how different geographic groups perceived the materials. On the 1-7 Likert scale, higher average scores reflected more substantial alignment with the campaign messages, while lower scores suggested a potential disconnect from the intended meaning. This phase of the analysis highlights specific geographic nuances in the level of received meaning. Given that the mean scores all exceeded the scale midpoint of 4, the results indicate that a moderate to high level of congruence is generally present across all regional and subregional audiences.

Finally, the table below shows rankings by region and sub-region based on congruence of received meaning based on the overall mean Likert scale scores for the intended meaning attributes evaluated.

Region	Mean Intended Meaning Likert Score	Std. Deviation
Central Region	5.8798	.73271
West Region	5.6936	.87442
East Region	4.9696	1.50769

Table 7.3: Mean Intended Meaning Likert Scores by Region

Sub-Region	Mean Intended Meaning Likert Score	Std. Deviation
South Asia	5.8876	.74334
Africa	5.7276	.82732
Europe / East Med	5.7472	.57246
South-East Asia	5.6500	.57663
MENA	5.2672	1.34764
East Asia	5.0214	1.38185

Central Asia	5.9000	-
Indochina	4.8889	1.77091
Americas	4.8813	1.78004

Table 7.4: Mean Intended Meaning Likert Scores by Sub-Region

This stage of the analysis suggests patterns of both variance and consistency across the regional subgroups. The Central and West regions, produced standard deviations of 0.73271 and 0.87442, respectively, indicating a degree of consistency across the mean values; conversely, the East region exhibited a higher standard deviation of 1.50769 suggesting a higher degree in response variance, which could be attributed to differing audience experiences and perceptions.

At a subregional level, more nuance in the results are observed, owing in part to several instances of small sample representation; for example, the Americas and Indo-China subregions produced high standard deviations of 1.78004 and 1.77091 with 8 and 9 observations respectively, and Central Asia with only one response resulting in no observable standard deviation, therefore the regional segmentation can be considered more robust in these cases. In subregional territories with larger participant sample sizes, such as Europe / East Med and South-East Asia, lower standard deviations of 0.57246 and 0.57663 respectively were observed, indicating a degree of consistency across scores. Whilst the subregional standard deviations provide insights into audience perception, limited sample sizes at this level, for instance in the case of Indochina and Americas, require nuanced analysis; highlighting the importance of the detailed statistical tests that follow in this chapter.

Overall, the mean scores and associated standard deviations may represent a theoretical indication that the average perception of the UoS is congruent within each specified region and sub-region on the basis that higher scores indicate a higher level of perceived congruence with the intended brand message; this is regarded a desirable outcome as it frequently indicates a positive correlation between brand attributes and purchase intentions (Tseng & Wang, 2023).; this is investigated further during the subsequent statistical analysis phase. As all scores exceed the scale midpoint, these findings give an insight into the varying levels of congruence across the different region and sub-region territories, indicating that cultural differences may influence how the materials are interpreted; potentially indicating moderate to high levels of congruence with the intended meaning overall; a possibility which is explored further in the tests to address H02.

The variance in the results highlights where further investigation into the efficacy of a tailored approach should be considered to cater to specific geographic groups. For instance, the Americas region, which aggregated English-speaking North American participants with Spanish and Portuguese-speaking South American participants, scored relatively low overall on overall congruence, which could suggest that colloquial terms and local north-east idioms present in the campaign materials within this broader cross-cultural context may impact the interpretation of the data. Conceptually, these findings visually relate to the MCM model in that the higher mean scores can be envisaged as a greater overlap between the organisational view and audience view dimensions. The impact of these findings on potential future campaign strategies, coupled with the qualitative insights from Chapter 6 will be discussed in detail in Chapter 8. Having presented an overarching evaluation of congruence through the analysis of mean response scores, the data was subjected to Structural Equation Modelling in the section that follows.

7.3 Structural Equation Modelling (SEM)

The following section will outline the results of the process of Structural Equation Modelling (SEM) performed in SPSS AMOS. Before proceeding to the structural equation modelling step, the first stage of the process involved Exploratory Factor Analysis (EFA) on the survey data to identify the number of latent factors and loading patterns. Once factors were determined, confirmatory factor analysis (CFA) was undertaken to validate the factor structure obtained from the EFA results. This step ensured that the models of measurement were robust and reflected the constructs. As discussed in Chapter 5, the

rationale for adopting a sequential validation process employing EFA and CFA helps both confirm the robustness of the measurement models and the reliability of the constructs being examined in preparation for the SEM process to evaluate the relationships and causal associations between the constructs.

7.3.1 Exploratory Factor Analysis (EFA) Results

As the initial step of the wider structural analysis, EFA was conducted using SPSS 29 to explore the factor loadings within the data. As illustrated by Henson and Roberts (2006), EFA helps ensure that the constructs within the model are empirically supported by the input data. In the case of this study, which comprehensively investigates all the campaign meanings obtained from the brand proposition documentation and focus group findings, the subsequent Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) steps will be designed to include all of the variables from the brand proposition (IM) in addition to the unintended meanings identified from the qualitative stage of the project (UM); therefore, the EFA phase will serve as a complementary technique, to further enrich the insights into the variables and latent structures.

As part of the EFA processes, the adequacy of the survey data sample for conducting the factor analysis was confirmed through the following tests:

- The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy: produced a measure of 0.963, which indicates a very robust level of sampling adequacy for factor analysis.
- Bartlett's Test of Sphericity resulted in a chi-square value of 10957.711 with 351 degrees of freedom and significance of $p < 0.001$. The significance result confirms that the correlation matrix is not an identity matrix, therefore factor analysis is justified for this dataset.

The extraction method adopted in the test was Principal Component Analysis (PCA) with a Varimax rotation to aid with interpretation. Consistent with the Kaiser criterion, this process was set to retain factors with eigenvalues greater than one. The analysis identified four factors that together explained 61.768% of the total variance. This represents a satisfactory extraction, covering a large proportion of the dataset.

Total Variance Explained

Component	Total	Initial Eigenvalues % of Variance	Cumulative %
1	12.442	46.080	46.080
2	1.789	6.627	52.707
3	1.259	4.661	57.369
4	1.188	4.400	61.768

Extraction Method: Principal Component Analysis.

Table 7.5: Total Variance Explained

From the results, the communalities were evaluated to determine the amount of variance present in the variables accounted for in the extracted factors; these values ranged from 0.503 to 0.711 which indicates the factors provided adequate representation for most of the survey items.

Communalities

	Initial	Extraction
IM1	1.000	.634
IM2	1.000	.614
IM3	1.000	.523
IM4	1.000	.664
IM5	1.000	.483
UM1	1.000	.614
UM2	1.000	.671
UM3	1.000	.645
IM6	1.000	.582
IM7	1.000	.609
IM8	1.000	.594
IM9	1.000	.583
IM10	1.000	.624
IM11	1.000	.674
IM12	1.000	.649
IM13	1.000	.614
IM14	1.000	.503
UM4	1.000	.565
IM15	1.000	.711
IM16	1.000	.706
IM17	1.000	.639
UM5	1.000	.682
UM6	1.000	.603
IM18	1.000	.680
IM19	1.000	.624
IM20	1.000	.619
UM7	1.000	.568

Extraction Method: Principal
Component Analysis.

Table 7.6: Communalities

Therefore, as the four component factors identified provided sufficient representation for the survey items, the interpretation of the factors was supported by the Varimax rotation and are defined as follows:

- Factor 1: predominantly comprised of items related to general perceptions and awareness of local and regional elements.
- Factor 2: predominantly related to meanings associated with aspects of support and inclusiveness
- Factor 3: predominantly relates to the effectiveness in communicating messages relating to support and career-focussed elements
- Factor 4: predominantly includes aspects that relate to emotional engagement elements from the campaign materials

In addition, an orthogonal rotation was applied to ensure that the extracted factors remained uncorrelated; this transformation verified the dimensions matrix independence.

Component Transformation Matrix

Component	1	2	3	4
1	.563	.559	.520	.317
2	.784	-.130	-.539	-.279
3	.255	-.814	.383	.354
4	-.060	.090	-.540	.834

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Table 7.7: Component Transformation Matrix

Overall, the EFA process succeeded in providing a strong foundation for the subsequent steps of the analysis. It identified four distinct groups of variables associated with different aspects of the campaign and confirmed the adequacy of the sample size for the following steps.

7.3.2 Confirmatory Factor Analysis (CFA) Results

Having performed EFA to explore the underlying structure of the individual survey items, Confirmatory Factor Analysis (CFA) was performed to ensure the intended meaning (IM) and unintended meaning (UM) constructs in the statistical model were robust. The results from the initial CFA process are presented below in Figure 7.7, demonstrating the suitability of the measurement models and the integrity of the underlying constructs. As outlined in the research methodology, the observed variables representing audience demographics were coded and allocated an error code; this is tabulated in Figure 5.8.
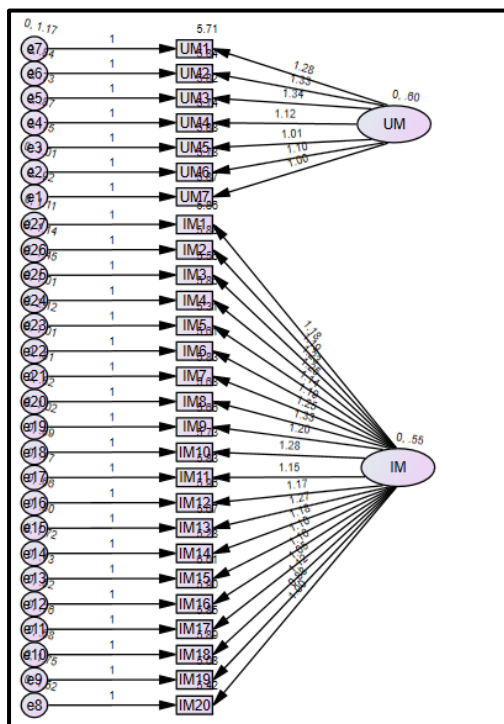
Figure 7.7: Confirmatory Factor Analysis Model

Given the complexity of the CFA model and the relatively large sample size of 684 responses and multiple observed variances, the differences between the observed and model-implied covariances contribute to a significant Chi-square value, and the high Degrees of Freedom value given the large number of variables being estimated is noted during the interpretation of the results:

- Chi-square (χ^2) Value: 3439.887
- Degrees of Freedom (DF): 324
- Probability Level (p-value): <0.0001

The statistical results of the CFA model can be interpreted as follows:

- The CFI (Comparative fit index) value of 0.711 indicates a moderate fit (based on a value of 0.95 representing a good fit (Kenny, 2015)
- The TLI (Tucker-Lewis Index) value of 0.711 indicates a moderate fit (based on a value of 0.95 representing a good fit (Kenny, 2015)
- Root Mean Square Error of Approximation (RMSEA) of the model has a sub-optimal RMSEA of .119
- The Parsimonious Normed Fit Index (PNFI) and Parsimonious Comparative Fit Index (PCFI) indicate moderate values 0.637 and 0.656, respectively
- In the individual regression weightings, the factor loadings for UM and IM are both robust, with most values above 0.5. This indicates that both constructs are well-represented by their indicators.

- Significant statistical loadings were produced from multiple observed variables from both the UM and IM latent construct paths. These included:

  - UM Memorable: Standardised loading of 0.628.
  - UM Touristic: Standardised loading of 0.645.
  - IM Informal: Standardised loading of 0.515.
  - IM Confident: Standardised loading of 0.708.

The high loadings observed indicate strong relationships between the latent variables and their observed variable indicators, which support the validity of the model.

Overall, the model statistically demonstrates a moderate fit with the data; due to the nature of the data with a large sample size and multiple variables, a high Chi-Square value of 3439.887 was observed. Though the addition of a covariance into the CFA model may have resulted in a lower Chi-Square value, as discussed in the methodology presented in Chapter 5, it was not theoretically justified to link the intended meaning (IM) and unintended meaning (UM) latent variables with a covariance due to the lack of an empirical overlap between how the two sets of meanings were derived in the design of the survey; i.e., intended meaning (IM) was derived from the brand proposition and unintended meaning (UM) from exploratory investigation. The significant statistical loadings evident across the multiple intended meaning (IM and unintended meaning (UM) observed variables support the linkage to the latent variables in the model.

Based on Comparative Fit Index (CFI) values in the region of 1 indicating a good fit, the CFI value of 0.711 indicates a moderate fit of the model. In addition, the TLI for the model is 0.711, which indicates a moderate fit. The Root Mean Square Error of Approximation (RMSEA) of the model has an RMSEA of .119, with a confidence interval from .115 to .122; as values above .10 suggest a sub-optimal fit; as the model intentionally includes all observed variables with no paths or variables removed, this limitation is noted for interpretation.

To demonstrate the relative impact of each meaning variable on the UM and IM latent constructs of the model, the following table provides factor loadings and standardised loadings obtained from the models:

Label	Variable Name	Factor Loading	P-Value	Standardised Loading
IM1	Friendly	1.189	<0.0001	0.642
IM2	Career Focused	1.185	<0.0001	0.634
IM3	Widening Participation	1.229	<0.0001	0.603
IM4	Supportive	1.253	<0.0001	0.679
IM5	Proud of our Region	1.143	<0.0001	0.503
IM6	Local	1.217	<0.0001	0.675
IM7	Versatile	1.237	<0.0001	0.709
IM8	Personal	1.3	<0.0001	0.72
IM9	Real Life	1.181	<0.0001	0.65
IM10	Business Minded	1.253	<0.0001	0.693
IM11	Straight Talking Bold	1.111	<0.0001	0.674
IM12	Confident Unfussy	1.139	<0.0001	0.71
IM13	Punching above our Weight	1.237	<0.0001	0.706
IM14	By the Sea	1.187	<0.0001	0.557
IM15	Bright	1.097	<0.0001	0.688
IM16	Energetic	1.158	<0.0001	0.734
IM17	Galvanised	1.059	<0.0001	0.671
IM18	Confident	1.131	<0.0001	0.717
IM19	Mature	0.905	<0.0001	0.455
IM20	Informal	1	<0.0001	0.514
UM1	Inclusive and Diverse	1.222	<0.0001	0.618
UM2	Community Belonging	1.189	<0.0001	0.639
UM3	Transformative	1.207	<0.0001	0.668
UM4	Work-Life Balance	1.093	<0.0001	0.635
UM5	Modern Young	0.987	<0.0001	0.628
UM6	Touristic	1.087	<0.0001	0.645
UM7	Memorable	1	<0.0001	0.628

Table 7.8: Meaning Factor Loadings

Due to the comprehensive nature of the investigation, all intended and unintended meaning variables had to be included in the dataset. The Parsimonious Normed Fit Index (PNFI) and Parsimonious

Comparative Fit Index (PCFI) serve this analysis by balancing goodness of fit with model simplicity. The PNFI and PCFI values, 0.637 and 0.656, respectively, evidence a moderate level of parsimony, suggesting that despite the complexity of the model, a reasonable balance between data fit and reducing the number of unnecessary parameters is maintained.

7.3.3 Structural Equation Modelling (SEM) results

After the CFA stage, the SEM analysis results offered important statistical insights regarding the connections between audience demographic factors (AD) and the constructs of Intended Meaning (IM) and Unintended Meaning (UM).
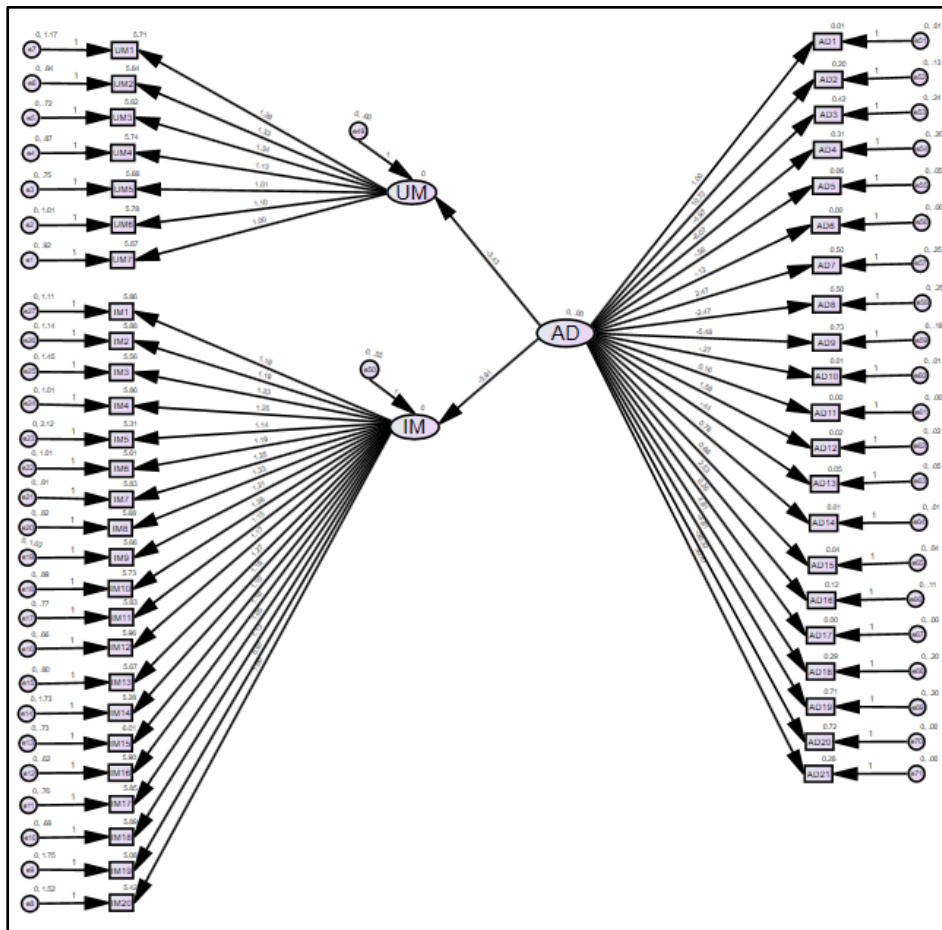
Figure 7.8: Structural Equation Model

Overall, the SEM model comprised 1224 distinct sample moments and 146 distinct parameters, resulting in 1078 degrees of freedom. Although the high degrees of freedom value indicates a significant level of complexity, the model was suitably viable for AMOS to complete the estimation process.

The regression weights suggest that audience demographics (AD) produce negative effects, which in this context means they impact slightly negatively on the congruence of both intended (IM) and unintended meanings (UM); however, these effects are overall not statistically significant ($p > 0.05$).

The regression weight from AD to UM is -3.431, with a p-value of .151, and from AD to IM is -3.914, with a p-value closer to the significance value of .090. Whilst these values are not considered statistically significant, the result indicates little correlation between demographic attributes and the perception of both intended and unintended meanings. The regression table below includes

standardised regression estimates (Std. Coeff.), which assist in providing a comparative view of the impact of each demographic factor included in the model.

Label	Variable			Estimate	Std. Coeff.	S.E.	C.R.	P-Value
UM	Unintended Meaning	<-----------	AD	-3.431	-.065	2.389	-1.436	0.151
IM	Intended Meaning	<-----------	AD	-3.914	-.078	2.308	-1.696	0.09
UM7	Memorable	<-----------	UM	1	.627	1	1	<0.001
UM6	Touristic	<-----------	UM	1.095	.644	0.078	13.956	<0.001
UM5	Modern/Young	<-----------	UM	1.008	.669	0.07	14.363	<0.001
UM4	Work life balance	<-----------	UM	1.125	.682	0.077	14.588	<0.001
UM3	Transformative	<-----------	UM	1.341	.773	0.084	15.96	<0.001
UM2	Community/Belonging	<-----------	UM	1.334	.748	0.086	15.602	<0.001
UM1	Inclusive and Diverse	<-----------	UM	1.285	.677	0.089	14.498	<0.001
IM20	Informal	<-----------	IM	1	.515	1	1	<0.001
IM19	Mature	<-----------	IM	0.875	.440	0.091	9.611	<0.001
IM18	Confident	<-----------	IM	1.116	.707	0.086	13.024	<0.001
IM17	Galvanised	<-----------	IM	1.051	.665	0.083	12.598	<0.001
IM16	Energetic	<-----------	IM	1.165	.738	0.087	13.317	<0.001
IM15	Bright	<-----------	IM	1.101	.691	0.086	12.859	<0.001
IM14	By the Sea	<-----------	IM	1.182	.554	0.105	11.29	<0.001
IM13	Punching above our weight	<-----------	IM	1.267	.723	0.096	13.175	<0.001
IM12	Confident/Unfussy	<-----------	IM	1.17	.730	0.088	13.243	<0.001
IM11	Straight Talking / Bold	<-----------	IM	1.147	.697	0.089	12.919	<0.001
IM10	Business Minded	<-----------	IM	1.282	.709	0.098	13.045	<0.001
IM9	Real Life	<-----------	IM	1.205	.663	0.096	12.575	<0.001
IM8	Personal	<-----------	IM	1.327	.736	0.1	13.293	<0.001
IM7	Versatile	<-----------	IM	1.25	.717	0.095	13.113	<0.001
IM6	Local	<-----------	IM	1.186	.659	0.095	12.528	<0.001
IM5	Proud of our Region	<-----------	IM	1.137	.500	0.108	10.543	<0.001
IM4	Supportive	<-----------	IM	1.249	.677	0.098	12.724	<0.001
IM3	Widening Participation	<-----------	IM	1.226	.602	0.103	11.885	<0.001

IM2	Career Focussed	<------------	IM	1.187	.635	0.097	12.269	<0.001
IM1	Friendly	<------------	IM	1.182	.639	0.096	12.314	<0.001
AD1	Age Under 18	<------------	AD	1	.129	1	1	<0.001
AD2	Age 18-24	<------------	AD	10.723	.395	3.299	3.251	0.001
AD3	Age 25-34	<------------	AD	-4.971	-.148	1.94	-2.563	0.01
AD4	Age 35-44	<------------	AD	-6.069	-.193	2.141	-2.835	0.005
AD5	Age 45-54	<------------	AD	-0.56	-.036	0.619	-0.904	0.366
AD6	Age 55-64	<------------	AD	-0.124	-.034	0.145	-0.851	0.395
AD7	Gender Male	<------------	AD	2.469	.073	1.489	1.658	0.097
AD8	Gender Female	<------------	AD	-2.469	-.073	1.489	-1.658	0.097
AD9	Subregion Africa	<------------	AD	-5.476	-.181	1.974	-2.774	0.006
AD10	Subregion Americas	<------------	AD	-0.272	-.037	0.291	-0.933	0.351
AD11	Subregion Central Asia	<------------	AD	0.16	.062	0.11	1.459	0.145
AD12	Subregion East Asia	<------------	AD	1.582	.164	0.591	2.676	0.007
AD13	Subregion Europe / East Med	<------------	AD	-0.444	-.029	0.596	-0.744	0.457
AD14	Subregion Indochina	<------------	AD	0.779	.100	0.374	2.083	0.037
AD15	Subregion MENA	<------------	AD	0.877	.064	0.584	1.502	0.133
AD16	Subregion South Asia	<------------	AD	2.533	.113	1.134	2.234	0.026
AD17	Subregion South East Asia	<------------	AD	0.26	.058	0.188	1.38	0.168
AD18	Current University Student	<------------	AD	4.805	.156	1.832	2.623	0.009
AD19	Prospective University Student	<------------	AD	-4.805	-.156	1.832	-2.623	0.009
AD20	Level of Study Postgraduate	<------------	AD	-30.317	-.990	8.928	-3.396	<0.001
AD21	Level of Study Undergraduate	<------------	AD	30.469	.999	8.975	3.395	<0.001

Table 7.9: Maximum Likelihood Estimates Regression Weights

When considering the impact of AD on IM, although the weight is negative, which suggests that as audience diversity increases, the alignment with intended meaning decreases, the effect is not statistically significant (p > 0.05), therefore demographics are not a strong predictor in this case. Similarly, for the impact of AD on UM, the p-value of 0.151 also suggests that while audience diversity negatively correlates with alignment to meaning, as the effect is not statistically significant, this influence of these factors can be considered limited.

The standardised regression weights (Std. Coeff.) for IM and UM are -0.078 and -0.065 respectively. This indicates small negative effects of demographic factors on both sets of meaning evaluated in the survey. At an age level, older groups (e.g. Age 25-34; Age 35-44) demonstrate negative associations with both IM and UM messages, whilst younger groups (e.g. Age 18-24) show a positive relationship - indicating most effective resonance with a younger demographic.

At a subregional level, the level of influence fluctuates significantly across different territories. For instance, East Asia shows positive influences (Std. Coeff. = 0.164, p = 0.007); Conversely, Africa shows negative impacts (Std. Coeff. = -0.181, p = 0.006), potentially evidencing cultural differences in the interpretation of the campaign materials. Differences across demographic factors relating to student status and level of study showed differences, specifically in the difference between undergraduate and postgraduate students (Std. Coeff. = -0.990, p <0.001; Std. Coeff. = 0.999, p <0.001 respectively), which could suggest different perceptions of the higher education proposition based on prior experience as a student.

Overall, despite evidence of a degree of influence at a granular level, the regression weights suggest that demographics overall do not have a major observable impact on perceptions of intended and unintended meanings. In addition, the high intercept and variance values across the observed variables associated with the UM and IM constructs demonstrated significance which suggested that the influence of these variables was reliably captured and that there is a notable degree of variance beyond the model alone. The analysis suggests that the holistic modelling of demographic factors through the audience demographic (AD) construct alone does not significantly influence the intended and unintended meanings of the advertising materials.

As outlined in Chapter 5, a methodological decision was consciously taken to incorporate all survey items as variables to capture the complete spectrum of intended and received meanings; rather than produce a selective model, the complexity of the model, which includes 146 parameters and 1078 degrees of freedom, suggests a robust analysis, but the intentional complexity and high number of variables is noted in this interpretation; nevertheless, the log and fit indices suggest it serves adequately to capture the relationship between the included variables. Although the results provide valuable insights, in acknowledgement of their limitations and to fully address H02, additional statistical processes, including a multi-model linear regression analysis process, are included to complement these broad findings and structural insights by exploring specific demographic variables and their influence on audience perceptions.

Additionally, it is noted that as the model is limited to the data captured in the survey, it does not Consider the possibility of nuanced effects of individual variables or contextual interactions not captured in the data, such as personality traits and personal behaviours of the participants. External factors and influences are potential areas for consideration in future research, explored further in Chapter 8. For this project, the influence of individual factors captured in the survey data will be investigated further in Sections 7.4 and 7.5.

7.4 Linear Regression Analysis

As the SEM analysis focuses on latent constructs rather than specific observed variables, a process of linear regression analysis will enhance insights into the direct effects of demographic influencers. Having explored the structural effects of demographic variables, with a continued focus on hypothesis H02, which addresses the influence of known demographic factors on the congruence of received meaning, multiple linear regression analysis was employed. Given the significant number of individual meanings encompassed by the survey instrument, for analysis, the aggregated category scores of intended meanings and the aggregated scores of unintended meanings within each dimension provide a solution for evaluating overall levels of perception at a demographic level.

In this statistical process, as explained in detail in methodology section 5.8.5, the aggregated dependent variables by campaign dimension (i.e., Common Attributes, Characteristics/Personality, Campaign Creative (UG), Campaign Creative (PG)) represent received meanings, with a level of congruence (1 - 7) indicated by the Likert scale scores. Independent variables consist of demographic data such as age, gender, country, and education level.

The hypothesis (H1) linked to H02 posits an observable relationship between demographic factors and congruence of received meaning. Given that Likert scale responses are continuous data, multiple linear regression analysis is applied to evaluate this relationship. The regression model estimates coefficients for each demographic factor to assess their influence on the dependent variable. As discussed in Chapter 5, using a 0.05 significance level in statistical tests helps reduce Type I false positive errors, balancing the minimisation of Type I errors with the ability to make significant data observations.

To test hypothesis H02, a series of eight regression models were subjected to statistical significance tests; these included p-values for each coefficient and the overall model significance, which included p-values for both the aggregated intended and unintended meanings. The outputs of this analysis were as follows:

- Regression Model 1: Common Attributes (Intended) Significance
- Regression Model 2: Common Attributes (Unintended) Significance
- Regression Model 3: Characteristics/Personality (Intended) Significance
- Regression Model 4: Characteristics/Personality (Unintended) Significance
- Regression Model 5: Campaign Creative (Undergraduate) (Intended) Significance
- Regression Model 6: Campaign Creative (Undergraduate) (Unintended) Significance
- Regression Model 7: Campaign Creative (Postgraduate) (Intended) Significance
- Regression Model 8: Campaign Creative (Postgraduate) (Unintended) Significance

As an introduction to this phase of the analysis, the figure below showing the associated R-squared values of each model serves as a visual aid for demonstrating overall audience alignment with intended meaning across all eight dimensions, with higher R-squared values indicating which of the models are most predictive of congruence with each category of intended and unintended meaning:
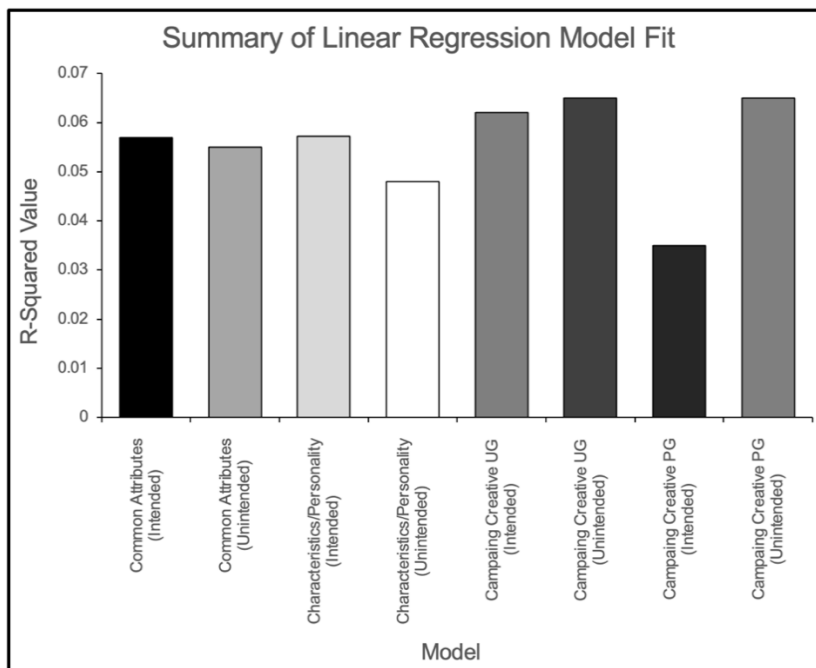
Figure 7.9: Summary of Linear Regression Analysis Model Fit

The visual representation in Figure 7.9 highlights dimensions where the audience's understanding is more consistent with the intended meaning and areas of more significant variance. The following section provides detailed insights, focusing on the individual attributes associated with each model.

In the detailed results that follow for each of the models, the p-values indicate whether the demographic factor is statistically significant in predicting the dependent variable, which in this case is received meaning. As factors with p-values less than 0.05 are considered statistically significant, the "Age" group "18-24" (p-value < 0.001), "25-34" (p-value = 0.012), "35-44" (p = 0.038), and certain regions like "West" (p-value < 0.001) and "central" (p-value < 0.001) show significant effects.

In addition, the coefficients of significant variables are indicators of the direction and extent of their effect on the dependent variable. The "18-24" age group is associated with an increase in the score for "Common Attributes (Intended)" by approximately 3.52 points.

The linear regression analysis results for each dimension of audience received meaning enabled the influence of each demographic factor on the congruence scores to be quantified to assess the statistical significance of each relationship. The outcomes of the analysis, with a focus on the statistical significance of each of the coefficients and overall model significance are outlined as follows:

7.4.1. Regression Model 1: Common Attributes (Intended)

Common Attributes Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.239[a]	.057	.036	5.526	.057	2.690	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.10: Common Attributes Intended - Model Summary

The Common Attributes (Intended) regression model's R-squared value is 0.057, which indicates that demographic factors captured in the model explain approximately 5.7% of the variance in the "Common Attributes (intended)" scores. Overall, this model suggests that demographic factors can be considered influential to some extent for this dimension.

The significant coefficients from this model related to certain age groups with positive coefficients and are statistically significant (p-value < 0.05), indicating a higher congruence score for the Common Attributes (intended) dimension.

The demographic variables relating to student status appear to have some influence on the level of congruence. For instance, being a current university student seems to be positively associated with a higher congruence score, whereas gender does not appear to have a significant impact on congruence levels. The p-values suggest significant differences across regions and subregions. For example, participants from the "West" regions and the "Africa" subregion show a higher congruence score.

7.4.2 Regression Model 2: Common Attributes (Unintended)

Common Attributes Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.202[a]	.041	.019	3.581	.041	1.900	15	668	.020

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.11: Common Attributes Unintended - Model Summary

Linear regression analysis of the unintended meanings under the common attributes dimension, which included unintended messages conveyed in the campaign creative, produced an R-squared value of 0.055, which signifies that 5.5% of the variance between the factors can be explained; therefore, in this case, demographic factors can be regarded as moderately influential for this dimension.

The significant individual coefficients highlighting which demographics were most likely to align to the untended associations represented in this dimension included the Age category - particularly in the 18-24 range, gender, student status, level of study, and geographically, significance was evident at a regional/sub-regional level.

7.4.3 Regression Model 3: Characteristics/Personality (Intended)

Characteristics / Personality Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.235[a]	.055	.034	8.708	.055	2.609	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.12: Characteristics/Personality Intended - Model Summary

The Characteristics/Personality (Intended) regression model's R-squared value was 0.055, indicating that 5.5% of the variance was explained. This suggests that demographic factors can influence how the audience derives meaning from this dimension of the campaign content.

Reviewing demographics at a granular level, the key attributes yielding higher p-values included the age category - specifically the 18-24 range, gender, student status, level of study, and at a location level, specific regions; these demographics were those most likely to align with the intended meanings of the Characteristics/Personality (Intended) dimension.

7.4.4 Regression Model 4: Characteristics/Personality (Unintended)

Characteristics / Personality Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.219[a]	.048	.027	1.259	.048	2.247	15	668	.004

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.13: Characteristics/Personality Unintended - Model Summary

The model represents observed unintended meanings that were not intentionally part of the key characteristics and personality-related messages to be conveyed in the advertising materials, the R-squared value of the model of 0.048, representing 4.8% of variance explained, suggests a moderate level of variance of the model.

The p-value outputs of the analysis suggest that the key demographic factors determining alignment to this dimension include Age, student status, level of study, and at a regional level, the Central and West territories, which provided the most significant p-values.

7.4.5 Regression Model 5: Campaign Creative (Undergraduate) (Intended)

Campaign Creative Undergraduate Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.248ᵃ	.062	.041	2.995	.062	2.923	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.14: Campaign Creative Undergraduate Intended - Model Summary

The overall model significance of the Campaign Creative (Undergraduate) dimension demonstrated a moderate level of variance with an R-squared value of 0.062 (6.2% of variance explained).

Regarding the coefficients for this dimension, the most significant p-values were observed across demographic variables, notably age, gender, and region.

7.4.6 Regression Model 6: Campaign Creative (Undergraduate) (Unintended)

Campaign Creative Undergraduate Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.255ᵃ	.065	.044	2.170	.065	3.087	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.15: Campaign Creative Undergraduate Unintended - Model Summary

A significant R-squared value of 0.065 (6.5% of variance explained) was observed when analysing demographic factors to Campaign Creative (Undergraduate) (Unintended), confirming that this dimension was subject to a moderate to high level of demographic influence in the interpretation of received meaning.

The p-values demonstrate significant coefficients across multiple dimensions including age, gender, student status, and the West and Central regions.

7.4.7 Regression Model 7: Campaign Creative (Postgraduate) (Intended)

Campaign Creative Postgraduate Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.187ᵃ	.035	.013	3.183	.035	1.612	15	668	.065

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.16: Campaign Creative Postgraduate Intended - Model Summary

The postgraduate campaign creative (intended) dimension produced a moderately significant R-squared value of 0.035 (3.5% of variance explained) showing that demographic factors have a low to moderate influence on the possibility of the audience aligning with the postgraduate campaign creative dimension of the campaign materials.

Across this dimension, the most significant coefficients observed in this model included student status, level of study, and certain regions showing significant impact.

7.4.8 Regression Model 8: Campaign Creative (Postgraduate) (Unintended)

Campaign Creative Postgraduate Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.254ᵃ	.065	.044	1.206	.065	3.084	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Table 7.17: Campaign Creative Postgraduate Unintended - Model Summary

The significance model represents the unintended meanings associated with the postgraduate campaign creative, specifically the meaning relating to whether the audience regarded the postgraduate marketing materials as memorable. The model shows a moderate to high level of significance, producing an R-squared value of 0.065, or 6.5% of variance across this dimension.

The key coefficients amongst the demographic attributes included student status and level of study. Central and West produced significant results at a regional level, and at a sub-regional level, significance was observed in the Africa sub-region attribute.

7.4.9 Linear Regression Analysis Summary

Overall, the series of regression analysis models produced results that highlighted observable themes of demographic variations influencing audience perceptions of intended and unintended meanings. Though the R-squared value across the categories is relatively low, the results do demonstrate variance across all observed dimensions.

The observed low significance of R-squared values across the eight models suggests that while demographics influence audience perception, they are not the sole drivers. In some cases, the R-squared value for unintended meanings was equal to or greater than for intended ones, implying that some meanings may be broadly shared, regardless of demographic or geographic factors. The results suggest that various demographic and contextual influences shape audience perception in cross-cultural advertising.

Regional variations emphasise geographic and cultural factors in interpretation. Findings show differences by age, gender, student status, and region, supporting hypothesis H1 on demographic influence. Linear regression reveals trends, with further analysis utilising confirmatory factor analysis (CFA) and a process of structural equation modelling (SEM) to examine the demographics' impact on audience perceptions.

7.5 Analysis of Variance (ANOVA)

To address the testing of H03, which concerns the extent to which a standardised or localised approach be adopted across all markets, ANOVA analysis was used to compare the individual scores of the survey responses relating to intended campaign meanings. This process is outlined in methodology Chapter 5.8.5. This stage of the analysis focuses on evaluating the degree of variation, indicated by F-statistics, in the Likert scale responses to observe whether there is a significant difference, indicated by p-values (Sig.), to determine the extent of a standardised or localised campaign strategy. To support these findings, post-hoc testing provided further insight into the ANOVA assumptions; this form of test is appropriate for comparing multiple groups, which supports analysis of responses across a range of regions, with the results being used to determine the presence of no significant differences, indicating that a standardised approach may be suitable across multiple

markets (H0), or that the presence of significant differences indicate that a localised approach may be more effective in certain areas (H1).

The variance analysis focussed on the Likert Scale data to examine the extent of differences in responses regions and sub-regions. The analysis aggregated the responses based on the region and sub-region before applying the tests to determine whether there were significant differences between regions or sub-regions.

7.5.1 ANOVA Regional Results

ANOVA tests were conducted for each survey question related to intended meaning for the Central, East, and West regions. By first adopting a regional focus, the highest degree of statistical variance from the ANOVA results highlights specific messages with the most significant variance.

Based on the statistical significance level defined in Chapter 5, the tests showed that survey responses relating to intended meanings predominantly demonstrated P-values of less than 0.05. This indicates statistically significant differences in the mean responses across the regions, which affects the decision to adopt a standardised or localised campaign approach. Further insight into the significance of mean differences across groups is obtained from F-statistics to assess the variance ratio between individual groups compared to the variance within the groups.
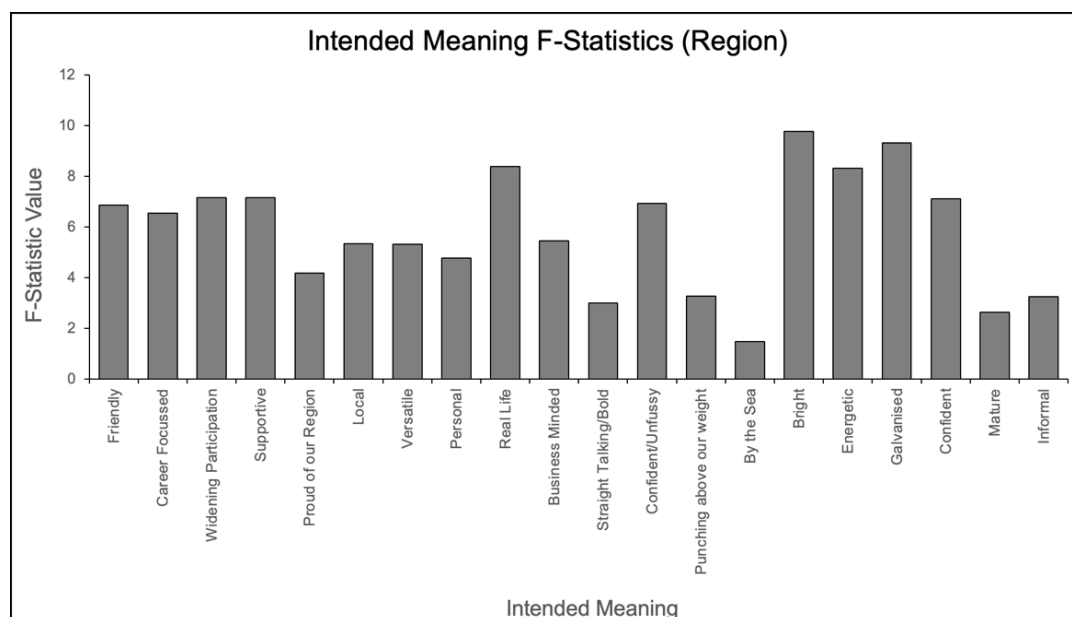
Figure 7.10: Intended Meaning F-Statistics (Region)

Despite the observed degree of notable group variance across some intended meanings, some dimensions of intended meaning, notably "by the sea" and "mature" did show P-values greater than 0.05 which suggested no statistically significant differences across the regions.

Across the groups, the responses relating to the "supportive" and "widening participation" campaign attributes produced the most significant F-statistics, both yielding values around 7.16. This high level of variance indicates that the disparity between groups is notably greater than within groups, therefore supporting the view that different groups perceive the messaging relating to supportive and widening participation differently. This observation is further affirmed by the statistical significance of the associated p-values with these F-statistics, which were both less than 0.0001 for each campaign dimension. Conversely, the "proud of our region" attribute produced a lower F-statistic of 4.19 and associated p-value of 0.0156, which while still indicative of significant group differences, was not as heavily pronounced as the differences observed in the "supportive" and "widening participation"

attributes. In addition to intended meanings with a high f-statistic value including "bright", "energetic" and "galvanised" with 9.768, 8.315 and 9.322 respectively, significant degrees of group variation was evident in the moderately scoring "friendly" and "career focussed" attributes, producing significant F-statistics of 6.86 and 6.54 respectively but confirmed by p-values denoting statistical significance. These findings demonstrate that some variance in perception can still be present but not as heavily pronounced, as in the more extreme results observed in the case of "supportive" and "widening participation".

Despite the instances of moderate levels of variance, overall, the regional results show that for most intended meanings, statistical variance is significant, therefore, in this case, the alternative hypothesis (H1) is supported by these observations in that there are significant differences in how global audiences perceive the campaign materials, therefore, elements of localisation may support ensuring a resonant message with diverse global audiences.

The regional ANOVA analysis, which produces a range of F-statistics and p-values, can demonstrate significant differences in perception across the different intended meanings of the campaign propositions. The most significant messages, "supportive" and "widening participation" produced the most notable group differences. This highlights key messages for further investigation into the requirements and cultural nuances of the audience and helps inform future discussions of how they are perceived across global audiences.

The overarching outcome from this region-level analysis is that the degree of deviation from the intended meaning varies significantly between the main strategic regions. The following section will discuss the ANOVA results at a subregional level to provide further insight into the degree of regional variation and address H03 in more detail. In addition, through post hoc analysis, section 7.5.4 provides further elaboration on which regions differ and highlights the pairs of regions demonstrating strongly observable statistical differences.

7.5.2 ANOVA Sub-Regional Results

To ensure completeness, the ANOVA analysis was also conducted at a sub-regional level to comprehend the significance of statistical variance across sub-regional groups. This process of sub-regional analysis yielded insights into how perceptions differ across various sub-regions by employing F-statistics to assess the variance between groups relative to the variance within groups, aiming to identify significant perceptual differences across sub-regions. These insights align with the overall and regional findings, indicating that a statistically significant level of variance is generally observable across the survey responses. An overview of the relative F-statistic results for the sub-regional analysis is illustrated in the following table.
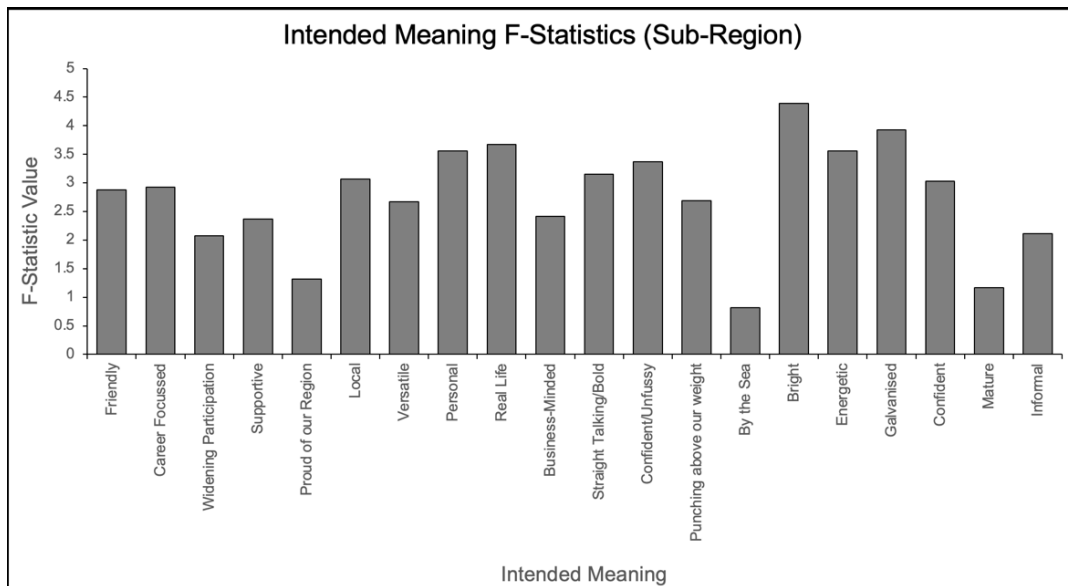
Figure 7.11: Intended Meaning F-Statistics (Subregion)

In the sub-regional analysis, the highest F-statistics observed were within the "bright" and "galvanised" intended meanings, producing high F-statistics of 4.38 and 3.92 coupled with p-values under less than 0.005; these findings suggest that these perceptions vary significantly across subregions. As the results produced higher f-statistics, this suggests the variance between different sub-regions is significant compared to the variance within sub-regions, showing the potential for geographic divergence of perception. The p-values obtained from these tests also support the statistical significance observed; in the case of the moderately scoring "friendly" and "career focussed" dimensions with F-statistics of 2.87 and 2.92 respectively, a p-value result of less than 0.005 was produced, which strongly indicates the factor of regional difference.

Albeit to a less extreme extent, the intended meaning dimensions of "widening participation" and "supportive" yielded significant F-statistics, with values of 2.08 and 2.36, respectively. The p-values associated with these findings, though still indicative of statistical significance across these dimensions are less pronounced than "friendly" and "career focussed". Contrary to the instances of strong variance, the intended meaning "proud of our region" produced a less significant F-statistic of 1.31 with an associated p-value of 0.2, which indicates that participants consistently received this intended meaning across the different sub-regional groups.

Overall, the sub-regional ANOVA results demonstrate notable geographic variation in the perceptual variance of the intended meaning messages. This highlights specific intended meanings, such as "friendly" and "career focussed" where local adaptation may be beneficial to convey the message to specific audiences. The level of variance in the results highlights the necessity of an awareness of cultural nuance dynamics to ensure that messages are conveyed effectively. Whilst a prevailing trend of variance was observed, the ANOVA results did show evidence of key campaign messages producing a consistent response across audiences; for instance, the "proud of our region" intended meaning showed strong congruity across the sub-regions.

At an overarching level, a regional level and at a sub-regional level, which based on the respondent sample size, is the most granular level of detail which still provides a sufficient volume for testing, the ANOVA analysis served to demonstrate that amongst the individual responses, there are notable variations across the received meanings; this potentially supports a more localised strategy over a standardised message for all sub-regions. Based on the ANOVA results, the null hypothesis relating to H03 (H0) would be rejected in favour of the alternative hypothesis (H1) and there are significant differences in how global audiences perceive the meanings in the common attributes (unintended) category. As this set of readings was derived at the qualitative stage of this project, and not part of

the intended set of messages to be communicated to the audience, the results demonstrate that these interpretations of the materials cannot simply be generalised across all markets and may have been isolated instances within the focus group environment. Overall, the F-values associated with the various campaign meanings indicate significant variance across group means in relation to within-group variability, and the associated P-values support that this is not a random occurrence, H0 is rejected in favour of H1 as the outputs suggest significant differences in global perceptions. The next step in addressing H03 is to perform post-hoc testing to identify the markets exhibiting significant differences.

7.5.3 Post-hoc Analysis (Tukey's Honestly Significant Difference)

Following the ANOVA of the mean response scores, to further understand the overall level of regional variance, and highlight where tailored responses are required, post-hoc analysis using Tukey's Honestly Significant Difference (HSD) process. This post-hoc analysis stage was performed on statistically significant ANOVA results with a p-value (sig) under the defined significance value (0.05) denoting notable differences in their mean scores for the intended campaign attributes. The key findings from the post-hoc testing enable the identification of specific regions where perceptions notably differed.

First testing at a regional level, based on the largest mean differences of statistical significance, indicated the most notable differences across the following intended meanings:

- The "real life" intended meaning produced a significant mean difference of -1.2706 between the Central and East regions.
- The intended meaning "supportive" showed a significant mean difference of -1.1798 between the Central and East regions.
- "The "friendly" intended meaning revealed a notable mean difference of -1.1641 between the Central and East regions.
- For the "career focussed" message, the Central region differed from the East region, with a mean difference of 1.1573.
- The intended meaning of "energetic" produced a significant mean difference of -1.1011.

Following the regional analysis, the following results highlight the significant subregional differences in perceptions across the following intended meanings:

- For the "galvanised" intended meaning, a significant mean difference of -1.5925 can be observed between Africa and Indochina
- The "galvanised" intended meaning also showed significant mean differences between Indochina and South Asia, with a result of 1.5608 and between the Europe and East Mediterranean region and Indochina with a result of 1.5608.
- For the intended meaning "Energetic", a notable mean difference of 1.4275 was observed between the Indochina and South Asia subregions.
- The "bright" intended meaning showed a significant mean difference of -1.3889 between the sub-regions Europe and East Mediterranean region and Indochina.

These regional and subregional differences are significant with a notable degree of geographic variance, suggesting that dimensions of intended meaning can be perceived differently across different global audiences.

7.5.4 ANOVA and Post-hoc Analysis Summary

From the ANOVA analysis performed on the survey response data and validated in post-hoc analysis, the results indicate statistical variance across the different geographic territories. To support the findings, the analysis was performed at an overarching level across all global audiences, by region, and then by sub-region; statistically significant differences were evident in all tests undertaken, which for hypothesis H03, supports the acceptance of alternative hypothesis H1 of research hypothesis H03, as standardised UoS marketing campaign materials produce a significant level of variance in audience readings across multiple markets.

Though the variance evident in the results suggests that a localised approach may improve how campaign materials resonate with global audiences, the broadly favourable mean responses indicate that the intended meaning of the current standardised advertising is generally conveyed successfully to the audience. In-depth statistical analysis at a geographic level shows statistically significant geographic variation, suggesting that the resonance of the message could be enhanced through adopting tailored strategies for adapting marketing campaign content to specific audiences.

The outputs from the ANOVA testing illustrate the presence of varying perceptions across all markets, suggesting a universal approach to campaign creative may not be consistently effective across all audiences, indicating that a nuanced approach tailoring content based on both geographic and other demographic factors, including education level may provide a higher level of message congruence. Address geographic factors specifically, a more localised approach may address these regional and sub-regional nuances. For example, messages including "galvanised" and "energetic" resonated more effectively in Indochina, whereas "personal" related to African audiences more than other regions. The insights obtained from these tests can support tailoring advertising strategies to align with local nuances and cross-cultural preferences in these sub-regions. Relating these inconsistencies to the dimensions of an MCM framework in Chapter 4, a localised approach may better align the Organisational View and Audience View dimensions in these markets by considering specific regional preferences.

7.6 Chapter Summary

Continuing the exploratory phase of this project to develop a multiple-choice survey to be served to a larger sample, this chapter explored the quantitative phase of the mixed methodology adopted for this research. Structured around the series of data analysis methods used to address a series of research hypotheses, the overall aim of the chapter was to produce generalisable results across a broad demographic base of prospective student participants.

Throughout the chapter, the core research questions (RQ1, RQ2, RQ3) and associated hypotheses were addressed through various statistical methods, including SEM, Linear Regression Analysis, and ANOVA. This process examined the alignment between the intended and received meanings (H01), the effect of demographics on audience interpretations (H02), and the impact of a standardised marketing strategy on reading differences across various markets (H03). This chapter concludes with areas for future consideration, including potential opportunities for more tailored marketing approaches to serve distinct geographic and demographic requirements.

The Mean Response Analysis revealed a general sense of congruence between the received and intended meanings of the campaign creative materials across different regions and sub-regions, with Likert responses generally exceeding the scale's midpoint, indicating alignment with the intended meaning. Relating this to H01, On the basis that the audience readings demonstrate a general mean level of congruence, the alternative hypothesis H1 indicating received meaning is congruent with the intended meaning of the UoS brand can be accepted in the case of most markets, however at an individual attribute level, evident outlying readings and variances are warranting future consideration in campaign planning; these observations and recommendations will be discussed in Chapter 8.

Whilst the comprehensive SEM and CFA models, which included all intended meaning and unintended meaning variables, presented a compromise between completeness and ensuring overall model fit, it was essential for thoroughly examining the interrelationships and underlying structures across the full spectrum of data collected. This is evident in the PNFI and PCFI results at the CFA stage highlighting the balance between a comprehensive model with all variables included and a simpler model with potentially better fit statistics. The models used in this analysis reflect a conscious methodological choice of detail over simplicity ensuring that all potential influencing factors were explored.

The comprehensive SEM model used to establish the aggregated influence of demographic factors on latent variables representing intended and unintended meanings, by providing valuable insights into their relationship, yielded results suggesting that when applied holistically, there is minimal observable impact of demographics on perceptions of intended and unintended meanings. As the p-values for the effects of demographic influences on message congruence are both above the defined significance value of 0.5, this alone does not warrant the rejection of the null hypothesis. To further assess the influence of demographic factors on the congruence of received meaning, a process of Linear Regression Analysis was undertaken; the findings indicated that demographic factors such as regional or sub-regional location, age, gender, student status, and education level do influence how audiences interpret the campaign materials, further informing the discussion of the results in Chapter 8 regarding recommendations for a standardised or localised approach to future marketing collateral. Therefore, although both the SEM and linear regression analysis results are aligned to some extent in that the effects observed are relatively limited, given the limited levels of variance between demographic groups, the null hypothesis for H02 is rejected in favour of (H1), indicating that there is a relationship between demographic factors and the congruence of received meaning. Additionally, the linear regression analysis also examined the unintended meanings obtained from the focus group sessions, and while demographic variance was identified, the unintended meanings were not significantly present in individual regions or sub-regions, suggesting that the unexpected associations derived from the focus group discussions in Chapter 6 were not necessarily correlated to a specific cultural perspective and, therefore, not generalisable across a wider regional or subregional context audience.

When evaluating the extent to which a localised or standardised approach should be adopted across all markets (H03), ANOVA analysis was utilised to evaluate how effective standardised and localised approaches were across different regions. The findings identified notable variances in how global audiences perceived the meanings in campaign messages. Although the general sense of variance across regions supports the rejection of the null hypothesis H0 in favour of H1, the alternative hypothesis positing that a standardised approach presents significant differences in across all markets, suggesting that elements of strategic localisation could be considered to reduce variance in audience readings, the findings were generally still within the threshold of being considered congruent readings. In the context of the literature, including Aaker and Joachimsthaler (1999 and Cayla and Arnould (2008), these messages could have benefited from an element of adaptation for the benefit of their respective audiences. In addition to the presence of variance in the results, the significance levels of individual meanings strongly support these findings, with the regional and subregional significant mean differences measuring more than the defined significance level of 0.05 as set out in Chapter 5.

Overall, the results of the quantitative analysis suggest that while there is a general sense of alignment between the intended and received meanings of the campaign materials, demographic and regional variations are nonetheless present in the results. With the influence of factors which underpin multiple dimensions not limited to language, culture and aesthetic preferences, the variance observed supports that a degree of localisation - for instance, adopting the moderate approach of glocalisation (i.e. Roudometof, 2016), in the implementation of global campaigns. The results presented in this chapter provide detailed context for the discussion and recommendations in the following chapter which will apply the findings across the broader objectives of the project to provide insights into potential strategies for effective cross-cultural marketing in the HE sector. These findings also

reinforce the utility of the MCM framework as a tool to conceptualise and define areas where localised messages may support congruence between intended meanings and received meanings; for instance, the model could be used as a guide to evaluate and prioritise locations demonstrating high levels of incongruence, to implement strategic localisation tactics.

To summarise, Table 7.18 outlines the hypotheses accepted from the process of quantitative data analysis based on the overarching results from the statistical analysis process.

Research Hypothesis	Hypothesis Accepted
Hypothesis H01 - (H0) The overarching intended meaning of the University of Sunderland marketing campaign materials is not congruent with the received meaning derived by the audience. - (H1) The overarching intended meaning of the University of Sunderland marketing campaign materials is congruent with the received meaning derived by the audience.	(H1) The intended meaning of the University of Sunderland marketing campaign materials is congruent with the received meaning derived by the audience.
Hypothesis H02 - (H0) Demographic factors do not influence the individual received meaning of UoS marketing campaign materials derived by global audiences. - (H1) Demographic factors influence the individual received meaning of UoS marketing campaign materials derived by global audiences.	(H1) Demographic factors influence the received meaning of UoS marketing campaign materials derived by global audiences.
Hypothesis H03 - (H0) Standardised UoS marketing campaign materials produce no variance in readings across multiple global audiences. - (H1) Standardised UoS marketing campaign materials produce variance in readings across multiple global audiences.	(H1) Standardised UoS marketing campaign materials produce variance in readings across multiple global audiences.

Table 7.18: Research Hypotheses Accepted

Having related the findings to the research hypotheses, the outputs presented in this chapter will inform a contextualised discussion of the overall project outputs in Chapter 8. In addition to exploring how the findings relate to the existing body of research in this area, the following chapter will include a detailed discussion about the practical implications of the findings from this project and how they can potentially translate into future marketing strategies.

Chapter 7 - DProf Portfolio of Evidence Linkages
Consistent with the portfolio linkage of Chapter 6, for additional insight into the development of the quantitative data analysis process prior to fully commencing the DProf project, the Initial Thematic Study Map (DProf Portfolio of Evidence Section 3.0) illustrates an early conceptualisation of the process applied in this chapter.

CHAPTER EIGHT - CONCLUSION AND RECOMMENDATIONS

8.0 Chapter Introduction

The final chapter of this thesis synthesises the research findings on the international perspectives of the visual identity of the University of Sunderland, evaluating the impact of the current global campaign strategy and contextualising these findings within the theoretical framework and existing literature relating to this area of research. The content presented in this chapter will be structured as follows:
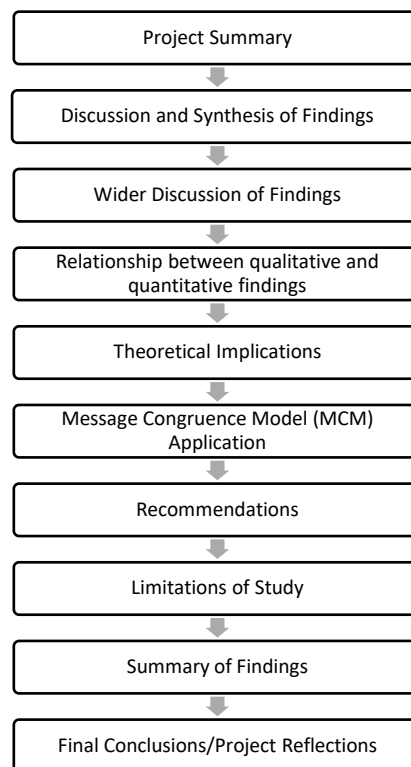
Figure 8.1 Conclusion and Recommendations Structure

The insights presented throughout serve as actionable recommendations in the context of the University of Sunderland and seek to contribute knowledge to the existing body of international marketing research. To fully address the core aims of the project, the objectives and questions central to this research are reiterated to provide context for the discussion of findings:

Research Questions	Specific Research Objectives
How far is received meaning congruent with intended meaning? (RQ1)	To determine whether the audience interpretation of advertising materials is aligned to the meaning the content seeks to convey. (RO2)
How widely do demographics influence audience readings of cross-cultural marketing materials? (RQ2)	To establish whether there are observable demographic trends in the interpretation of advertising materials for the purpose of evaluating cross-cultural advertising. (RO2)

To what extent should a standardised or localised approach be adopted across all global markets? (RQ3)	To produce recommendations on whether a localised or standardised strategy is most effective for when producing cross-cultural UoS campaign materials. (RO3)

Table 8.1: Questions, Objectives and Key Literature

This project adopted a mixed methods approach to gain insights into the effectiveness of the globally standardised marketing campaign creative, which was applied across all strategic regions to support student recruitment. This project has sought to bridge the gap between theory and practice through a process of evaluating the alignment of intended and received meanings - specifically within the context of the University of Sunderland; therefore, this chapter will also provide insights into how these findings can be operationalised and incorporated into future campaigns to communicate key messages to international audiences effectively. The following section will summarise the stages of the project before exploring in detail the implications of the findings and their contribution within the context of theory and practice.

8.1 Project Summary

Framed in the context of global economic challenges, post-Covid behavioural shifts and intense market competition between HEI providers in their recruitment activities, this thesis began by outlining the overarching purpose of the project to explore the impact of global advertising campaign content for international student recruitment, specifically focussing on a specific set of campaign creative used by the University of Sunderland which was incorporated standardised messaging; the introduction provided in chapter 1 outlined the importance of understanding whether favouring a standardised or localised approach was preferable to produce a set of operational recommendations for future marketing materials. The project sought to achieve this by evaluating the congruence between the intended meaning to be conveyed by the advertising, as outlined in a campaign creative proposition document of key messages, against the received meaning the audience ultimately derived from the materials.

As the institutional brand identity underpinning the campaign strategy is central to this investigation, a preface chapter to the following literature review was presented. Through the historical context of the University of Sunderland, detailing its civic role and values, Chapter 2, University of Sunderland, examined how essential elements of the identity of the University of Sunderland were transposed into the brand proposition of the Life-Changing Moments campaign, which through 'one compelling voice' offered a universal message across a diverse range of audiences, including prospective overseas students. Having detailed the elements underpinning the campaign strategy, Chapter 3 presents a comprehensive review of academic and "grey" literature, such as industry reports and market intelligence on the dimensions of the conditions of internationalisation, globalisation of the UK higher education sector, elements of brand identity, the influence of cultural factors on brand perception and the associated challenges with international student recruitment. The literature review delivered a critical examination of the role of brands, with key contributions from the limited body of existing literature focussed exclusively on the HEI sector, which identified a recurring theme of a gap between the brand values expressed through campaign activity and the corporate identity of HEI providers. The literature review explored the discourse around standardisation versus localisation campaign strategies, in addition to studies into the reception of advertising materials by international audiences and the process of creating cross-cultural meaning. The literature review themes encompassed multiple academic disciplines, demonstrating the complexity of framing brand strategies globally.

In Chapter 4, the Conceptual Framework, the Message Congruence Model (MCM), was introduced; this model was designed for the project to explore the University of Sunderland's international campaign strategy by evaluating the alignment between the institutional intended meaning with the

global audience's received meaning. The visual representation of how intended and received meaning intersect, in this case, represented on the model by elliptical overlaps, shows scope for the extent of congruent understanding to be variable in acknowledging cultural nuances and diverse audience expectations. By capturing the different stages of the communication process and each dimension involved, the MCM provides a structured framework for evaluating the message congruence of the campaign materials and places into context the central research questions this project aims to address.

The research methodology, Chapter 5, presented a mixed methods approach which combined a process of qualitative and quantitative stages to address the research questions and overarching aims of the project. The first stage of the mixed-methodology data collection involved an exploratory focus group; using examples from existing campaign materials to stimulate discussion, a series of multiple focus groups with international student participants to identify audience received meanings from which a multiple-choice survey was developed for a broader quantitative study to be served to a much larger sample population, enabling access to a wider geographical audience and to provide volumes to support more robust observations on behavioural trends.

In Chapter 6, detailing the Qualitative Data Analysis stage, the focus group findings were transcribed and tabulated in NVivo to enable thematic analysis. The findings were discussed and evaluated against the original campaign creative proposition framework, and any prevailing unintended meanings derived from group participants were categorised for further evaluation in the quantitative stage of the research. Whilst the focus group stage was exploratory to help identify unintended meanings to present to a broader survey participant sample, the survey stage, which informed the design, was created to provide quantifiable outputs capturing a wider scope and volume of international perspectives.

The Quantitative Data Analysis, Chapter 7, uses statistical methods such as descriptive statistics, mean evaluations, linear regression, and ANOVA testing to examine a series of hypotheses related to the research questions, focusing on the congruence between the intended and received meanings of the campaign materials. The findings indicated regional variations in how marketing messages are received, suggesting that tailored approaches to campaign activity may provide a more effective way of reaching international audiences - these findings will be discussed in further detail when synergised with the other outputs from this project in section 8.2.

8.2 Discussion and Synthesis of Findings

The mixed methods data analysis undertaken in chapters 6.0 and 7.0 produced significant insights into how audience perceptions succeeded - or failed - to align with the intended meaning the marketing campaign materials sought to convey. The following section will discuss the project outputs relating to each research question and objective individually before considering holistically the wider theoretical and practical implications of the findings.

8.2.1 Research Question 1 (RQ1) and Research Objective 1 (RO1)

During the quantitative stage, evident from the outset of the analysis during the collation of descriptive statistics and mean response scores, despite the scores indicating that audience readings were generally in alignment with the intended meaning, the variance observed across the levels of congruence across different regions and demographic groups addressed RO1 by providing evidence to support a strategy of tailoring messaging for better alignment with the expectations of international audiences rather than utilising standardised materials across all geographic territories. This variance became evident during the detailed statistical analyses conducted to assess the data, which focused on the first research objective, determining how closely the intended meaning matches the interpretation by the audience. Overall, the results indicated a moderate level of congruence between

intended and received meanings, with specific factor loadings indicating the extent of the alignment to different campaign elements.

The response to RQ1 indicates that while a baseline level of congruence exists in the cross-cultural dialogue between the University of Sunderland and the prospective student audience, discrepancies may adversely impact engagement and accurate interpretation of the standardised marketing collateral. The findings indicated that despite a generally high degree of congruence between intended and received meaning, there is scope for addressing the discrepancies in specific demographic segments and geographic regions; the nuances of these audience characteristics are explicitly explored in the subsequent research questions and objectives.

8.2.2 Research Question 2 (RQ2) and Research Objective 2 (RO2)

The statistical analysis performed on the survey data to address RQ2 and RO2 helped provide insights into how widely demographic factors play a role in the meaning received by audiences. This was explored in the SEM analysis undertaken, which approached demographic factors as an aggregated variable. Following this, a process of multi-modal linear regression analysis was applied to investigate demographic factors that the holistic modelling of demographic factors through the audience demographic (AD) construct alone does not demonstrate a significant influence on the intended and unintended meanings of advertising; therefore, to fully address H02, additional granular approaches including a multi-model linear regression analysis.

The analysis confirmed that individual factors influence how marketing messages are received, with demographic variances in message reception observed across age, gender, and regional background. As outlined in Chapter 7, different perceptions were observed in younger audiences compared to older age categories, and regional differences showed some variance in the strength of congruence with the intended meaning. Factors such as gender, however, did not produce a significant variance. These observable variances inform RO2 by suggesting a demographically sensitive approach may enhance cross-cultural marketing activities, directly addressing RQ2. Though broadly, the message was conveyed to the different demographic segments; the findings highlighted that by tailoring approaches to specific audiences and addressing instances where less message congruence is derived, there is potential to engage more effectively in a way that resonates with diverse cultural and regional backgrounds. It is noted that whilst significance was observable, the results carried limited significance, as demonstrated by the associated R-squared values across the eight regression models - therefore, demographics, whilst influential and worthy of addressing in future campaign planning, are not exclusive determinants of audience perception.

8.2.3 Research Question 3 (RQ3) and Research Objective 3 (RO3)

The discussion underpinning this project of whether a standardised or localised marketing strategy should be adopted, and to what extent, was addressed directly in the statistical analysis undertaken, particularly during the ANOVA process, which demonstrated how different regions and sub-regions responded to the marketing campaign materials. The ANOVA and post-hoc analysis revealed significant differences in how intended meanings are perceived, backing the rejection of the null hypothesis H03. The findings indicate that a standardised method for campaign materials might not yield consistent results across all audiences. Ultimately, this supports a strategic recommendation that a combination of both approaches should be adopted, consistent with a process of glocalisation, as advocated by Roudometof (2016), which would tailor certain attributes of the brand to local markets whilst retaining consistency across key elements.

Unlike proponents of localisation including Edrem et al. (2006) the early advocates for brand standardisation, such as Levitt (1983) pre-dated the current globalisation paradigm, and while the current standardised approach enables a single voice across all markets, the ANOVA analysis undertaken provides an evidence-based case to support the adoption of a 'glocal' approach in future

University international marketing activities. This would enable a recognisable brand voice to be retained, but with an added degree of cultural sympathy, in line with the "multicultural mosaics" presented by Cayla and Eckhardt (2008), towards local preferences and nuances to optimise engagement and clarity of message.

8.3 Wider Discussion of Findings

The findings provided in-depth insights into global perceptions of the University of Sunderland international marketing campaign creative materials and the congruence of their intended messages with the messages received by the audience; this provided rich data into the effectiveness of the current campaign approach which adopted a standardised set of advertising materials across its prospective student audiences. Using these findings from the project research's qualitative and quantitative phases, the following discussion explores the trends observed in the alignment between intended and received meaning across certain demographic groups to inform future approaches most effectively serve the objectives of international campaigns. Overall, the results support the efficacy of implementing a glocalised approach, which balances global consistency with local relevance.

8.3.1 Qualitative Findings Discussion

The exploratory focus groups conducted during the qualitative phase of the research aimed primarily to support the development of the quantitative research instrument by identifying additional, unintended associations with the advertising materials and highlighting areas of intended meaning that the advertising did not convey clearly. The discussions also provided significant insights into audience perceptions of the University of Sunderland's marketing materials. Although these contributions enrich the understanding of audience perceptions, as isolated observations within a highly restricted sample set, it was impossible to view them as representative of a particular region or sub-region; this was the aim of the subsequent quantitative phase. Nevertheless, these insights from the qualitative phase offered context and enhanced the discussion of the broader research outputs. Despite some representation from all key regions for student recruitment, no strong culturally focused preferences were noted regarding the creative style. The intentionally consistent use of the English language across the materials was universally accepted, although some participants suggested that variations translated into local languages may be more suitable in specific contexts.

The institutional attributes the campaign sought to achieve aligned closely with the understanding derived by the audience, as did the practical nature of the University, in that the vocational history encapsulated by the campaign messaging was conveyed clearly. Though frequently featured in marketing materials, league table ranking was not a core message; participants expressed an acute awareness of relative league table ranking as an essential element in promotion, highlighting it as a key message to focus on in future campaigns. Additionally, the elements of the campaign messaging relating to personality and tone of voice were widely consistent with the participant's perceptions of being friendly, inclusive, and welcoming, which were associated both with the Northeast area and at an institutional level.

To distinguish broader UK study perceptions from messages specific to the University of Sunderland, participants in the exploratory phase were asked about their views on the UK as a study destination shaped by cultural experience and education quality. Sunderland was often associated with safety, friendliness, and inclusivity, suggesting these could be key future messages. Post-enrolment experiences also highlighted attributes like employability and practical learning, which were important to emphasise to prospective international students.

Unlike the large-scale quantitative survey that followed, the small sample size of the exploratory focus group phase alone did not lend itself to producing demographic generalisations. Nonetheless, the results yielded valuable demographic insights that would benefit from further exploration, particularly regarding geographic preferences for advertising material formats. For example, although the

participants generally derived the key messages as intended, discussions revealed cultural preferences regarding language localisation in the materials.

In addition to providing the thematic insights required to develop the survey, overall, the exploratory focus group discussions indicated that the materials generally aligned with audience readings, expectations, and perceptions of elements of UK study including associations of education quality, safety, and aspects of culture. Several unintended meanings emerged, such as associations with modernity, tourism, and work-life balance. Although their positivity aligned with the campaign's vibrant style, they did not convey the intended meaning. This exploratory stage informed the quantitative research phase, which further explored them.

The free-text section of the survey provided additional qualitative insights, although the volume of responses was limited owing to the optional nature of these questions. Despite the low response rate, the qualitative data collected supported the exploratory findings derived from the focus groups by highlighting several recurring themes congruent with the overarching research conclusions. Among 684 survey participants, only 36 (5.26%) provided a free-text response. Although this sample size is insufficient for drawing generalisable conclusions, the nuances in these responses contributed depth to the study's overall data analysis. Themes relating to visual identity were present, such as instances of terms like "beautiful," indicating that the materials elicited emotional and aesthetic responses to the campaign materials. At an institutional level, recurring associations such as "quality" and "career" indicate alignment between the campaign proposition and the meanings derived by the audience. In addition, observations relating to the UK as a study destination were evident, with recurring terms including "culture," "opportunities," and "educational quality" indicating a perception of desirable cultural experience and educational standards. These responses could indicate that a priori perceptions of the UK learning experience may influence audience readings of Sunderland-specific content.

8.3.2 Quantitative Findings Discussion

Following the initial qualitative research stage and survey instrument design, the survey was distributed to a broader sample of participants. The statistical processes to address a series of hypotheses related to the congruence of the campaign's creative materials included descriptive statistics, mean response analysis, linear regression, and ANOVA; the outputs were used to examine message congruence, the effectiveness of campaign messaging across different audiences, and the extent to which demographic factors influenced how audiences perceived the campaign's materials.

The first phase of analysis produced a set of detailed descriptive statistics to provide context for the observations. For example, the most represented age group in the survey sample was 25-34 years old, with the highest concentration of participants from the Africa sub-region. As with the initial research phase, the top-level quantitative results from mean response analysis indicated a general sense of congruence with received and intended meaning across all regions, with slightly stronger overall alignment in the Central and Western regions. This highlighted regional and subregional variations and suggested scope for refinement of the current campaign strategy, these initial findings were consistent with the qualitative results in that the audience demonstrated a general sense of congruence towards the intended meanings of the campaign materials.

Structural Equation Modelling was applied, using a process of EFA, CFA, and finally, SEM to examine the causal relationships between demographic factors (AD), intended meaning (IM), and unintended meaning (UM). Initially, EFA was performed to identify latent factors and their loadings within the survey data, which ensured that the constructs could be empirically supported; the Kaiser-Meyer-Olkin (KMO) Measure produced a robust level of 0.963, indicating of adequate sample. Bartlett's Test of Sphericity also confirmed that factor analysis was appropriate, with a chi-square value of 10957.711, significant at $p<0.001$, and Principal Component Analysis (PCA) with Varimax rotation identified four main factors, explaining 61.768% of the total variance.

Following the EFA, CFA was used to validate the factor structure and assess the integrity of the measurement models. The evaluation indicators of the model, including the Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI), reported a value of 0.711, suggesting a moderate fit. The Root Mean Square Error of Approximation (RMSEA) stood at 0.119, indicating a suboptimal fit, a limitation that was attributed to the intentional inclusion of a complete set variables.

Of the factor loadings, the following key intended meanings indicated a high-level congruence with the received meaning derived:

- "Friendly": Produced a factor loading of 1.182 and standardised loading of 0.642. This suggests the intended meaning of friendliness was recognised by the audience.
- "Confident": Produced a factor loading of 1.131 and standardised loading of 0.717. This indicates strong alignment between the intended and received meaning of the materials.
- "Energetic": Produced a factor loading of 1.158 and standardised loading of 0.734, showing that this campaign element resonated with the audience.
- "Personal": Produced a factor loading of 1.300 and standardised loading of 0.720. The high factor loading is an indication that this intended meaning was consistent with the audience's reading.

Conversely, the below campaign messages produced lower levels of congruence:

- "Mature": Produced a factor loading of 0.905 and standardised loading of 0.455. The lower loadings suggest that the maturity meaning in the postgraduate materials was less effectively read by the audience.
- "Informal": Produced a factor loading of 1.000 and standardised loading of 0.514. This mid-range outcome shows moderate alignment, showing the potential for discrepancy between intended and received meanings.
- "By the Sea": Produced a factor loading of 1.187 with a lower standardised loading of 0.557. Despite a robust factor loading - and featuring prominently in much of the example marketing material put to the participants, this message was not strongly aligned with the audience readings.

Once the factor analysis stages were complete and the SEM model constructed variables, the analysis suggested that the model incorporating a full set of recorded variables provided a moderate fit. The regression weights indicated that demographic factors such as age and geographic region had a minor impact on the congruence of both IM and UM but were not statistically significant; therefore, observable cultural trends and preferences were not derived from the dataset. With limited statistical significance, demographic factors overall do not significantly indicate variations in message reception, but to explore the nuanced demographic effects at an individual level, linear regression analysis was incorporated to examine the relationships within different subsets of the data.

Following the SEM process, subsequent granular levels of analysis using linear regression analysis on aggregated groups of received meanings indicated variance between demographic factors, including age, gender, region, sub-region, and level of study. These insights into how demographic factors impact international audiences' interpretation of campaign materials were consistent with the subsequent ANOVA phase of the analysis, which focused specifically on regional and subregional variances; the significant levels of variance between regions support the addition of locally tailored content.

The findings revealed significant differences in how the global audience perceived the campaign materials, highlighting observable demographic variations, and further supporting demographically tailored or localised strategies to enhance cross-cultural communication effectiveness. Despite a continuity of language, the relatively low overall mean response score rating from the Americas

subregion may indicate a widely held cultural perception of the UK as a study destination. As the United States overall has the highest concentration of top-ranked universities worldwide (WorldAtlas, 2024), the direct competition with world-leading institutions may make delivering resonant advertising to this audience more challenging. This variance can be tempered by the predominant sense of audience alignment to the intended meaning evident across all audiences. While there is scope to refine and improve the current standardised campaign approach, a more balanced, glocalised process with some tactically adapted elements reflecting the nuanced requirements of the audience may be optimal for retaining the broad recognisability and economy of scale that a strategy of brand standardisation entails.

Individual meanings, such as "galvanised" and "energetic", produced high observable variances between regions - in this case, producing a significant mean difference between the Africa and Indochina subregions. Whilst the results succeed in providing evidence of perception variance between different demographic groups, it is posited that the specific examples of "galvanised" and "energetic" meanings produced a more significant geographic variance as they essentially convey an intangible, subjective feeling rather than an explicit message, such as the more congruent readings of "friendly" and "career" focussed".

The quantitative findings predominantly echo the overarching observations from the exploratory phase of the research. Consistent with the qualitative findings, a broad sense of alignment with intended meaning was observed at the quantitative stage; however, statistically significant levels of variance derived from the results, both at a demographic and geographic level, further supported pursuing a strategy that synergises elements of standardisation and localisation.

8.4 Relationship between qualitative and quantitative findings

This section examines the qualitative findings from the exploratory focus group phase in Chapter 6, which was used to develop the quantitative survey instrument for data analysis. It shows how qualitative insights from focus groups identified key themes that were quantitatively validated to assess regional variation across the campaign meanings.

To reiterate the mixed methods approach from which the findings were obtained, the focus group phase identified key themes of received meaning based on audience responses; as part of the discussion of findings, these were compared to the existing campaign proposition framework and intended meanings, producing a codified set of congruent meanings consistent with those of the proposition and incongruent meanings which were not intended to be derived from the campaign collateral. A 7-point Likert-scale survey was developed using this coding framework to enable quantitative analysis; the survey, distributed to a much larger and more diverse sample than the focus groups, provided detailed insights into geographic and demographic relationships.

In the findings related to RQ1, the qualitative data obtained from focus group discussions highlighted that although the participants broadly derived meanings consistent with the content, evidence of varied interpretations of visual identity divergent from the intended meaning was observed; this included additional unintended messages derived or the intended meanings of the campaign messages not being received at all by participants. This was consistent with the quantitative findings from the survey results, particularly evident in the mean response analysis, evidencing overarching variances in audience interpretation.

RQ2 was addressed via statistical analysis, with insights into the influence of demographics provided primarily through linear regression analysis. For the relationship of this quantitative data to data from the quantitative phase of the research, given the relatively small focus group samples, rather than establish demographic correlations, the qualitative stage of the research detailed in Chapter 6 specifically aimed to derive themes for the purpose of the survey design, which given a larger pool of potential participants, would then provide a detailed profile of the audience to robustly identify

demographic trends at the quantitative phase. The insights into demographics from the statistical analysis highlighted notable demographic trends, specifically across age, level of study, and at a location level. The unintended meanings were also tested using this process for demographic correlations. Although the results indicated a general sense of alignment, variance in certain demographics suggests that messages could be tailored more effectively; in the context of the hypothesis related to RQ2, H02, the findings supported the alternative hypothesis of H1, that there is an observable relationship between demographic factors and congruence of received meaning.

The qualitative phase focused on evaluating intended meanings and establishing additional attributes for the survey. Insights into localisation provided synergy with the quantitative analysis addressing H03 and RQ3. For example, post-hoc testing revealed a significant mean difference in the "galvanised" intended meaning, which did not align with focus group readings, highlighting the connection between qualitative and quantitative results. In general, as evidenced in Chapter 6, the focus group consensus was that the intended meanings of the campaign were mostly conveyed through the materials. This was explored methodically in Chapter 7, which highlighted trends across age groups, levels of study, and regional and sub-regional levels, suggesting the presence of cross-cultural variance in addition to other variances across demographic dimensions. As with the exploratory findings in Chapter 6, when addressing H03 at the quantitative stage, the extent to which a localised or standardised campaign should be adopted, the results showed that despite some disparities, the materials were successful overall in conveying their intended meaning to the audience; the readings received were within the threshold for being regarded as congruent with intended meanings, suggesting for some elements of the campaign, a balanced strategy between standardisation and localisation of marketing materials may be most suitable. In addition to the geographically significant findings, which were the central focus of this cross-cultural study, the variance across dimensions such as age and education level significantly impacts how key messages resonate with audiences, reiterating the requirement for tailoring content for different demographic groups.

As part of the mixed methodology, following the exploratory qualitative phase of the research recognising a range of received meanings, the quantitative phase reinforced some of these key insights. For instance, the unintended meanings, including "work-life balance" and "touristic", were derived outside the core campaign messages during the focus group stage. However, outlying unintended meanings were not notably significant in specific regions or sub-regions. For instance, the West and Central regions aligned highly to both the intended and unintended meanings; the results suggest a general sense of variance across all audiences rather than distinct demographic trends.

8.5 Theoretical Implications

This section relates the outputs from the literature review undertaken for this project, including theoretical and sector-orientated findings, to the research findings to provide a critical balance between the key findings and what the strategic implications may be when transposing them into a future strategy, both within the context of this Sunderland-focussed research project and concerning the broader market focus of the literature; for instance, the findings from the project align with the cultural dimensions theory of Hofstede (1983) in that brand identity must be culturally tailored to maximise global engagement. Whilst the core objectives of this insider research project were primarily concerned with operationalising the findings of the research, this section also bridges theory and practice with the wider body of literature on this topic by demonstrating the contributions of the project and how the outputs address research gaps within audience cross-cultural received meaning.

Though the divisive marketisation of higher education has produced conflicting views between academic and commercial purposes (Takayama, 2017; Vickers, 2019) - a wider debate beyond the scope of this project - the literature generally demonstrates a consensus that the intense commercial pressure on HEI providers due to the rapid globalisation and internationalisation of education has

resulted in an effective brand and campaign strategy being crucial to the commercial viability of institutions and supportive of longer-term aspirations for increased global reach.

The definition provided by Kotler and Armstrong (2011) identifies brand identity as the elements an organisation wants to be associated with in the mind of the consumer; this project succeeded in extending this conceptualisation to the higher education sector by exploring the elements of identity present in the minds of a prospective student audience. The literature review also set out the underlying environmental condition of globalisation, driving internationalisation agendas adopted by HEIs seeking to operate in a competitive international market. The literature highlights the importance of adapting to these environmental forces while emphasising key elements of institutional identity and core values through marketing activities.

Within the literature review, the determinants of HEI brand and marketing strategies in the international environment are outlined in detail, and the importance of conveying clear messaging and distinctive brand identity when reaching prospective international students is emphasised. The literature examines the balance between promoting the UK as a study destination and emphasising institution-specific messages such as rankings and reputation. Another key theme is the debate between standardisation and localisation in global marketing, particularly the challenge of maintaining a consistent brand image while tailoring content to local preferences, which risks losing a unified voice - central to the University of Sunderland's strategy. To reduce the risk of diminishing the message's effectiveness, the literature indicates that a 'glocalised' approach—merging universally relevant themes with adaptations that resonate locally—stands out as a practical strategy for HEIs. This aligns with Ivy's (2008) perspective that HEI providers should tailor their marketing mix to suit their specific audiences. A further key theme in the literature includes cross-cultural studies into received meaning and how the cultural backgrounds of audiences can influence perceptions of marketing materials. The literature highlights the importance of awareness of these cultural dimensions to ensure the messages are communicated as intended. In addition, literature relating to the role of the visual components in advertising materials demonstrates a requirement for an established visual identity (Findlay et al., 2017; Vontis et al., 2018), with the ability to resonate with domestic and international audiences.

The following section demonstrates how the findings of the qualitative and quantitative data analyses can be related to the key literature review.

8.5.1 Globalisation Theoretical Implications

The outputs of the analysis indicate that the materials generally align with global audience expectations of higher education marketing - the generally consistent responses showing alignment to messages of practical learning, modernity and vibrancy show alignment with global expectations; a number of these attributes still consistent with the influential definition from Levitt (1983), highlighting the core drivers of the globalisation process and further elaborated by contributions including Breton & Lambert (2003); Van Der Wende (2011) and Wood (2012). The literature highlights the impact of globalisation on student choices and calls for further empirical exploration. The quantitative phase of the project addressed this, identifying key drivers like league table rankings and perceptions of learning quality in the UK. The use of these drivers in broader HEI marketing is discussed in the following section.

8.5.2 HEI Internationalisation and UK Learning Theoretical Implications

As an extension of the globalisation theme, the literature discussed that a critical driver of the demand for UK higher education is the perception of quality and the reputational elements associated with UK providers (Jevons, 2006; Chapelo, 2011; Bennett & Ali-Choudhury, 2009), which was evident from the University of Sunderland accolades league table rankings cited by focus group participants, despite not being a core message in the advertising examples presented to the group. These secondary messages were highly significant to international students despite the core messages primarily

highlighting the institutional personality and local features. Though the audience broadly received the sentiment of the intended meanings, evident from the responses in the quantitative and qualitative stages of the project, the nature of the exploratory discussion around these key drivers in the decision-making process further supports the inclusion of tailoring the campaign materials with more prominent reputational and ranking-related information; this realignment of key messages for international audiences can potentially enable future materials to resonate more with the audience.

8.5.3 Cross-Cultural Studies Theoretical Implications

The outputs from the quantitative analysis demonstrated the effects of demographic factors on the reception of marketing messages, which further supported the recommendations in the literature pursuing a culturally sensitive approach with elements of localisation in global marketing materials. This is especially applicable to the Central and West regions, where significant differences in perceptions among these audience groups have been noted. Engagement in these areas could improve through a tailored, glocalised strategy. The literature highlights an opportunity for future research into how cultural nuances impact brand perceptions, which was addressed primarily by the quantitative analysis that provided a robust sample of responses across a range of demographic groups at a regional and sub-regional level, offering useful insights into variances between different audiences and supporting the opportunity identified in the literature by Belk (2017) to incorporate both qualitative and quantitative methods to develop deeper insights into audience readings of advertising content. Additionally, given the findings show students are not just recipients of brand messages but active participants in how the messages are interpreted, this research also highlights the co-creation of meaning in HEI advertising in a cross-cultural context as a potential area of future research, which aligns with the direction of existing literature on consumer-brand dialogues (Fournier & Lee 2009).

8.5.4 Localisation vs. Standardisation Theoretical Implications

Consistent with the discussion in the literature surrounding the strategic benefits of localisation strategies over standardisation introduced by Levitt (1983), and adopted into other dimensions of brand, such as Aaker (1996) highlighting a requirement for a consistent brand personality, the qualitative data provided evidence that the English language is a generally accepted mode of communication in marketing materials visible to prospective international students. However, the regional and subregional variances within the quantitative results indicated the scope for tailoring cultural elements to the local audience. This challenges the seminal findings of Levitt in that, despite the technological drivers which push markets towards convergence, in the case of higher education marketing, cultural nuances still necessitate local consideration. The visual style of the campaign, including the use of specific colours and imagery, primarily aligned with the intended message, supporting literature on the importance of universities using strong visual identities to convey values and attract international students. This aligns with foundational insights from Kapferer (2008) and Aaker (1996) on brand identity and image. Findings from both research stages suggest a need to balance localisation and standardisation, mainly as quantitative results show perceptual differences across demographics. While a standardised approach is broadly practical, addressing areas of variance can enhance overall impact, consistent with Holt et al. (2004) and Askegaard (2006) on culturally sensitive strategies.

8.5.5 Audience Perspective: Received Meaning Theoretical Implications

The limited studies in the existing literature that specifically examine how diverse international audiences react to HEI marketing campaigns highlight a significant research gap for further exploration. This study's findings demonstrate new data from a cross-cultural approach, evaluating the responses of multiple regions and subregions.

Whilst the work-based nature of this professional doctorate project frames the research specifically in the context of the University of Sunderland, the methodology applied could be applied to any HEI provider wishing to develop an understanding of how a diverse audience perceives a standardised set of campaign materials.

8.5.6 Theoretical Implications Summary

As illustrated throughout this discussion, the qualitative and quantitative analysis align with the key areas of theoretical discussion explored in the literature review. The review of the literature presented the merits of organisations adopting standardisation and localisation strategies through their brand and campaign activities, and the extent to which these strategies should be embraced, the view that global recognisability and global relevance should be balanced is most closely supported by the findings related to the perceptions of international students of the visual identity of the University of Sunderland; this view is in alignment with Cayla & Arnould (2008) in that contextually sensitive approaches should be used in cultural branding when implemented globally.

In addition to the findings suggesting that the glocalisation position (Robertson, 1994; Cayla & Arnoud, 2008) helps to reach a synergy of maintaining a consistent visual identity whilst adapting to local audience expectations, key gaps in the HEI branding literature are addressed, including the area of received meaning around campaign messages, a theme not widely explored in the existing literature (Heaney et al., 2010; Chapleo, 2010). While previous research emphasises institutional branding (Bennett & Ali-Choudhury, 2009), this study explores the student perspective and how various factors influence message congruence (Melewar & Akel, 2005), using Hofstede's Cultural Dimensions Model (1983) within the UK HEI context.

Chapter 3 identified the key literature gaps and areas identified for future investigation within the existing contributions to this area of research. Table 8.2 outlines how the project has addressed these areas by contributing to the existing body of knowledge.

Literature Gap	Contribution to Knowledge
Limited Mixed Methodology Studies on Audience Responses	This project utilised a mixed methodology, which integrated qualitative and quantitative research methods. The combination of exploratory focus groups followed by a comprehensive survey enabled to study to analyse a significant volume of audience responses the University of Sunderland's campaign materials which addresses the gap identified by Belk (2017) which concerned the limited number of quantitively supported studies within this area of research.
Scope for Empirical Brand Perception Cultural Studies	The research project undertaken has a strong underlying empirical element; this directly responds to the literature gap identified by Tresidder (2010) and Belk (2017), highlighting a requirement for empirical studies in cross-cultural advertising contexts, a body of work which is predominantly qualitative.
Few Cross-Cultural Insights into Received Meaning	The outputs delivered in the project cover a broad demographic range across multiple geographic regions, representing a broad range of cross-cultural insights. These insights have explored the extent of congruence between

	intended meaning and audience received meaning. This strategic view of the sender and receiver relationship addresses the gap noted in studies including Nan Zhou and Belk (2004), which noted a predominance of country or regionally faced studies in the body of literature.
Lack of Consensus on Standardised vs. Localised Strategies	This project contributes to the ongoing debate surrounding the extent to which marketing activities should be standardised or localised. Through the examination of audience perceptions at a regional and subregional level, particularly in the specialist area of HEI. This piece of research offers additional insights that can help inform the discussion around the extent to which marketing campaign materials should be adapted, addressing literature gaps highlighted by Jeong et al. (2018).

Table 8.2 Contribution to Existing Knowledge

In addition to addressing numerous key literature gaps identified, this section has outlined a range of empirical findings and insights are which can help determine the direction of future research into areas of cross-cultural marketing. Section 8.6 will elaborate further on the practical applications of the findings from this project in the context of the Message Congruence Model (MCM) and the potential application of this framework beyond the project.

8.6 Message Congruence Model (MCM) Application

The framework used to conceptualise this project, the Message Congruence Model (MCM) introduced in Chapter 4, was designed to explore the alignment between the organisational view (intended meaning) and the audience view (received meaning) of the brand identity of the University of Sunderland and the content of campaign messages. The model was created to help illustrate congruence gaps between the message conveyed in the marketing activities of the University of Sunderland by conceptualising the perceptions of the prospective student audience against what the messages sought to convey. The model emphasises cross-cultural dialogue by encapsulating the steps in the communication process to explore how both the institution and audience perceive and receive the messages.

The resonance of the global brand and marketing activities with student audiences can be evaluated through the MCM model by looking at the congruence between intended and received meaning - in instances of high congruence, the strategy is most likely to be effective, where congruence is observed as being low, this highlights a potential need for adjustment and considering a more localised or culturally sympathetic approach to the message. This dialogue shaped the research methodology. First, a qualitative phase examined the alignment of intended meanings with the campaign's creative proposal and uncovered unintended meanings. Then, a quantitative phase used these insights to create a survey for a broader audience.

The MCM was developed to evaluate the received meaning of University of Sunderland materials, but it can also apply to other institutions seeking to understand audience perceptions. Measuring congruence with marketing materials allows for evaluating audience engagement, essential for deciding on a standardised, localised, or localised strategy. The MCM model resembles Hofstede's Cultural Dimensions Theory (1983); findings show congruence with some variance, which can be

analysed through individualism and collectivism. If expanded, these audience dimensions could clarify whether outlying findings are cultural phenomena or subjective instances of preferences.

As highlighted in the literature review, a key influence in the development of the MCM was Keller's Customer-Based Brand Equity (CBBE) model (2003), which focuses on the pathway to creating strong, positive brand associations to secure customer loyalty and perceptions of quality. The main difference between the CBBE model and the MCM designed for this project is that the MCM considers dimensions of audience response and includes demographic or cultural variables that may influence received meaning. In addition, the model demonstrates originality in that it was designed principally to frame the cross-cultural dialogue of the University of Sunderland. Although strong brand awareness underpins the CBBE model as a key pathway to obtaining brand equity, the regional variance in the results of this project demonstrates that awareness alone is not necessarily sufficient; therefore, the inclusion of a cross-cultural dimension in the model is justified to address global variations in audience readings. As a potential area for future development, the Message Congruence Model (MCM) could be further contextualised against Hofstede's dimensions model (1984), with a heightened focus on aspects such as power distance and individualism/collectivism that influence the audience reception of university brand messaging.

As the MCM was applied in this project to materials from a specific campaign with a ring-fenced student audience, the future utility of the model could include a continuous application of the model to help conceptualise evolving student preferences and environmental changes. This dynamic and longitudinal application of the model could help track and evaluate the long-term effectiveness of marketing and enable a suitable response to changing market conditions, as elaborated upon further in the recommendations which follow in section 8.7.

8.7 Recommendations

Having discussed the audience findings both in the context of the existing literature and the conceptual framework which informed the direction of the enquiry and data collection, the following section will present recommendations for implementing the findings in practice, in the context of a future international advertising campaign covering multiple regional and subregional audiences.

8.7.1 Strengthen Brand Identity and Messaging Congruence

The insights produced during the research phase and subsequent analysis can help prioritise designing and planning future marketing activities and strategies for the University of Sunderland through culturally adaptable and localised campaign materials. As introduced in Chapter 2, the key messages of the campaign, with elements rooted in the civic role of the wider University brand identity to provide widening participation and vocational real-world education, transpose directly to messages used across a broad global audience; this is evident in the "Live Changing Moments" campaign at the centre of this project. Whilst the intended meanings of the campaign, which received broad cross-cultural appeal and understanding, can be regarded as congruent in that they are positively correlated with the audience's intent (Tseng & Wang, 2023), the degree of variance observed indicates scope for improving how these aspects of the campaign resonate.

The current international advertising strategy delivers a unified message across multiple student audiences, achieving strong recognisability and core message delivery. Findings relating to cultural differences suggest that adopting a consistent, yet adaptable localised approach will enhance identity and messaging, aligning with local awareness for greater clarity and cultural connection; an observation in alignment with Mourad et al. (2011), who emphasises that a compelling brand image is more crucial than awareness in the HEI sector. Similarly, Lomer et al. (2018) found that perceived brand credibility is a significant determinant of brand equity.

8.7.2 Develop Cultural Adaptation and Localisation

To prevent incongruent meanings from being derived from culturally unfamiliar advertising (i.e., Zhou and Belk, 2004), while maintaining a unified brand voice across multiple international markets, future marketing campaign materials could be tailored for specific markets whilst retaining the essence of the messaging. This can be implemented across a range of functions, for example, marketing materials could be translated into local languages to convey messages with additional clarity to non-native English speakers; visual elements such as culturally familiar or diverse photography of students could reflect the identity of the local market and its cultural preferences; and the key messages could emphasise elements of high importance to that specific country or region identified through market research - for instance, attributes identified in the exploratory discussion including safety, friendliness and employability.

In addition to the content of local messaging, audience engagement could be maximised using locally specific social media channels. Whilst this level of specificity is beyond the scope of the current standardised campaign which focuses primarily on widely globally adopted digital channels, a nuanced approach may be worthy of future investigation. For instance, the popular WeChat platform in the digital ecosystem in China, which serves a broad range of focussed content to users; the mobile messaging app, KakaoTalk, in South Korea; and the all-encompassing lifestyle platform in Japan, Line. In addition to extending the reach of the campaign content, using country or region-specific platforms helps convey relevance and cultural awareness to the audience by demonstrating greater sensitivity to the digital behaviours and preferences of the audience.

8.7.3 Emphasise International Student Experience

Despite not being explicit central messages within the original campaign proposition, the audience derived messages of inclusivity and diversity from the advertising materials - positively responding to these messages. Though these messages underpin the broader ethos of the institution as outlined in Chapter 2, and therefore will have an underlying visual presence in marketing materials irrespective of the campaign, given the evident importance placed on these messages by the student audience, these areas could be further emphasised to illustrate the international student community through continued use of diverse imagery, the student social experience and emphasis on key elements of the international provision such as English language support. This sense of diversity and cultural inclusion could also be demonstrated through the suggestion explored at the qualitative stage of producing materials translated for local audiences. These tailored messages could be highlighted in the campaign materials by showcasing current students and graduates to share their own experiences. In addition, leveraging the reach of the University's global networks through expanded collaborative marketing, including partner institutions and alumni to demonstrate the international profile of the University and further illustrate the globally facing profile of the institution would further substantiate associations of inclusivity and diversity.

8.7.4 Highlight career-focused content

A further practical implication of the findings is evaluating how career-focused content is used in campaign materials. The career-focused elements of UK study emerged as a recurring theme in focus group discussions, however in the context of audience readings of advertising materials, the ANOVA analysis of the survey data underlined geographic variance in perception with a strong factor of regional variance observed in this area. Whilst other intended meanings relating to brand personality such as "galvanised", "bright" and "energetic" were subject to high variance in the results, this can perhaps be attributed to the cultural nuance required to recognise these elements underpinned by the local identity of the north-east of England. The "Career focussed" message, however, is a more globally applicable proposition, so a focus on improving the clarity of this message through reviewing how materials convey this, such as emphasising elements such as placement opportunities, industry links, graduate destinations and notable Alumni could support conveying educational benefits to

prospective students, the necessity of this approach is highlighted by the nuances observed in the connection to these themes in the data analysis phase, and consistent academic literature, including Li & Bray (2007), identifying this as a key selling point for international students.

8.7.5 Ensure Data-driven campaign messaging

The findings from the qualitative research phase highlighted the importance of directly interacting with the audience to establish their perceptions. In addition to the standard performance metrics used to measure campaign success, such as impressions, clicks and goal conversions traditionally used to evaluate digital campaigns, a parallel process of embedding ongoing market research to constantly refine marketing content through implementing processes to evaluate effectiveness such as continued focus groups and surveys, could provide a solution for understanding the requirements of the audience; previous studies including He and Shao (2018) have combined netnography with qualitative approaches, which could inform potential future methodologies for evaluating student perceptions.

In the case of this current project, in addition to generating bespoke research data, the dynamic nature of the international HEI environment, evident throughout this project highlights the importance of staying informed of emerging cultural trends and global shifts to ensure the relevance and continued effectiveness of campaign strategies; this is supported through sector-specific data resources as cited throughout this thesis, including: Higher Education Statistics Agency (HESA); Universities and Colleges Admissions Service (UCAS); Office for Students (OfS); Quality Assurance Agency for Higher Education (QAA); The Complete University Guide and The Times Higher Education; Department for Education (DfE) and Quacquarelli Symonds (QS).

8.7.6 Implementation of Message Congruence Model (MCM)

The MCM framework used in this project to conceptualise the sender and receiver dialogue between the University of Sunderland and its international prospective student audience could be implemented operationally to help develop messaging and communication strategies aligned with student perceptions and expectations, in addition to serving as a framework for marketing staff to consider how meaning is derived at each stage of the process. In a practical sense, to refine campaign messaging, the MCM could be implemented in future practical contexts to pre-test marketing campaigns in specific international markets, utilising the model to highlight potential areas of incongruity. Furthermore, to its application in practice, as demonstrated in a research context in Chapter 7, the elements of the model can also inform the structure of future research activities such as focus groups by serving as a means for comparing intended meanings to the received meanings derived by the audience.

8.8 Limitations of Study

The following section will examine the limitations of the project and highlight possible areas for future focus. Acknowledging these limitations not only helps clarify the scope and practical application of the findings within the context of this professional doctorate project but also sets out ways in which future studies may build upon the insights for wider application and address the needs of international student audiences.

8.8.1 Participant Sample Limitations

Although this research project was able to capture global perspectives, with participation across all overarching strategic regions and subregions, a notable limitation of the scope of this investigation was the heavy reliance on quantitative data to provide the necessary data volumes to provide generalisable results as the initial qualitative phase was primarily an exploratory phase to inform the design of the quantitative survey instrument, rather than comprehensively explore the nuances of specific cross-cultural phenomena.

Future research may benefit from providing an additional qualitative focus with scope beyond the exploratory exercise undertaken in this study to investigate specific cultural identities in more depth, as these intricacies were beyond the scope of the sample frame of this project. Additionally, future expansion of the quantitative phase could incorporate a marketing-focussed survey delivered to students around the point of enrolment to capture feedback on marketing campaign materials; this would provide large and consistent volumes of data enabling a more longitudinal evaluation of the congruence and effectiveness of campaign materials than was within the scope of this project.

8.8.2 HE International Market Dynamics

The meaning derived by the audience from University of Sunderland marketing materials has been a central focus in this project, however throughout this project, the dynamic nature of the external International higher education market has produced multiple environmental changes, including the worldwide pandemic, geopolitical shifts, UK immigration policy changes and global economic conditions.

In the project context, as both phases of data capture were isolated activities, representing a finite window in time, both the qualitative focus groups and quantitative surveys, the research may not fully account for the longitudinal effects of external factors shaping cross-cultural perspectives. In addition, investigation into the heavily fragmented social media channels, including country and region-specific platforms such as WeChat, which in part drove the "offline" methodology of data capture, via focus group and survey, in this project may provide a future route into obtaining specific audience insights. These market factors present an opportunity for further research, perhaps highlighting the requirement for an ongoing process to factor in the impact of a constantly changing global environment on audience received meaning.

8.8.3 Message Congruence Model (MCM) Wider Utility

The Message Congruence Model (MCM), which served to conceptualise the cross-cultural dialogue between the sender, the University; and receiver, the prospective student audience, may present some limitations in its wider application, such as the presence of potential audience biases in the form of unknown external factors not accounted for in the model, and the presence of potential researcher biases in the interpretation of the qualitative data, due the subjective nature of the process. The model could also be adjusted to include methodologies encompassing a wider array of observable cultural factors, increasing its future utility.

8.9 Recommendations for Future Research

Having discussed the limitations of the scope of the study, this section will provide a series of recommendations for future research which aim to develop the findings and insights obtained from this current study. The following recommendations are intended to support future studies in this area of research and enrich the broader understanding of how audiences interpret and derive meaning from advertising materials.

8.9.1 Development of cross-cultural insights

Future research could employ additional qualitative approaches to enrich cross-cultural insights; Hofstede (1993) posited that whilst audience perception is a product of social conditioning, organisations themselves also exhibit elements of cultural conditioning; this could suggest that organisational insights beyond the marketing realm could enrich the marketing campaign focussed findings of this research. Whilst the sampling process used in this project was able to obtain representation across all the key geographic recruitment regions for prospective students, this could be enhanced with more in-depth qualitative research including interviews and focus groups with a more diverse range of international students providing enhanced representation. This larger scope

could be supported by expanding the methodology to include ethnographic techniques to gain richer insights into a broad range of cultural contexts.

8.9.2 Increase Diversity in Participant Sample

Participation presented a major challenge in this project, including non-attendance of focus group volunteers and invalid or abandoned survey responses, resulting in 555 of the 1239 submissions being excluded from the quantitative analysis phase. Though within the scope and campaign-bound timescale for this project, for future research exercises and to represent the audience most effectively, a wider range of countries, age groups and academic levels would provide optimal insights. This data could be obtained from enhanced stratified sampling techniques, which could provide a more accurate audience sub-group representation.

8.9.3 Extension of Message Congruence Model (MCM) Application

Though the primary purpose of the Message Congruence Model (MCM) was to help in conceptualising the cross-cultural dialogue that derived received meaning from intended meaning in the context of University of Sunderland advertising, with some adaption, the model could be applied across other projects and sectors. For instance, the model could potentially be developed further to support the process of interpreting qualitative data with additional methodological steps. Additionally, in addition to the congruity of received meaning, the model could be used to revisit themes of schema congruity theory (Mandler, 1982), such as evaluating whether audiences commit more of their mental bandwidth to advertising materials that elicit a sense of cognitive dissonance.

The time-bound nature of the project was to capture a snapshot in time, focusing on a specific advertising campaign received by a defined student cohort. A possible opportunity for developing the MCM would be to expand the framework to accommodate capturing and measuring feedback over time, and through specific events, such as through the decision-making process through to enrolment and beyond; these ongoing insights could support developing longitudinal marketing strategies.

8.10 Summary of Findings

This discussion of the findings in this chapter highlights that whilst audiences broadly grasp the intended meaning to be conveyed through the advertising materials, the nuanced interpretations and variance across different audience groups amount to a gap between the intended meaning of the marketing collateral and the perceptions of international audiences. The unintended meanings identified in the qualitative analysis reveal a perceptual gap between intended and received meanings, and the quantitative phase of the research provided statistical evidence of variance between intended and unintended meanings. This, of course, does not necessarily represent campaign failure, with the strategic leveraging of brand differences being used strategically to stand out in the market, as demonstrated by Choi et al. (2015). While the findings demonstrate a strong baseline level of congruence with the intended meaning, the presence of observable variance suggests that a nuanced and culturally aware approach may derive higher engagement from audiences. Should this research be operationalised for future strategies, the insights provided by this project could be developed further with longitudinal studies and much larger sample sizes, offering richer insights into audiences beyond the scope of this project.

The insights revealed that these changes in audience perception can be attributed to demographic factors, educational context, and expectations across different geographic regions, on the basis that segments of the audience with higher observable congruence are demonstrating a perception that aligns closely with the institutional view of the University brand, and that less aligned groups have different expectations or views. The project focussed on a suite of standardised marketing materials from the global Life-Changing Moments campaign; given the standardised nature of the materials, the variance in perception can be addressed through tailoring content to reflect cultural aspects and

expectations - particularly in areas where lower levels of congruence were identified, an indication that the standardised materials in their current form were less resonant with the audience.

Future research to develop a strategy to enhance brand congruence in areas where the materials were less resonant could help address cross-cultural communication challenges. For instance, additional focus groups of in-depth interviews could enrich the insights derived from this project and address specific messages and elements of the collateral that may represent a source of incongruence. Developing the mixed methods approach in this project, should this methodology be applied to a future piece of research, a subsequent phase of follow-up interviews or focus groups could provide further insights into notable demographic trends identified in the quantitative phase of the analysis.

The series of discussions and recommendations in this chapter contextualises the research findings concerning the existing literature and contextual framework designed for this project. Through synthesising the findings of the project, this chapter has addressed the overarching research aims and bridged the theoretical context with the practical application of how these can be implemented into future marketing strategies, both serving the insider research objective of the professional doctorate programme having produced findings with real-world practical utility, as well as contributing to the wider academic discussion on the nature of cross-cultural brand and marketing strategies in an increasingly international environment. As well as addressing the central objectives of the project, the findings also highlight areas for potential future investigation and improvement.

The concluding section will reflect on the essence of what this project has achieved and theoretically contributed, the limitations of the project and recommendations for future research, in addition to signposting relevant aspects of critical self-reflection, as encapsulated within the accompanying DProf portfolio of evidence.

8.11 Final Conclusions

As the literature illustrates, the internationalisation of higher education is a divisive issue; nevertheless, in an increasingly competitive, globally facing higher education market, it is an existential requirement for institutions to understand culturally diverse audiences to communicate their specific proposition to prospective students successfully. In the case of the University of Sunderland, the findings presented in this thesis demonstrate that the success of an international marketing campaign is not underpinned by the overall audience alignment to a set of pre-defined messages, but by the range of interpretations. The outputs from this project provide practical recommendations for future campaign activity and contribute to the wider discourse on marketing strategies in the presence of globalisation.

The research undertaken suggests that the intended meaning sought to be conveyed in the standardised campaign materials, and as outlined in the creative proposition informing their design, was generally aligned with how it was received by the audience, some disconnect between intended meaning and received meaning was evident to different degrees across different audience segments, indicating that cultural and demographic differences require a nuanced approach for optimal effectiveness. This output is a direct response to the most prominent source of theoretical tension in the brand and marketing literature; namely the seminal advocates of standardisation of global brands (Levitt, 1983; Still & Hill 1984; Rosen et al, 1989); proponents of localisation for specific markets (Francis et al. 2000: Edrem et al. 2006), and supporters of the hybrid approach of glocalisation to tailor a central brand concept to local markets (Roudometof, 2016), Adopting a process of glocalisation in the case of the University of Sunderland would enable the essence and consistency of the 'one compelling voice' to be retained, but with an enhanced sense of cultural awareness to reflect the diversity of the international audience, whilst retaining the appeal to students of being immersed in another cultural experience, as highlighted by Wu (2014) and Wihlborg & Robson (2018) and present in the recommendations of HEI-focussed publications advocating local awareness in international marketing efforts (British Council, 2019; BUILA, 2020). The findings of the project highlight a necessity

to move beyond establishing a global standard to optimise marketing materials for universal objectivity alone, and to instead consider the nuances of cultural interpretations in tailoring materials to specific audiences; this conceptualisation of glocalisation is consistent with the culturally sympathetic approach presented in Vrontis et al (2009). In practical terms, implementing this level of granularity in campaign content is more resource-intensive to implement than adopting standardised strategies, but is crucial for maximising the competitive advantage provided by ensuring coherent cross-cultural dialogues.

The key theoretical contributions of this project are the specific insights into cross-cultural marketing in the context of higher education, addressing a sparse area of literature. These findings highlight the importance of considering demographic factors in HEI marketing activities. Given the nature of the professional doctorate project and the focus specifically on a live University of Sunderland marketing campaign, the generalisability of the project findings may provide useful insights but have limited direct utility for other institutions and organisations. In addition, the reliance on a specialised sample group of prospective Sunderland students may impact the wider relevance of the findings beyond the project. Therefore, future research could aim to develop the scope of the study beyond the institution; for instance, considering an audience encompassing multiple education providers, or adopting a longitudinal study to evaluate perceptions over time or multiple campaigns which may provide richer insights into the wider efficacy of advertising campaign creative. Such future studies could serve to expand the limited body of knowledge of international marketing in higher education and provide wider utility for other sectors evaluating the extent to which localisation may support their global campaign strategies.

The discussions in this chapter have addressed the three key research questions (RQ1 - RQ3) and demonstrated how the research objectives associated with these questions have been accomplished. The chapter has also addressed the research title by exploring the influence of international perspectives on the visual identity of a UK higher education institution, from a cross-cultural viewpoint; the findings showed that whilst the intended meanings of a standardised advertising campaign were acceptably congruent with the readings of the audience, the clear variance observed across different demographic and geographic segments suggested that embracing a more locally sympathetic, consistent with the culturally relevant strategy proposed by Cayla and Arnould (2008), could serve as a route to stronger message congruence. The MCM served during the project to help classify the multiple dimensions determining student perceptions and expectations of the UK and specifically Sunderland University experience. For future campaign activity and locally focussed marketing interventions, the MCM could be implemented in a regional or subregional context by applying the model to inform the evaluation of dialogue at a locally focussed campaign level or expanded further for future activity to help conceptualise the overarching corporate and institutional identity of the University of Sunderland, rather than a single, ringfenced campaign in isolation.

8.12 Project Reflections

The following section provides reflective insights into the conclusion of this thesis; please refer to the accompanying DProf Portfolio document for content which addresses the Professional Doctorate programme's broader reflective practice and developmental learning objectives.

This insider research project to investigate the international marketing campaign strategy of the University of Sunderland bridges a gap in theory and practice by investigating a live project to generate theoretical knowledge and insights into a sparse area of research, international HEI branding. As well as the nuanced recommendations outlined in this chapter which can potentially be applied to future University of Sunderland campaign activity, the project provides sector-specific insights and a methodological approach for effectively engaging with prospective students to evaluate the message congruence of the intended meaning of marketing campaign collateral with the intended meaning

readings derived by the audience. The conceptualisation of this relationship could potentially have utility for brands in other sectors seeking to assess the congruence of their campaign content.

The findings both provide a cross-cultural view of the international campaign strategies of the University of Sunderland and highlight the necessity of culturally nuanced marketing in the broader context of international higher education. The findings challenge the use of UK-centric standardised campaign materials, advocating glocalisation as a means of combining a strong visual identity with the cultural specificities of global audiences. This implication extends beyond the University of Sunderland and offers valuable insights for other institutions and brands considering the adoption of elements of localisation.

Whilst the findings highlight specific areas of campaign messaging for future attention, and the phenomenon of cultural influences in the form of regional variations where audience received meaning was not as strongly present, it is evident that the process of cross-cultural and cross-demographic communication cannot be reduced into narrowly defined binary categories alone; the general sense of congruence observed in the project, with small but measurable instances of variance, has highlighted that whilst audience segmentation can offer a pathway towards identifying and addressing incongruity, and a potential future strategy of glocalisation may support the production of materials which resonate more effectively with international audiences, these merely serve as guides and the completely subjective nature of individual preference is the ultimate determinant.

Although the pragmatist position decisively adopted in this insider research project to create a sense of separation from the subject matter has tempered the researcher's a priori conceptualisation of reality as largely a social construct, it is the researcher's view that cultural insights derived from any analysis must be deployed contextually. After all, worldview and subjective preferences are cultivated at an individual experiential level - a perspective effectively captured by the following quote:

"In reality, 'context', is often the most important thing in determining how people think, behave and act" - Rory Sutherland

Finally, from a practitioner perspective, the direct engagement afforded by the exploratory qualitative phase of this research provided a welcome contrast to the often detached, empirical ways of conceptualising audiences used in professional practice. It served as a salutary reminder to maintain an effective audience dialogue. Understanding how global audiences interpret and derive meaning is crucial for successful strategic campaign planning, and marketers across all sectors must consider individual perceptions within these segments to establish meaningful and authentic connections.

Chapter 8 - DProf Portfolio of Evidence Linkages
The project findings synthesised in this chapter and additional context for their implications are reflected in several sections of the DProf Portfolio of Evidence. Critical Self-Reflection (DProf Portfolio of Evidence Section 1.0), the International Agents Conference (DProf Portfolio of Evidence Section 6.0) and the TNE Partner Workshop (DProf Portfolio of Evidence Section 7.0) offer contextual applications and researcher reflections. In addition, the Business Educator Paper Submission (DProf Portfolio of Evidence Section 8.0) and Research Project Reflections (DProf Portfolio of Evidence Section 9.0) frames the project in the context of a practitioner undertaking a research project, offering a reflective first-person counterpoint to the academic writing style adopted for this thesis.

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APPENDIX

Appendix 1

Focus Group Consent Form

'International Perspectives of the Visual Identity of a UK Higher Education Institution:
A Cross-Cultural View' - Focus Group

By signing below, I confirm that I have been fully informed about the purpose of the discussion, and I consent to participate, understanding that I can withdraw at any time without giving a reason, and that participation is entirely voluntary.

I acknowledge that my responses will be recorded and transcribed as part of the study.

I understand that any personal information collected will remain confidential and will be used only for the purposes of this research. I consent to the use of my responses for future research and publication, on the condition that my identity remains anonymous.

I consent to take part in the study.

Name _____ Date _____

Email address _____

Gender _____

Nationality _____

(Adapted from Saunders et al., 2019)

Appendix 2

Focus Group Transcriptions

Focus Group 1	
INT	So we've just started recording now. So again, thank you all very much for volunteering to take part in this. Just a bit of background to explain why I've set this up, I'm a research student here at the University and I also work on the marketing team. I'm also doing a professional doctorate and doing a piece of research into why students who choose to come to the UK connect with the University of Sunderland brand. I was really interested in your insights as part of my research into this area. So, I've just prepared a few questions to help us discuss this. It's all very informal - there's no right or wrong answer, so please feel free to just share your thoughts. So, just to sort of start things off, let's talk about the main things that attract students to study in the UK. Would you like to begin?
F1F1	I think definitely the fact it's a like a seaside town. And we've got a beach. Like, not on campus, but umm, the campus and I know a lot of students. When I've done the open days and stuff, they've like, they've been quite excited that that's a sort of an opportunity and I think that's near Uni, yeah.
INT	Excellent. Do you agree with that?
F2F1	Yeah, I was just about to say that as somebody's, like, not from the area. And I do think that personally does play into effect because, like up North, but obviously up north, the beach is so nice and it just isn't a thing down South, like these lovely seaside town. So I do think

	that is a big draw. The way that the campus sits cause obviously, especially Saint Peters, you can physically walk to Roker Beach if you wanted to.
M2F1	Not everyone goes on their lunch break but I do think the beach has appeal and I believe like Sunderland on a list for safe cities to live and when I saw an interview with some students that had come over, they said that they'd found it on a list of UK Universities in a safe area to live.
INT	Yeah
F2F1	So, I do think that might play into it as well.
INT	That's really interesting. Just, to get some more perspectives on that, what do you think the perception is of studying in the UK in general as a study destination?
M1F1	Yeah, I think the UK is pretty much favoured. Yeah. At least coming from India, I can move from that, because whenever student things of studying abroad, he has two options. It is either the US or the UK and they consider UK to be. So yes, students do favour US and UK, like I said, but then one concern with UK is that. You know, they would prefer to go to US because they find that US is easier to get into compared to UK like UK strict with visa. Uh, policies. Other thing is, you know the policies after - Like not the policy but after the education is complete. Ohh, visa policies, they have not been uniform throughout the years, so that is one another concern which students have when they look at UK.
INT	Yeah, I see
M1F1	I like what would be the job prospects. So yeah, apart from that, yes, it is right up there. It is, I would say either first or second depending on what course the student pursue.
INT	Thanks for that, and it leads us into my next question: What would you expect to be the key things that would promoted in an advert for UK university?
F1F1	Umm, I think if you know it's got certain things that maybe a lot of Unis don't. So like for example the anatomy facilities that we have, you know, are state-of-the-art and not many Unis have them. So that's definitely like a pulling point. And then like in general just like course specifics like what makes Sunderland different from the rest like. Yeah, if that makes sense.
INT	Definitely, thanks. And just to follow that up - predominantly UK universities advertise in English overseas. How do you think international students feel seeing when an advert in English, especially if English isn't their first language?
M1F1	I think it appeals because if a student wants to come to the UK, definitely that person is educated in English and for you like India, it's the largest country where there is English speaking population, right? So that does help. But also I feel it depends on the market that you're trying to access. Like if I if I were to say that you want to access.
M1F1	Yeah, a market like Mumbai, it having English works and that really is good. But if you're going to South India then probably one or two lines in like say Tamil or Telugu, you know would appeal to them and yeah. But if you see North and Western India, they're pretty much OK with having the posters being in English. And I would want to add about what really attracts so because we are international student - I would say that, uh, our fees are quite reasonable for a student who is planning to come to India, so that is definitely it should be there somewhere up in a very subtle way.
INT	Right, excellent. And just turning that question around a bit, you might notice the regional language and colloquialisms in our advertising. What are your thoughts when you see this appear in advertising?
F2F1	For me, like as a Southerner, I have lived up north before, but I think it's kind of like in a way endearing, because it's just like, it's like the cute little phrases that are in the little pink book, like. And it says, like, meet the Mackems. I can't remember what page it's on, but like, it's things like that in the books and that go out on the adverts. I actually think it kind of like shows the university has a bit of a like, I don't know, a personality about it. It's not

	all just boring and structured. It's like what you were saying with the marketing before. You want it to be eye-catching, you want it to be interesting.
F2F1	I don't wanna say that it's all black and white and boring. It needs to be something that's like, OK, yes, I'm. I'm doing a health degree. But at the same time, I want something interesting. Not just all about the studies. You wanna know that the universities got a personality to it? It's got all of these different courses. That's great. But it's the fact that it has all of these nice little things in it as well. So, like all the different clubs that you can join and it's the parts like that, I think that are exciting as well. Does that make sense?
INT	Absolutely. Does anyone else have anything to add to that?
F1F1	It they see, I was gonna say basically the same thing. Really.
INT	Right, great.
F1F1	Yeah.
M1F1	I definitely got a very good impression of Sunderland as a city because people were eager to talk and share and you know they are not snobbish.
INT	Excellent. I'm just trying to share my screen with you at the moment. I'll just be a moment.. I just want to show a few examples of our advertising as recap and then get some of your thoughts.
INT	OK. So just to begin with, I'm just going to play a video advert that you may have seen before when you were looking at Universities, just for a bit of context. It's about a minute long.
INT	I'll just run a few run through a few examples as well with advertising materials. You'll see of the key design features is the use of the colour pink and purple as well which features heavily on our recruitment materials… our outdoor advertising… here is an example of our social media ads… the variation that we use for our postgraduate market as well in purple... So, the next part of this focus group is to discuss what you all take from this advertising. So, to open things up - what do you think are the main things these adverts are trying to convey to our students?
F1F1	So I quite like the pink. I think it's definitely, like, quite eye-catching and rather than just like a standard. I don't know a unique colour like a black or a Navy blue, you know, quite plain. I think it would definitely sort of catch your eye and then with the adverts in general, I like that. And you know, they use like actual students or past students in the adverts.
M2F1	Yeah, and you know it doesn't. It feels like, you can tell that actually, you know.
F1F1	That it's not like people have been brought in to pretend to be students or you know that work there. I think that's quite nice. They add to showing the personality of the Uni
INT	That's great. Thanks. How does everyone else feel about that?
F2F1	I mean just on the back of that, I think like the message is quite clear, isn't it? It's as if you come here in bold like and then it's got the Sunderland logo on it as well. So it's, you're like come here Sunderland and the bottom, like who the hell are Sunderland? It's so like forward that it almost takes you back a bit, but it's like actually that's kind of like ohh like that's interesting how they put it. It makes them a bit more of a down to Earth University instead of this, like rigid old university building that just has the logo on it. You know it's.
M2F1	Is more eye-catching. It draws you straight in. I mean on the one where there's all the pink writing straight away, the first thing you see is come here. Get somewhere before you've read any of the pink on the far left. It just that it just shows the clear-cut messages come to Sunderland.
INT	That's great insight. Thanks. How does everyone else feel about that?
M1F1	So, I feel that it could easily pass off as a tourism advert for Sunderland if there was no context given.
M2F1	I'm OK with the pink so that, it's a bit different, a bit lighter because I see too much contrast. I didn't see education everywhere in the the ad via. I think our PGCE courses or education course are 100 years old. So that's something they should feature. I might have missed out

	on that, but I didn't catch it. I don't know. Yeah, it comes to comes to this written material, pink is more attractive to me compared to the darker one which is dull.
INT	So, how far do you all think that advertising from universities influences on your studied influences, your study destination? Or do you think there's other factors that are more influential than how the university promotes itself?
F1F1	And for me, it sort of didn't have any lay in it.
F2F1	I was more looking at the course specifics. So, I would research them on their websites and go to the open days, but saying that when I went to the events, the sort of universe Sunderland, sort of.
F1F1	Like I suppose, Brand did sort of really stand out to me when I was at the university and like their friendliness and the sort of welcoming nature, and then sort of did stand out but in terms of like advertising prior to coming, I didn't. It sort of didn't have a play for me.
INT	That's really interesting. How does everyone else feel about the influence of advertising?
F2F1	For me, we had a bit of different advertising. I'd thought about Sunderland, but I hadn't really looked into it too much until obviously I'm like older going into my degree but and they sent some representative out who just doing nursing at the moment came out to the college that I was at the time and they were sort of like representing Sunderland and we're talking to us about the core. So it was very cool specific because they were talking about nursing to us prospective nursing students at the time they were there sort of advertising in a direct way to us. That made me think.
F1F1	Actually, maybe I ought to reconsider and actually have a look into Sunderland cause I've heard about it, but I hadn't really looked into it and then once I started to look into it and I had all of the big bold stuff in my face like the website is very good. And then I was a bit more drawn in that way. So I do think like we I had a bit of different advertising cause mine was an actual person without me trying to meet and actual person from the Union. That makes sense.
INT	Thank you. Great insights. So, did you see any of this advertising in country when you were looking to apply or is this new to you now?
M1F1	I will say that I saw some of it when I came to the Uni and the point where I started seeing all the material of marketing was when I was clear in my mind that yes, I'm going at ahead with the University of Sunderland to pursue my course. But what it the way it helped me was to give an assurance to my parents that I was going to a very good place, you know which, which is quality. So once they saw this videos and went through the website, they were convinced that my decision to come to the university was correct.
INT	Right. That's excellent. It's been really helpful this afternoon everyone. You've given some great insights and I just really wanted to round up with one last question, which is there's no right or wrong answer: If you had to describe the University of Sunderland as a person, based on the visuals I've shown you today, how would you describe them?
F1F1	Quite vibrant and sort of friendly and welcoming.
M2F1	Sort of extroverted
M1F1	I would say very friendly
F2F1	I think I would say like loud bubbly outgoing like the type of person who is the centre of the room no matter where they are in the room.
INT	That's fantastic, everyone. You've really helped me this afternoon with your insights into this campaign branding. So, we'll leave it there. Thank you so much and I'll drop you a line to follow up shortly. Thanks again.

Focus Group 2	
INT	Right. That's great. And we're recording. So, welcome everyone, and thanks for taking the time this afternoon to join this discussion about university branding. So, just a bit of

	background on this afternoon's session - I work on the marketing team and I'm also doing a research degree at the university and this focus group is part of my project. I'm interested into how our students all over the world perceive the UK as a study destination, and specifically, how they perceive University of Sunderland brand. So just to start things off, could I just put a question to you to start our discussion: What do you think of the main things that attract students that come to the UK to study?
M1F2	The student life
F3F2	Yeah
F1F2	I would say the culture of the UK.
F1F2	And also a good quality education.
M1F2	Yes
INT	Does anyone else have anything to add to that?
M2F2	I think mine will be education system.
F2F2	I think it's also going to be the education system for me too, because Nigeria, to an extent, uses the British education system.
F1F2	Yeah
F2F2	So, we believe that if we come to the UK, it will be easier for us to learn and to learn better because we also use their education system like it's similar to an extent. But we believe that there is a better education person in the UK. So there is this passage shown everybody has about the UK and Nigeria. So coming here already. So in Nigeria we already have that perception in our mind that we are coming here to receive better education. So that's it for me.
INT	Excellent. Great. Does anyone have anything to add to that?
F1F2	I also think that, uh, the school care and making me much more affordable than for the countries like Canada and US.
F2F2	Because the UK have a good education system and it's affordable and the cost of living is also like is not so bad so.
INT	Just in terms of how universities are advertised around the world, what would you expect to see in an advert from a UK university?
M1F2	I'd say it like the big one is you know what that university can offer us students or you know what? What other kind of courses that. That's the university offers. Like, what are the, you know, what are the specializing in particular? You know, if you watch some even watching an advert for November, for example, they'll really sort of push the fact that the quite big on, like medical stuff and more like more sciency categories.
INT	Yeah, I see
M1F2	That that's just a normal we have it that I've seen in particular, but like also like the culture and you know like the first offer and a little bit about like compasses and the city itself, universities in.
M2F2	Yeah.
F1F2	Get it from the university. Like if they graduate from that. You need help. How would the employer fit in them like now if you go to home bridge or Oxford, I use go to an employer, have a higher chance. So I think then think of that so.
M2F2	Hey, well, yeah. True another thing that I believe is the inclusiveness, you know, when you coming from a different region, you want to see that the university is accepting of all cultures and all religions and all of all races. Something that you really want to see. You wanna see the diversity in the university when they advertising. You wanna see that the university has a diverse look to its to its appeal.
INT	Definitely just on that note, how important do you think the language in adverts is? How do you think international students who might not necessarily speak English as their first language feel about seeing adverts in English?

M2F2	Well, I well if you are promoting the university in a different language, you still have the university also let the students know that the language of instruction is still English. I I'm not really sure if that plays a huge part. Definitely. If I heard it in, I only speak English and a very local language called Pigeon. So, if I heard the university language in Pigeon, I would really, really be excited about it. But I would be expecting that some parts of the university would offer me something in pigeon, maybe in form of a club or something that relates to what they're offering, what they're putting into their adverts.
INT	Great, thanks
F3F2	Well, for me, I don't really think there's so much. It's going to have so much influence like that because for example, I am from Nigeria and in Nigeria we have over I think over 200 ethnic groups with everybody's speaking like different languages, although we have like 3 major local languages and all that, but if there is an advert that is maybe, maybe some people in the in the UM at that, some people that are part of the team are saying something. You're but which is a local language in Nigeria. What if the person watching the advertise from another ethnic group in Nigeria? So I think you have to also consider the fact that there are so many ethnic groups with so many languages. And if every advert has to be tailored towards each of those local languages, I think it might just not be as successful as it ought to be.
F2F2	So I think it's OK if it's still in English, although a little bit of that can be included, but I don't think it's going to be too much of an effect.
F1F2	Right.
INT	That's really interesting.
F1F2	Well, I think that this language issue is not something that important because we have so many languages like testing each language has.
F1F2	Advertisement is still going to be a waste of money so maybe you have to do something. Language thing would be like the general language text, French, Spanish and not much people know.
INT	Just finally in this section, if you could change something in the adverts that you saw about universities, what would it be?
F1F2	You want know where you're coming to do and you will not be surprised or disappointed.
F2F2	Well, for me, I think in the advertisement, I would love to see how the university uses more technology. I think it would really, really, um, maybe give a better opinion about the university because I know that when I saw one of the adverts on the website at the time it was just like showing like general things. But I think the world is like going into like technology is like leaving ways to different things and a lot of people know that technology is the future. So if the advertisement is showing how technology is being used in school, the learning process and knowledge transfer and all that, I think it's really going to also increase.
F2F2	The public opinion about the university.
M2F2	I'm from the places that I've worked from, from places that I've worked. I I realise that if a lot of people are not very technologically advanced, a lot of people believe that believe in simplicity. Some people are afraid of technology. Some people believe that is easiest way to lose money or to be scammed. Some people just want to remain the way they that they are. So I believe they are. The university should be able to portray a stand where no matter what your technological stand is there's a place for you at the school. So if you're technologically advance your technologically savvy your they can definitely accommodate what you have. If you are not, however, there's also a space for you at the university, because if you if you portray point where only those who are technology service can come to university already, reducing your target markets.
M1F2	On that note of, they got a technology advanced and all that sort of stuff, something that I know is a problem for international students when they first come to the university is the

	fact that you're the canteen services and like the, you know, place where you get food on campus, they all are cashless and all like as a student voice Rep sport, where a lot of our student voice reps who have said that international students when they come here at the student like for the first couple of weeks. So I think you know like sort of talking, you know like sort of like making clear that like you know this this is what the services are, this is like this is what the technology is behind them. And I think that will be quite good as well. And also when it comes to like international students seeing what is available. That kind of work with their you know, with like their, where they're from the religion. The cause we have a lot of sites at the university that you know accommodate like you're different religions like, you know the Nigerian slightly different be insight is you've got. You are talking for like different religions as well. So I think it will be quite good for the international students.
INT	So, you're saying there should be a bit more of a focus on student life then?
M1F2	Yeah.
INT	Right. Excellent. That's great. So for the next section, I'm going to show you some examples of Universal Sunderland branding and then just ask your thoughts on it. So I'm just going try to share my screen now. I'll just be one moment. OK. So can you all see the video?
F2F2	Yes.
F3F2	Yeah.
M1F2	Yeah, we can see.
M2F2	Ah yeah.
F2F2	Yeah.
M2F2	Yes, yes, Sir.
INT	Excellent. So I'll, I'll just play this short video. It's about a minute long and will give you an overview of our current campaign.... OK, thanks. And then just to follow that up, I'm just going to run through a few visuals that you might find familiar. So, a few examples of our advertising that we're using currently to promote the university. For example, our latest prospectus… and some outdoor advertising… and an exhibition stand… Some of our online advertising… a slightly different postgraduate advertising, which is purple rather than pink… And that's used to summary overall of the overall look and feel of our advertising at the moment… So - Just after that recap, what would you say are the main things that the advertising is trying to convey to prospective students looking to study at Sunderland?
M2F2	From that I could see - diverse. I could see inclusion and those are things I feel that that the advertising was trying to portray, that everyone's welcome at the university.
M1F2	Yes, I like as well. How are you going on the go on the diversity? I like how you're you're showing a diverse range of courses. You when I've watched adverts for likes of Newcastle, Northumbria and other universities around the UK, I've noticed that they focus a lot on like the more academic degrees you know. So like medicines. Yeah. They go. Oh, you're sort of science degrees and maybe a bit of English or maths or something like that. But I've noticed that in that you show everything you even show.
M1F2	Like you're the radio side of things like the media production side of things, which is great. You know, I am in media production student and so you know sort of saying that representation of like you know wherever you want to go as a student you can go there. And I feel like, you know Sunderland doing that really makes that you're really makes the Uni more enticing to someone who wants to try something other than like a very academic course.
INT	Excellent. Does anyone else have any ideas about what this is trying to convey to students?
F2F2	I also think that equal is the school life balance. So that means you can focus other career focus on your career and still have a good life balance. Like you can make meet with people, go out, afford get like, interact, Connect network which is really good. So I think that conveys how people can actually have both in one. So you can meet people, connect network in the school and still build your career in the same place.

INT	That's great. Anyone else?
F1F2	Well, from the advertiser shows that some of the prospectus things that like go on to become like.
F1F2	Were they, say, world noon or something like that or so it's something that I'd like something like. Ohh yeah. I think they have a lot of people that they are also very supportive of their students and their students are also quite successful and have that kind of hoping that. As I'm coming, I'm just - Maybe I could be of going to be really successful myself and I really like the start of the adverse effect. I thought that that was like the video. I got really interested.
INT	That's great, thanks
M2F2	Yeah. And. And another thing that I notice is where this they started off at the end showing you that the university cares about your success. So success is always at the end at the back of the minds of the university and they wanna take you from where you are to where you wanna be, not just when you're done. OK, that's it. Goodbye. You wanna make sure that after you're done with the university that they support you to achieve the the roles or the attachments that you you see for yourself? So you want to get it?
INT	Great. Do you have anything to add to that?
M1F2	I know I don't have anything to add.
INT	OK, great. Thanks.
INT	So, how far do you think advertising effects students and making the decision to come to a particular university or come to the UK?
F1F2	Well, I've nothing very important for everything because advertising is not only like entertainment, so information and, umm, what's the word is also? I'll be like, oh, I can go. Here you go to have many coffees, if you please also really nice. But if I don't know anything about the school then I won't even know to come here, and I won't even know if they have the courses that can do so, I'll say like advertising for them But people don't know about it because they know well marketed. They know where outside so.
M2F2	Yeah, like if I choose to come to the NE a couple of options that I have and I'm just looking for that tipping points and make my final decision. So advertising would would be that reason I could see something in an adverse like am I think was Chrissy who was talking about maybe my course isn't one of the most flamboyant courses, but in an odd, but I could see that it is important to university to put it in there to advertise other people that are like me who want to do a program like I am doing it doesn't have to be like the top engineering or the doctors or the lawyers. Could be that I just wanna be an artist. Could be. I just wanna learn to draw the the simpler things. So that would be something that I could see in an ad. But that could be sued and I could see it. Ohh, it has a very good school life balance. Where I could hang out. I could. I could go out with friends and I could still catch up on my school work. Could be the diversity that the university is portraying. That doesn't matter where you're from, who you are. University would ask is accepting of everyone so. I think the advertising is very important role to me in making decisions.
INT	Excellent.
M1F2	OK, OK. Advertisement is there. I think it's very important to marketing to you know, to increase how organisations portray the strength.
M1F2	The organisation has and also the opportunities to then stand to gain when they get into the institution. So I think it's a very, very stable instrument in the hand of institutions also I advertisement tends to open up the what is obtainable in the in a particular university, just like my colleagues have stayed in the past, you know and at advertisement has like for example and most people who use what we call SWOT analysis and the PESTLE analysis, when you talk about the advertisement, thanks to open up the everything that has to do with the environment, you know in the everything that has to do with that institution in order to market, you know the, the, the, the, the, the institution to many people who are

	yet to understand what and what are alterable from that school. So I think it's a very strong instrument that most organizations.
INT	Yeah.
M1F2	OK, you use during SWOT analysis when they are trying to know their stay the strength, the weaknesses, the opportunities and the tricks, you know, that's around that particular. What University of Sunderland has to offer and that convinced me more to come into the University of Sunderland.
INT	That's excellent. Thank you. Does anyone else have anything to add about the influence of advertising?
M1F2	I would say for me, like I you know someone you'll be in someone from the UK and from the north-east I was looking to stay local as much as I could. And when it came to advertising, we advertise the university through our schools, you know? So like we had a some university staff comment. Our sixth form, do some sessions with us and then we also got the like see if you like the advertisements that they were doing back then and.
INT	Right.
M1F2	I feel like for me, those advertisements and like those sessions that we had with the staff and that was really influential and you know, it wasn't until they came in and I saw those adverts that I knew that it was immediate agree. And you know, you because like I was when I first started 6 form, I was like, I don't know what to do next. I don't know if I really want to go to university. But then when I saw that they had, you know, a Media Production degree and that could do their work on the radio and all that sort of stuff. I was like, you know what, I might actually. School to university thanks to Sunderland and then like you know, those adverts in those sessions influence speak to Golden Open day, that open day tenant, the media in the first choice in our school. And then here I am. So I would say like the advertisement I've advertising campaign does have a lot to play even for students who are from the UK and local as well.
INT	Excellent thanks. How does everyone else feel about this?
F2F2	OK, for me, I think it also very important because when I was, when a friend told me about the University of Sunderland, I wanted to know how the place looks like because that would be my first time coming to the to the UK would be my first time living outside of Nigeria. So I wanted to know how the place would look like, how the environment is, isn't it? Doesn't look nice. It's interesting like does it? Does it make sense? Because even though I don't know how the teaching system would be, at least I feel like if I see how the environment is is gonna influence my decision and make me feel like, OK. Leave the environment looks like this. That means I would be able to get good knowledge from this place. So I mean when I check the video, I know that I really, really liked the environment and I told myself that I think this is a good place. So I think the advice is means helps you to have a few of the environment of the of the environment. Basically even when you are not there. So I think that's a big advantage.
INT	Right. Excellent. So, my last question and there's no right or wrong answer for this. If you had to describe the University of Sunderland as a person based on the branding I've shown you today, how would you describe them?
M2F2	I would describe them as a very friendly inclusive and professional and really knowledgeable.
INT	Great. How does everyone else feel?
F1F2	Uh, I will describe this university as really nice, like very inclusive, it's very diverse. They have a wide range of courses like there's some courses I've never had in my life, they are also very friendly and they're also makes things easier for students like they have a lot. I would say that there's support for students financially every manner, and they also very professional. They have like a few awards and I'll say like you going really fast because I

	had that last year was like 99 and I don't know what I work, but now I think it's something that I would say, do you need moving really fast like is going up the skill really fast.
INT	Excellent, thanks. Any more thoughts?
M1F2	Uh, OK, basically, I was gonna say, you know, that when it comes to university, I find it very, you know, a lot of people have said inclusive, diverse, you're wise as well. You know, I feel like I've learned a lot coming through the university.
INT	Yeah
M1F2	I would just say it comes across as very friendly you know, it feels like home. You know, I pretty much come to Saint Peters as campus every day, you know, whether I'm working on you work for university, whether I'm doing stuff for spark or most times. I'm like, I kinda just come up to the media hub, into the camp. That's just for the, you know, for the for the crack, for the vibes. You know, there's there's a lot that goes on and you know when when you come every day you end up getting up with you is that you never thought you would get so.
M1F2	And you know, I'm. I'm pretty much all the time and it's like I I'd say it's the best decision that I've heard of your life coming to the University of Sunderland.
INT	That's great.
M2F2	Yeah, I'll say, if I was in to describe someone university as a person, I'll take it from my own personal perspective, amazing. I knew that this is where I'm supposed to be.
F3F2	It's just so friendly, just so human. Like I wasn't treated like international student. I wasn't treated like my skin colour was different. I wasn't treated in a totally different I was treated like a fellow human being. So I see the university as a human.
M2F2	The human feel to it. They make you feel like you belong so they have empathy. They have compassion. When I needed to travel to see my family, I spoke to my program leader and she was so amazing about it all. The module 2000 and really, really supportive. And they they sent me some information that I needed even while I was not around. So it was. It's just an amazing experience. So fantastic is what I would say.
INT	Great. Thanks. Does anyone else have anything to add to that about the personality of the University of Sunderland that comes across in the advertising?
F2F2	Yes, for me, I think very intelligent, I mean very intelligent. You know, sometimes I've been class and I would be like how did you know all of this? How? Just be talking to myself and like in relation to how the lecture and I'll be like how did you know all of these? Like they're actually very, very intelligent.
INT	Great, thanks
F2F2	That's what people, teachers and I was just thinking to myself this it actually changed my mindset about that cause because I had another line of career, but actually that those people teaching me made me feel like I can also dive into this path if this other one is not going like they made me see a different aspect of it actually did better than I would have normally done because of those lecturers, they were actually absolutely intelligent like you just know that this is a mix of. Umm. knowledge, experience all mixed into the teaching atmosphere. It was. It was really good. So, I will say that the lecturers actually very intelligent. Very, very yeah. That's it for me.
INT	Great. Thanks. Anyone else have any views on this?
M1F2	And for me, I think, Sunderland is located where everything is made available is, you know, like for me I'm from the African side, you know, and I am so happy that University of Sunderland is very close to most African shops around. You know, I have from school to African stops. I get my African food ingredients, you know so things are made very, very easier for me. In other words, Sunderland is accessible is affordable, you know. And so that's one of the good things that I will say. And then another thing is there like what the last week I said, I am currently studying the cosmetic science. I fell in love with one of our lecturers.. You know in cosmetic science before now I was looking, I was I was finding

	cosmetics science so difficult because it has been long since I left the academic work. But I was so surprised when she came, you know, just. I'm about few minutes into the class. She the way she made things so easy for me. You. Not for me, Sir, for almost everybody. And everybody was just clapping for her. Everybody was looking forward to having her. She made all see the future in what we are studying. Because before now I was somehow confused. I never knew where I will be going with my cosmetic science after my studies in the University of Sunderland. But she came in. She opened it up for us.
INT	Excellent, thanks
M1F2	She told of the prospects and now I can hit hand on my chest and said I'm going to be an ingredient specialist in my field after my work and you know and some other lecturers are the way they are teaching us, you know, they are bringing out, they are going in deep, deep, deep, deep to teach. They teach outside some. Of you know that for us to face what the outside world is going to be, competition that will be coming from the outside when we graduate, you know when we'll be looking for job, you know? So, they are preparing us in all ramifications of life. So I am so much happy. The money that I've spent in coming to University of Sunderland is actually not the way I am highly fulfilled. You know, I'm looking forward to maybe embracing some of the other courses, maybe PhD program in the nearest future with. And University of something like because University of Sunderland has really made me reach my goals. The goals I set, you know, before when I left Nigeria for the UK, University of Sunderland has given me a 90% of it for now. Thank you.
INT	Great, thanks for that. So, I think perhaps if we leave it there, that's everything that I wanted to run by you. That was great. It's been an excellent focus group this afternoon and I really appreciate you taking the time to speak to me and sharing your views.

Focus Group 3	
INT	OK, great. We're underway. So again, thank you all very much for the volunteering to take part today. Just a bit of background into this focus group. I'm part of the marketing team here at the University and I'm also doing a research degree. What I'm looking at is how the University of Sunderland brand and marketing activity is perceived across the world. I'm interested in some your insights into what your perceptions of the UK as a study destination and more specifically the University of Sunderland brand. Just read the to kick things off. Just a very open question; what do you think are the main things that attract students to come to the UK to study?
M1F3	Well, I think for international students, one thing for most people, I think some of the partnerships with agents in Nigeria for instance. So the partnerships really works and before then there might be a decline in the students at the moment because the cause at the time I came in was one of the cheapest then was quite affordable compared to others. That was one reason why people actually chose Sunderland.
M1F3	So I think the connection to agents actually ones that promote this, they go the extra mile to make the advertisement for their students in their in the countries, let's say for Nigeria for instance, our agent was a person that went around talking about Sunderland and putting on online and the rest of them. So besides that, the price is the fee structure was quite affordable, but I checked for checked for MB. Now is I think it's £17,000 now so it's quite more expensive than usual so I don't know what the structure is, but there's some negative feedback from people recently, but that's just the understanding just on this side. But so far just two things I mentioned that the major reasons why people come from my point of view that's why you have lots of people, influx of people from Nigeria. Yeah, that's it.
INT	That's great. Thanks. Yeah. Can anyone else add anything to that?
M2F3	Yeah. For example, from my knowledge, for example, I'm from Romania and I know a lot of Romanians used to come to the UK because of the benefits of.

INT	Yeah.
M2F3	Well, not now anymore because of Brexit, but before you could apply for the student loan and the tuition fee as a European if you were from a European country and you would get them easily or let's say nowadays I'm not really sure because people need to have that special status like pre settled or settled status in order to apply for university fees. And that that was the main reason. Like before Brexit, for the UK universities and the quality. Because they're, I would say much better than Romania, for example, in Sunderland. To be honest, I haven't met many Romanians. I know there's lots of international students. There are quite a few from European countries as well. But I think people come specifically for the degrees so they know they have, like, good degrees in journalism or I knew about the community and youth work, one which was good. So that's why I chose Sunderland. So, yeah
INT	Excellent. And just to expand on that a bit, just from your perspective what do you think the main draw is for students from around the world to come to the UK?
M3F3	I've had a lot of feedback that Sunderland is quite a friendly and welcoming place and I've not heard anything other than people have felt very welcome here and they say that they've been to other cities and other universities that seem a lot more I wouldn't say unwelcoming, but entitled, let's say - people come across as less entitled. And yes, then it's positioning against sort of the seaside and the and aesthetics of it are quite good. Yeah, it's just my mostly the feedback from people saying that it's quite a welcoming place. I don't know what that defies all anyone else's view on that is, but that's the feedback I've got.
INT	Thanks everyone. So just to focus on advertising a bit now. What would you expect to see in an advert from a university like this? Sort of top line information?
M1F3	Well, I think everyone has their preference and what a when welcome to university.
M1F3	For me, what actually formatted university was the image of St. Peters'. The view from St. Peters, the one with the with the river in it, so that so that was like, I'm sure that I'm going to beautiful place. The beauty of Saint Peters was one thing that brought me here and it seemed to have the vibrant I think a vibrant social life is quite important for some people you know just a way of marketing the vibrance of your life sometimes but one thing that university that is very amazing is the fact is not one of the top 50 because I had some of those appointed in the very recently and they and they and we actually went through the guardian stuff and they saw that. The university is actually rated highly above most of the universes around here, and that was one reason why I actually was compelled them to apply to the university. So the rank can read the rank in the UK really does help. The infrastructure like you mentioned more show more of the rivers and the beach and the kind of thing really helped people for that part of the social aspect of it then. Uh, what else? These are the two major things I know that the more things the universe has, way more features in it, there's way more. But these two things are the ones I know that really happened recently. And so ones like yeah, this is a good university. They saw these two things and was able to make them know that. Yeah, I think the school I actually want to go to.
INT	Great, thanks
M1F3	One last thing, one last thing for international students, yeah.
INT	Yeah.
M1F3	If it's possible because you know, like for instance, a friend of mine was comparing the fee structure with that of Lincoln, that of South Wales, but I think South Wales, Lincoln is high too. It's just you pay half half then you know I think I think some people are the way you can pay. I will stay there and it was written like £1000 every month something like that. Something just like that, just structure. It was structured that way and that was

	way that's compelled once. I know this is happened like last week. It was console was actually applying for universities and the payment structure that was in the letter given to the person was one reason why the person thought about another university against Sunderland. Yes, Sir.
INT	You mentioned fees and incentives, but is there anything else you can think of that might be useful?
M2F3	Yeah. I think I think there are a lot of.
M3F3	What about mature students? I think that and a lot of students that didn't do too well, that that's used access courses and things like that to get into university. So students that may be in a position where they don't think. Well, I didn't get any GCSE. There's no way I'm going to university sort of an obvious pathway to university to go to the sort of college. If you've got this degree of that, this college qualification.
INT	Absolutley.
M1F3	Yeah, true.
M3F3	Ohh, we have students aging from 18 to I think the oldest is. They're like 80 or something. Yeah, I think including access courses is a good idea.
M2F3	Yeah, also, I think uh to touch on the facilities more for example.
M1F3	Yeah, I see that.
M2F3	Uh. Related also to the student union. The fact that students can come here and create their own societies, or they can access facilities like taking part in the esports society or golf sports clubs, they can that those or aspect of it as well.
INT	Any other things you might like to see highlighted?
M2F3	Yeah, well, what kind of facilities do university has? For example, last week I discovered the Priestman building where you can do your university work. There are some laptops and computers there, but the building is full of art. So maybe some people want to have like, a day where they are, you know, RT vibe, type of study or the more library each one like 2, maybe study in a different kind of style. So you say.
M2F3	Well, for this this moment you have this place, or if you're in this mood, you have this other options or something like that.
INT	That's great.
M1F3	Can I have one last thing? One last thing. Cause for instance, I think also to tell people even when you finish at the University we can help you get a job like the like. Telling people that isn't the end of the journey. You even like, even while in school, you don't know what to do, what to do with a degree we can actually, we have this one features department that actually helps you get you set up in live models. Getting the degree that you never doesn't just give you a degree, but it also helps you set up, get a job after just wait, just slide it in there somewhere. We offer support even during and after your degree. So that's one thing that might maybe you might actually help so.
INT	Excellent. that's a great suggestion.
M1F3	Yeah, yeah.
INT	So does anyone else have any more thoughts on what they would like to see in University advertising, or shall I move on to the next section?
INT	Yeah.
M3F3	Maybe something cause during the cost of living crisis, a lot of parents are sort of apprehensive of. Choosing university for their child's they'll be worried that they're gonna have mental health difficulties due to lack of finances and things, and just looking at the support around it. And there's I've noticed that a lot of the open days and things, there's not a lot of discussion about it I see. So there's a lot of talk about students and families and parents and stuff like that. But those, those students that don't have families or are in care or care experienced or anything like that. The We Care team is a multi award-winning, so yeah, just promoting that a bit more. I'm just saying that if you're not

	in a normal family and with a normal route or normal support system there is a support system in University. I don't think it's promoted as much as other things.
INT	Yeah, that's a really strong message. Definitely. That's great, thanks. Excellent, everyone. So we're going to talk about the current campaigns used to promote the University and I'm interested to hear your views on this. Just to start this off, I'm going to play a video that we have used across various advertising channels and then follow up with a slideshow of various visuals we've used online and offline during our campaign. So, can we all see the video? This is about one minute long… OK. And just to follow that up, I'm just going to show you a few slides of some examples of various pieces of advertising material that we're using at the moment. So no doubt you have seen some of this stuff around campus, but just a quick recap before we start talking about it. There's an example of our latest prospectus… and some outdoor advertising… Some exhibition stands that we use it open days and events… some digital advertising… and the slightly contrasting variation that we use for our postgraduate audience, which is in purple rather than pink… and that is just a summary really that shows you the full suite of advertising that we're using at the moment. So, just with what I've shown you in mind, what do you think of the main messages that were trying to convey to students in this advertising?
M2F3	I think it's - I'll get the message that it's kind of like a place where you come and you are transformed in a way, and then you find your own path. Let's say superstar students that have reached those five places that they were in the video as well, they found their own path afterwards, but they've been here. Oh, at one point to do their degree. And with this this posters as well I get come here and then get somewhere it's like come here because it's an attractive point where you can spend 3-4-5 years and then you can find your own path. Maybe that's the thing. That's the message that I get.
INT	Right. Excellent. That's great. Any other ideas about that?
M1F3	Yeah. Yeah. What I what I'm guessing is that if you come in, you get transformed in a way like you get you get from the first one. The ones I'm seeing here say something about.
M1F3	Give you the tools into succeed like come the university actually helps to succeed in a way like it provides.
M1F3	You'll be transformed when you go to university is actually what I'm saying from here. We actually get your help. You come here and get where you're going to.
M1F3	The end point of life like we can help you get there. The vision you have about yourself or whatever you have by yourself, we can help you get there.
M1F3	That's the major thing I see from everything I see, yeah.
INT	Excellent.
INT	Does anyone else have anything to add on what you think is being conveyed in the advertising?
M3F3	It's very community centred.
INT	Yeah.
M3F3	So I said, we're in this together, and in the recognition of Sunderland cause obviously. But not everyone's gonna know if can you point Sunderland out on the map?
INT	Exactly, yeah.
M3F3	That sort of focus.
INT	The location. That's really good insight. Thanks.
M3F3	So I think when people say Sunderland, they think Newcastle or Durham or somewhere bigger, yeah.
INT	Definitely - they might think of the north-east region at large. Yeah. Just on that local focus, how important is it for a UK University to advertise an English?
M1F3	I think English is fine. My personal opinion, I think yeah, I think English is pretty fine. American goes. I guess that depends on other countries, though. Maybe other countries might have more, but for this one for the markets. And I think it's OK. One thing I saw

	that was just not mentioned was the socials. It was mentioned there. The beach was mentioned, but I just wish there was something more stretched about the social activities because it was quite serious. If I was, if I was ready for university yet or college yet or university and I saw the video of like, Nah, it makes me much more scared. I don't know if I actually want to go anymore because it was like a very serious place. Like you go there, you see really serious. It was quite serious. It was. It was a fantastic for the idea was fantastic center across, but I feel like people that are still sceptical or they want to go to Uni but they're not sure yet. They feel like it might be too hard or there's still sceptical about the whole process that might scare them a bit. That's what I thought of it. Maybe add a little bit of fun and it's just a little bit just a tiny bit of fun, yeah.
M2F3	I'm happy with it. It's what teaching is in.
M3F3	Yeah
INT	So, how far do you think advertising for a specific university influences a student's decision? Do you think they've already made their mind up, or do you think that perhaps it is influential?
M1F3	I think so. I think so, I think so.
F1F3	It's little bit windy cause I'm in a windy location at the moment, so please let me know, but I just wanted to say like I'm from Pakistan and in Pakistan, Sunderland is not a very known place. Like if somebody saying you think Sunderland, you think Newcastle in Pakistan you think Sunderland you think where the hell is that? So really this what helped kind of break the way for understanding what Sunderland is in the country was. Very academic based kind of information on the website because I understand that in the culture if a student says, you know, I wanna go to a university specifically because of like activities, that is their decision and that's a good decision. But it will not necessarily be, you know, accepted as much as university having a lot of accreditation because you're leaving a country to go to another country to do it. And I think at least with my degrees, social work, the advertising around, yes, it's a community, it's safe. All of these things, but that it's also like accredited. It's prestigious. There's something here that you get that you're not going to get at just any university in the UK that is quite important, at least from this perspective.
INT	That's excellent, thanks. Does anyone else have anything to add about that?
M1F3	Yeah, she was actually right about for Internet you have to feel that should be this communal feeling you get from it. Besides the the school stuff because size academic part of it, that's still you staff feel.
M1F3	At home in place, the way of showing it, you'd be welcome to know that and you ask the question about advertising. Actually does help influence the student decision, and I feel like it does in a very much would ask because even if you have a conversation about it, what's most of the time we see the solar features? Sunderland University on the Metro or somewhere around, just like a reminder, it's service reminder about the university. If you sequentially just keep reminding you just as the back of your head, you sit popping up. If you pop up anywhere like I know this university just keeps on.
M1F3	And just, just even if you have a conversation about just.
INT	Excellent. So just before I move on, does anyone else have anything to add about how influential advertising is in making your decision to go to university?
M2F3	I think I think it's mostly when you've narrowed down your choices to about three or four and then you go on to look into them a bit more and if one, if one.
M3F3	University has a better advert or draws you in. You're more likely to go for that one if you've got the same course. If you go into, say, social work or something and you've got courses that are near enough identical.
INT	Yeah

M3F3	However, the branding and advertisement for one of them is much better. You're gonna go for that one.
INT	Really good insight. Thanks.
INT	So I'd like to put one more question to the group for you to consider - and there's no right or wrong answers. If you sort of look at the entirety of the advertising, I've shown you today and think about how the University of Sunderland is trying to present itself, how would you describe it as a person?
F1F3	I would like to say what I've always thought is that the university looks quite modern, like it has a very modern young feel to it from the advertising.
M3F3	People would go to place like Newcastle University with the big old building and stuff. And then they come to, you know that someone universities in the glass Centre and Saint Peter's campus and City campus and they think well, and then they look at the advertisement and it's all. It's not sort of… It's all coherent and straightforward, and modern buildings, modern advertising, TIK TOKs. Electrical boards. The yeah, it's bright. I'd say it's except for the postgrad stuff. The postgrad is a little bit - It sort of goes from excessively pinky orange to quite dark. Undergrad really bright to postgrad. It's just very dark and I don't know why.
INT	Yeah, that's great. No, that's really useful. Thank you.
INT	So any other thoughts about the personality of the university based on how it's advertised?
M2F3	Umm, I would say it's friendly, accessible. Uh, surprising like it has elements of unusual things, you know, like the glass centre, which, by the way, I don't know how that will be part of the advertisements inside. I know there's talks and closing it down but it has like elements of things that are not usual, I would say, like interfaith chaplaincy, student, union with the all the Salomon, so it can be surprising you know with things that it can provide friendly like most of the staff are friendly, the things you see in the advert as well like makes you think makes me think it's like a place I would feel welcomed in and that's why I came here as well like my the tutor that took my interview really made me feel like I belong here.
M2F3	In my cohort, so maybe that's another good point. Like we in interviews for people to feel like they are welcomed here and there that they are already valuable and that they can increase that value by coming here and studying here. So yeah, that's one.
INT	That's great.
F1F3	Can I add, one of the things that I don't have a basis for why I think this way, but when I read the university like Pages website saw the advertisements, it comes across as a very practical university as opposed to maybe a theory based one like you know, you look at Oxford or something, it's very heavy. This wasn't very heavy. This seemed like it was more directed towards, like, approachable, approachable and practical in that way.
INT	That's fantastic. Thank you. Does anyone else have anything to add?
M1F3	Yeah. Yeah. What I have to say is from the admin solved previously, I feel like the ad was showing stuff about. Yeah, we have doctors. We have paramedics. We have all these costs available, but the features in the university itself, the like the university is actually quite amazing that we have lots to show. We do have lots of show in the universe to make it personalised more about university than about everyone has not everyone has doctors everyone after we can also mention all the courses in a way but best way to show more about the university more of what the university has practically, that makes it different from other universities that will really help more of.
INT	Yeah.
M1F3	Like I can see a picture of beauty of University building and some other things. But the university is actually quite amazing, and we have lots of other things in the university and if we can show more about what universe is about then the video will show us more

	about we saw. We saw the nurses, we saw the doctors, we saw people we yeah, we saw. That's why you become when you finish university but not about what university is about. What happens in the university.
M1F3	Thank you. Got more pictures than of or more videos of people actually in the university, not about people walking outside university so people can understand. We feel like to be in the university.
M1F3	Yeah.
M3F3	That's it. I think like I said about earlier, about the We Care team, maybe because it has won every award for support with estranged students. And I think showing that the university does have aspects of support, so at the minute the advertisement sort of like, right, you're here - The university will help you get here.
M1F3	Get here. Yeah. No, what happens?
M3F3	And then there's this massive bit in between.
INT	Yeah.
M3F3	I did not go into support you.
M1F3	Yeah, I go even. Yeah. Yeah, go. It's not just we just.
M1F3	We could toss you there, but…
M3F3	We're not gonna support you from here to here. We'll get you from here to here, but nothing in the in between. Yeah. You're on your own.
M1F3	We don't know how you get there, but you get. Yeah, but we'll get you there. But we don't. We won't tell you how you some this morning. University has so much to offer. Like when I come to university. I was even every day. I still get amazed. What university has that? It's quite different. So if we can show more about what the university has, it would be amazing. Then what's or every what a person shows just something that makes Sunderland special.
INT	Excellent. Well, I think that concludes our focus group. That has been great. Great contributions. I really appreciate you taking the time out this afternoon to speak to me that it's been a great help for my project. So again, thanks very much everyone, and hope you enjoy the rest of your day.

Appendix 3
Top 100 Words in Exploratory Focus Group Sessions

Word	Count	Weighted Percentage	Similar Words
like	242	8.38%	like, liked, likely, likes
university	147	5.09%	universal, universe, universes, universities, university
know	126	4.36%	know
think	119	4.12%	think, thinking
just	107	3.71%	just
yeah	80	2.77%	yeah
advertising	70	2.42%	advertise, advertised, advertisement, advertisements, advertiser, advertising
students	66	2.29%	student, students

things	63	2.18%	thing, things
really	59	2.04%	really
come	57	1.97%	come, comes, coming
sunderland	51	1.77%	sunderland
one	49	1.70%	one, ones
see	48	1.66%	see, seeing
people	47	1.63%	people
get	41	1.42%	get, getting
thanks	37	1.28%	thank, thanks
actually	37	1.28%	actual, actually
well	36	1.25%	well
also	35	1.21%	also
feel	34	1.18%	feel, feeling, feels
great	34	1.18%	great
something	31	1.07%	something
sort	31	1.07%	sort
going	30	1.04%	going
lot	29	1.00%	lot, lots
way	29	1.00%	way, ways
looking	28	0.97%	look, looked, looking, looks
bit	28	0.97%	bit
quite	28	0.97%	quite
makes	27	0.94%	make, makes, making
want	26	0.90%	want, wanted, wants
show	25	0.87%	show, showing, shows
good	24	0.83%	good
much	24	0.83%	much
adverts	23	0.80%	advert, adverts
excellent	23	0.80%	excellent
use	23	0.80%	use, used, useful, uses, using
person	23	0.80%	person, personal, personality, personalised, personally

maybe	22	0.76%	maybe
help	22	0.76%	help, helped, helpful, helps
place	21	0.73%	place, places
else	21	0.73%	else
courses	21	0.73%	course, courses
different	20	0.69%	different
everyone	19	0.66%	everyone
work	19	0.66%	work, worked, working, works
studying	18	0.62%	studied, studies, study, studying
language	18	0.62%	language, languages
example	17	0.59%	example, examples
right	17	0.59%	right
saw	17	0.59%	saw
school	16	0.55%	school, schools
degree	16	0.55%	degree, degrees
add	16	0.55%	add
anything	16	0.55%	anything
english	16	0.55%	english
even	16	0.55%	even
might	16	0.55%	might
anyone	15	0.52%	anyone
got	15	0.52%	got
marketing	15	0.52%	market, marketed, marketing, markets
part	14	0.48%	part, parts
talking	14	0.48%	talk, talking, talks
time	13	0.45%	time, times
thoughts	13	0.45%	thought, thoughts
friendly	13	0.45%	friend, friendly, friends
around	13	0.45%	around
definitely	13	0.45%	definitely
now	13	0.45%	now

stuff	13	0.45%	stuff
yes	13	0.45%	yes
first	12	0.42%	first
focus	12	0.42%	focus
kind	12	0.42%	kind
nigeria	12	0.42%	nigeria
education	12	0.42%	educated, education
interesting	12	0.42%	interested, interesting
technology	12	0.42%	technological, technologically, technology
support	12	0.42%	support, supportive
trying	12	0.42%	try, trying
video	12	0.42%	video, videos
country	11	0.38%	countries, country
international	11	0.38%	international
life	11	0.38%	life
start	11	0.38%	start, started
still	11	0.38%	still
day	11	0.38%	day, days
decision	11	0.38%	decision, decisions
open	11	0.38%	open, opened
welcome	11	0.38%	welcome, welcomed, welcoming
point	10	0.35%	point, points
brand	10	0.35%	brand, branding
cause	10	0.35%	cause
important	10	0.35%	important
last	10	0.35%	last
made	10	0.35%	made
moment	10	0.35%	moment
wanna	10	0.35%	wanna
take	10	0.35%	take, takes, taking

Top 40 Words in Optional Survey Free Text Questions

Word	Count	Weighted Percentage	Similar Words
Sunderland	15	6.98%	University
university	14	6.51%	Sunderland
students	13	6.05%	student
quality	10	4.65%	Professional
career	9	4.19%	path, opportunities
education	9	4.19%	studying, experience
UK	8	3.72%	International
school	7	3.26%	university
high	7	3.26%	standard, quality, awesome
diversity	6	2.79%	friendly
advertisement	6	2.79%	marketing
student	6	2.79%	students, study, studying
opportunities	6	2.79%	career, path
experience	5	2.33%	learn, practical, development
focus	5	2.33%	consistency
culture	5	2.33%	UK, world
learning	5	2.33%	learn, practical, development
universities	5	2.33%	University
beautiful	4	1.86%	message, clear
friendly	4	1.86%	students, welcoming, services
educational	4	1.86%	relationship, teaching, development
international	4	1.86%	students, vibrant
studying	4	1.86%	studying, student
study	4	1.86%	students, education, services
world	4	1.86%	International, huge
ranking	4	1.86%	good, quality
facilities	4	1.86%	student, quality, experience
services	3	1.40%	relationship, trying, facilities
marketing	3	1.40%	material, advertisement
business	3	1.40%	trying, convey,

excellent	3	1.40%	enriching, professional
materials	3	1.40%	Marketing, advertisement
environment	3	1.40%	facilities, huge, university
scholarship	3	1.40%	students, available, international, for
life	3	1.40%	career, path
teaching	3	1.40%	enriching, knowledge, studying
future	3	1.40%	students, education, receive, careers
skill	3	1.40%	UK, development, students
knowledge	3	1.40%	based, practical
unprofessional	2	0.93%	bad, never

Appendix 4

Survey Design

University of Sunderland - Brand Survey 2023

University of Sunderland - Brand Survey 2023

[1. Demographic Information]

Age
- Age Dropdown list

How do you describe yourself?
- Gender Dropdown list

Country of Residence
- Country of Residence Dropdown list

Student Status
- Student Status [Dropdown list

Level of Study
- Level of Study Dropdown list

Please watch this video

Now look at these images
[2. Common Attributes]

How far do you agree with the below statements?

1. The examples convey a friendly message
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

2. The examples convey a career focused message
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

3. The examples show a commitment to giving opportunities to under-represented groups of students.
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

4. The examples have a supportive message
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

5. The examples convey a sense of pride in our region
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

6. The examples represent inclusivity and diversity
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

7. The examples convey a sense of community/belonging
- 1 - Strongly Disagree
- 2 - Disagree

- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

8. The examples reflect a transformative message
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

9. The examples show a connection to the local community
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

[3. Characteristics/Personality]

How far do you agree with the below statements?

12. The examples show an ability to meet diverse needs
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

13. The examples connect with me on a personal level
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

14. The examples show an understanding of the challenges of real-world life
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree

- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

15. The examples conveys a sense of business-minded innovation
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

16. The examples convey a straight-talking and bold message
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

17. The examples effectively portrays confidence
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

18. The examples communicates how the brand competes beyond expectations
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

19. The examples communicate the location by the sea
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

20. The examples convey a sense of work-life balance
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

[3. Campaign Creative (UG & PG)]

21. The examples conveys a bright and confident outlook
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

22. The examples convey an energetic character
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

23. The examples can help influence and galvanize others
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

24. The examples communicate a modern and young image
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

25. The examples reflect a connection to tourism and travel experiences
- 1 - Strongly Disagree
- 2 - Disagree

- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

26. The examples portrays a confident persona
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

27. The purple examples convey maturity and experience than the pink examples
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

28. The examples convey a relaxed and informal approach
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

28. The examples are memorable
- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Somewhat Disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat Agree
- 6 - Agree
- 7 - Strongly Agree

[4. Optional Questions]

29. Is there anything else you feel the marketing materials are trying to convey? (optional)
- Free Text Field

30. Is there anything else about the University of Sunderland you don't think is shown in the advertising? (optional)
- Free Text Field

31. What are the main things you associate with studying in the UK? (optional)
- Free Text Field

Appendix 5

Survey Invitation CRM Results

Email Statistics	Result					
General						
Total Contacts	30,466			100%		Create Filter
No Email Address	11			0.04%		Create Filter
Prev Opted Out	1,369			4.49%		Create Filter
Skipped Noninteractive Contacts	0			0%		Create Filter
Sent						
Total Attempted	29,086			100%	Send E-mail	Create Filter
Total Send Time	46 min 17 sec					
Bounces [Bounce Rules ▶]						
Server Bounce Backs	37			0.13%	Send E-mail	Create Filter
Received and Viewed						
Received	29,049			99.87%	Send E-mail	Create Filter
Viewed	14,948			51.39%	Send E-mail	Create Filter
Total Not Viewed	14,101			48.48%	Send E-mail	Create Filter

Appendix 6

Campaign Collateral Gallery
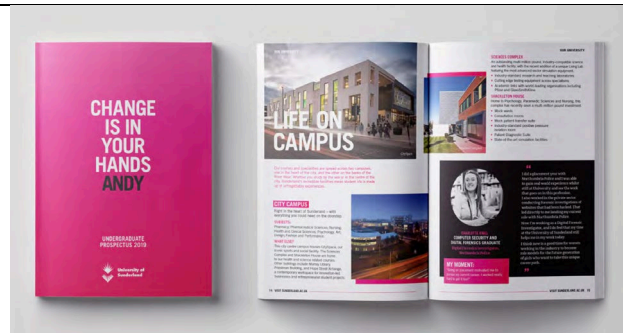
Prospectus
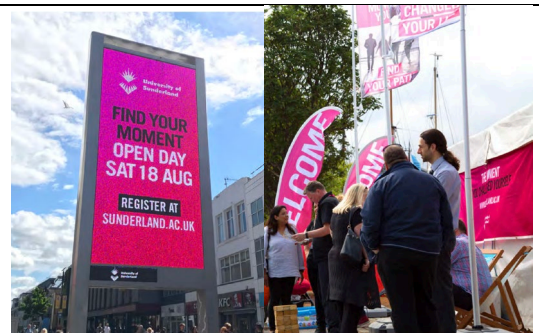
Outdoor Advertising

UCAS Exhibition Stand

Course List Banner

CRM Template

Event Promotional Items
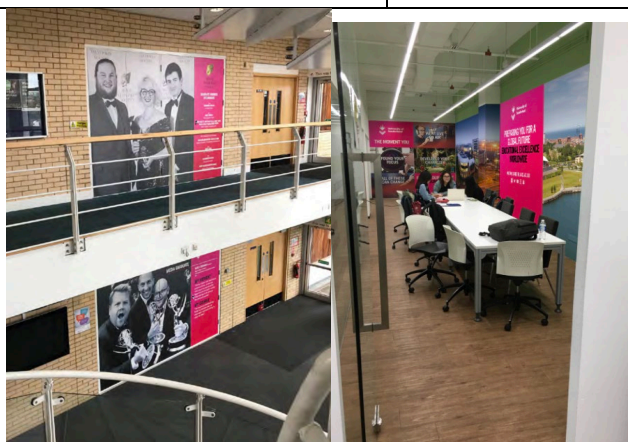
Indoor Display Materials
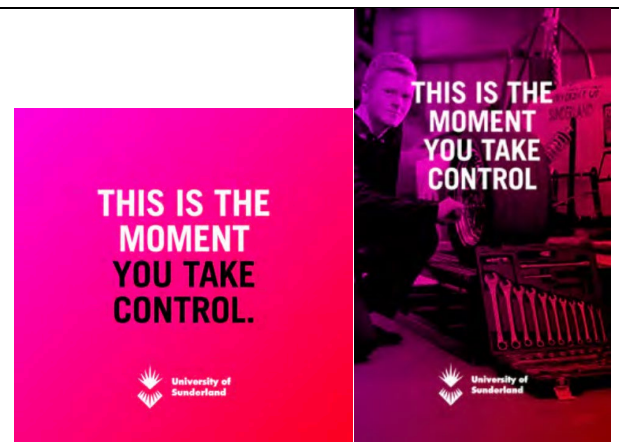
Digital Campaign Assets

Appendix 7

CRM Survey Invitation Screenshot
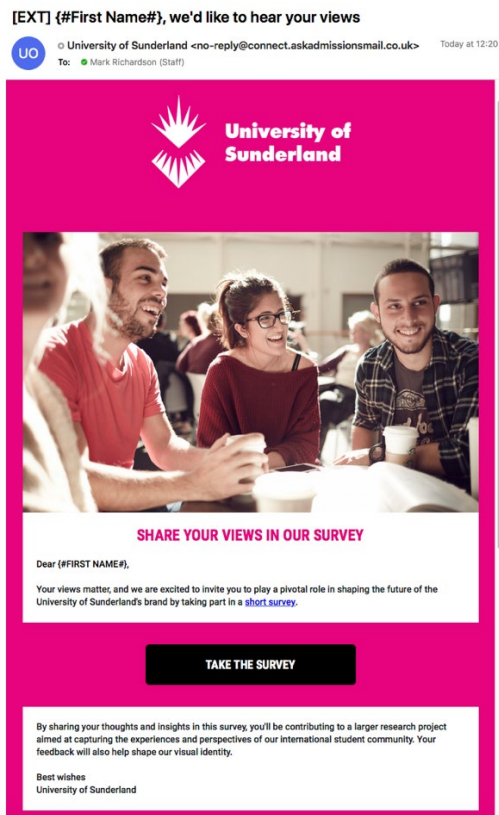
Appendix 8

International Region Group Breakdown

Country	Region	Sub-region
Antigua and Barbuda	West	Americas
Bahamas	West	Americas
Barbados	West	Americas
Belize	West	Americas
Canada	West	Americas
Costa Rica	West	Americas
Cuba	West	Americas
Dominica	West	Americas
Dominican Republic	West	Americas
El Salvador	West	Americas

Grenada	West	Americas
Guatemala	West	Americas
Haiti	West	Americas
Honduras	West	Americas
Jamaica	West	Americas
Mexico	West	Americas
Nicaragua	West	Americas
Panama	West	Americas
Saint Kitts and Nevis	West	Americas
Saint Lucia	West	Americas
Saint Vincent and the Grenadines	West	Americas
Trinidad and Tobago	West	Americas
United States of America	West	Americas
Argentina	West	Americas
Bolivia	West	Americas
Brazil	West	Americas
Chile	West	Americas
Colombia	West	Americas
Ecuador	West	Americas
Guyana	West	Americas
Paraguay	West	Americas
Peru	West	Americas
Suriname	West	Americas
Uruguay	West	Americas
Venezuela	West	Americas
United Kingdom of Great Britain and Northern Ireland	West	Europe / East Med
Albania	West	Europe / East Med
Andorra	West	Europe / East Med
Armenia	West	Europe / East Med
Austria	West	Europe / East Med
Azerbaijan	West	Europe / East Med

Belarus	West	Europe / East Med
Belgium	West	Europe / East Med
Bosnia and Herzegovina	West	Europe / East Med
Bulgaria	West	Europe / East Med
Croatia	West	Europe / East Med
Cyprus	West	Europe / East Med
Czech Republic	West	Europe / East Med
Denmark	West	Europe / East Med
Estonia	West	Europe / East Med
Finland	West	Europe / East Med
France	West	Europe / East Med
Georgia	West	Europe / East Med
Germany	West	Europe / East Med
Greece	West	Europe / East Med
Hungary	West	Europe / East Med
Iceland	West	Europe / East Med
Ireland	West	Europe / East Med
Italy	West	Europe / East Med
Kosovo	West	Europe / East Med
Latvia	West	Europe / East Med
Liechtenstein	West	Europe / East Med
Lithuania	West	Europe / East Med
Luxembourg	West	Europe / East Med
Macedonia	West	Europe / East Med
Malta	West	Europe / East Med
Moldova	West	Europe / East Med
Monaco	West	Europe / East Med
Montenegro	West	Europe / East Med
Netherlands	West	Europe / East Med
Norway	West	Europe / East Med
Poland	West	Europe / East Med

Portugal	West	Europe / East Med
Romania	West	Europe / East Med
San Marino	West	Europe / East Med
Serbia	West	Europe / East Med
Slovakia	West	Europe / East Med
Slovenia	West	Europe / East Med
Spain	West	Europe / East Med
Sweden	West	Europe / East Med
Switzerland	West	Europe / East Med
Turkey	West	Europe / East Med
Ukraine	West	Europe / East Med
Algeria	West	MENA
Bahrain	West	MENA
Djibouti	West	MENA
Egypt	West	MENA
Eritrea	West	MENA
Iran	West	MENA
Iraq	West	MENA
Israel	West	MENA
Jordan	West	MENA
Kuwait	West	MENA
Lebanon	West	MENA
Libya	West	MENA
Malta	West	MENA
Morocco	West	MENA
Oman	West	MENA
Qatar	West	MENA
Saudi Arabia	West	MENA
Sudan	West	MENA
Syria	West	MENA
Tunisia	West	MENA

United Arab Emirates	West	MENA
Yemen	West	MENA
Angola	West	Africa
Benin	West	Africa
Botswana	West	Africa
Burkina Faso	West	Africa
Burundi	West	Africa
Cameroon	West	Africa
Cape Verde	West	Africa
Central African Republic	West	Africa
Chad	West	Africa
Comoros	West	Africa
Congo	West	Africa
Côte d'Ivoire	West	Africa
Equatorial Guinea	West	Africa
Ethiopia	West	Africa
Gambia	West	Africa
Gabon	West	Africa
The Gambia	West	Africa
Ghana	West	Africa
Guinea	West	Africa
Guinea-Bissau	West	Africa
Kenya	West	Africa
Lesotho	West	Africa
Liberia	West	Africa
Madagascar	West	Africa
Malawi	West	Africa
Mali	West	Africa
Mauritania	West	Africa
Mauritius	West	Africa
Mozambique	West	Africa

Namibia	West	Africa
Niger	West	Africa
Nigeria	West	Africa
Réunion	West	Africa
Rwanda	West	Africa
Sao Tome and Principe	West	Africa
Senegal	West	Africa
Seychelles	West	Africa
Sierra Leone	West	Africa
Somalia	West	Africa
South Africa	West	Africa
Swaziland	West	Africa
United Republic of Tanzania	West	Africa
Togo	West	Africa
Uganda	West	Africa
Western Sahara	West	Africa
Zambia	West	Africa
Zimbabwe	West	Africa
Kazakhstan	Central	Central Asia
Kyrgyzstan	Central	Central Asia
Russia	Central	Central Asia
Tajikistan	Central	Central Asia
Turkmenistan	Central	Central Asia
Uzbekistan	Central	Central Asia
Afghanistan	Central	South Asia
Bangladesh	Central	South Asia
Bhutan	Central	South Asia
India	Central	South Asia
Maldives	Central	South Asia
Nepal	Central	South Asia
Pakistan	Central	South Asia

Sri Lanka	Central	South Asia
Brunei	Central	South East Asia
Timor-Leste	Central	South East Asia
Indonesia	Central	South East Asia
Philippines	Central	South East Asia
Singapore	Central	South East Asia
Thailand	Central	South East Asia
Malaysia	Central	South East Asia
Myanmar	East	Indo-China
Laos	East	Indo-China
Cambodia	East	Indo-China
Vietnam	East	Indo-China
China	East	East Asia
Hong Kong (S.A.R.)	East	East Asia
Japan	East	East Asia
Macau	East	East Asia
Mongolia	East	East Asia
North Korea	East	East Asia
South Korea	East	East Asia
Taiwan	East	East Asia

Appendix 9

Survey Response Descriptive Statistics Summary

Student Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Current University Student	196	28.7	28.7	28.7
	Prospective University Student	488	71.3	71.3	100.0
	Total	684	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	345	50.4	50.4	50.4
	Male	339	49.6	49.6	100.0
	Total	684	100.0	100.0	

Subregion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africa	499	73.0	73.0	73.0
	Americas	8	1.2	1.2	74.1
	Central Asia	1	0.1	0.1	74.3
	East Asia	14	2.0	2.0	76.3
	Europe East Med	36	5.3	5.3	81.6
	Indo-China	9	1.3	1.3	82.9
	MENA	29	4.2	4.2	87.1
	South Asia	85	12.4	12.4	99.6
	South East Asia	3	0.4	0.4	100.0
	Total	684	100.0	100.0	

Region

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Central	89	13.0	13.0	13.0
	East	23	3.4	3.4	16.4
	West	572	83.6	83.6	100.0
	Total	684	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	9	1.3	1.3	1.3
	18-24	136	19.9	19.9	21.2
	25-34	289	42.3	42.3	63.5
	35-44	210	30.7	30.7	94.2
	45-54	38	5.6	5.6	99.7
	55-64	2	0.3	0.3	100.0
	Total	684	100.0	100.0	

Statistics

		Age	Region	Subregion	Gender	Student Status
N	Valid	684	684	684	684	684
	Missing	0	0	0	0	0

Appendix 10

EFA, CFA and SEM Outputs

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.442	46.080	46.080	12.442	46.080	46.080	5.132	19.008	19.008
2	1.789	6.627	52.707	1.789	6.627	52.707	4.758	17.623	36.631
3	1.259	4.661	57.369	1.259	4.661	57.369	4.415	16.351	52.982
4	1.188	4.400	61.768	1.188	4.400	61.768	2.372	8.786	61.768
5	.775	2.871	64.639						
6	.717	2.656	67.295						
7	.671	2.484	69.779						
8	.639	2.366	72.146						
9	.575	2.130	74.276						
10	.564	2.089	76.365						
11	.516	1.913	78.277						
12	.508	1.880	80.157						
13	.499	1.848	82.005						
14	.475	1.758	83.763						
15	.458	1.698	85.461						
16	.453	1.676	87.137						
17	.404	1.496	88.633						
18	.395	1.463	90.096						
19	.360	1.333	91.429						
20	.348	1.291	92.720						
21	.337	1.249	93.969						
22	.313	1.160	95.129						
23	.306	1.133	96.262						
24	.278	1.030	97.292						
25	.268	.993	98.285						
26	.247	.914	99.199						
27	.216	.801	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
IM4	.733	.261	.219	.101
UM2	.723	.279	.260	.054
IM1	.707	.137	.326	.096
UM1	.702	.280	.144	.148
IM2	.693	.171	.321	.033
UM3	.674	.327	.285	.053
IM3	.609	.222	.129	.293
IM6	.587	.387	.135	.264
IM5	.576	.148	.020	.359
IM11	.233	.750	.234	.059
IM10	.216	.667	.249	.265
IM9	.184	.664	.227	.239
IM12	.333	.656	.330	-.001
IM13	.281	.641	.230	.267
IM7	.307	.638	.322	.068
IM8	.333	.595	.337	.124
UM4	.295	.593	.275	.224
IM15	.274	.241	.759	.051
IM16	.235	.319	.711	.209
UM5	.207	.271	.708	.253
IM18	.222	.289	.702	.233
IM17	.258	.245	.700	.147
UM7	.194	.302	.614	.248
UM6	.199	.324	.490	.467
IM19	.136	.047	.271	.728
IM20	.122	.207	.256	.704
IM14	.283	.373	.086	.526

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 7 iterations.

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Component Matrix[a]

	Component			
	1	2	3	4
IM16	.746	-.299	.147	-.195
IM8	.735	-.033	-.226	-.045
UM3	.727	.317	.034	-.120
IM18	.725	-.307	.173	-.172
IM12	.725	-.002	-.323	-.140
IM13	.721	-.061	-.268	.139
IM7	.718	-.035	-.294	-.078
UM5	.716	-.326	.193	-.159
UM2	.715	.376	.076	-.114
UM4	.712	-.057	-.223	.074
IM10	.708	-.125	-.299	.133
IM4	.705	.395	.094	-.054
IM6	.701	.263	-.019	.147
IM15	.699	-.241	.182	-.362
UM6	.696	-.281	.140	.142
IM17	.693	-.248	.187	-.249
IM11	.690	-.057	-.440	-.023
UM7	.676	-.288	.127	-.109
IM1	.675	.333	.227	-.126
UM1	.674	.394	.059	.029
IM9	.668	-.131	-.322	.125
IM2	.663	.339	.172	-.172
IM3	.627	.297	.128	.158
IM14	.579	-.020	-.013	.409
IM20	.540	-.265	.210	.461
IM5	.531	.321	.161	.267
IM19	.474	-.249	.358	.457

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Communalities

	Initial	Extraction
IM1	1.000	.634
IM2	1.000	.614
IM3	1.000	.523
IM4	1.000	.664
IM5	1.000	.483
UM1	1.000	.614
UM2	1.000	.671
UM3	1.000	.645
IM6	1.000	.582
IM7	1.000	.609
IM8	1.000	.594
IM9	1.000	.583
IM10	1.000	.624
IM11	1.000	.674
IM12	1.000	.649
IM13	1.000	.614
IM14	1.000	.503
UM4	1.000	.565
IM15	1.000	.711
IM16	1.000	.706
IM17	1.000	.639
UM5	1.000	.682
UM6	1.000	.603
IM18	1.000	.680
IM19	1.000	.624
IM20	1.000	.619
UM7	1.000	.568

Extraction Method: Principal
Component Analysis.

Component Transformation Matrix

Component	1	2	3	4
1	.563	.559	.520	.317
2	.784	-.130	-.539	-.279
3	.255	-.814	.383	.354
4	-.060	.090	-.540	.834

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Total Variance Explained

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	12.442	46.080	46.080
2	1.789	6.627	52.707
3	1.259	4.661	57.369
4	1.188	4.400	61.768

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.963
Bartlett's Test of Sphericity	Approx. Chi-Square	10957.711
	df	351
	Sig.	<.001

CFA Model Analysis Summary

Date: 16 April 2024

Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)

The model is recursive.

Sample size = 684

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)

Observed, endogenous variables
Memorable

Touristic

ModernYoung

Worklifebalance

Transformative

CommunityBelonging

InclusiveandDiverse

Informal

Mature

Confident

Galvanised

Energetic

Bright

BytheSea

Punchingaboveourweight

ConfidentUnfussy

StraightTalkingBold

BusinessMinded

RealLife

Personal

Versatile

Local

ProudofourRegion

Supportive

WideningParticipation

CareerFocussed

Friendly

Unobserved, exogenous variables

UM

e1

e2

e3

e4

e5

e6

e7

IM

e8

e9

e10

e11

e12

e13

e14

e15

e16

e17

e18

e19

e20

e21

e22

e23

e24

e25

e26

e27

Variable counts (Group number 1)

Number of variables in your model: 56

Number of observed variables: 27

Number of unobserved variables: 29

Number of exogenous variables: 29

Number of endogenous variables: 27

Parameter Summary (Group number 1)

	Weights	Covariances	Variances	Means	Intercepts	Total
Fixed	29	0	0	29	0	58
Labeled	0	0	0	0	0	0
Unlabeled	25	0	29	0	27	81
Total	54	0	29	29	27	139

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 405

Number of distinct parameters to be estimated: 81

Degrees of freedom (405 - 81):   324

Result (Default model)

Minimum was achieved

Chi-square = 3439.887

Degrees of freedom = 324

Probability level = .000

Group number 1 (Group number 1 - Default model)

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Memorable	<---	UM	1.000				
Touristic	<---	UM	1.095	.078	13.976	***	
ModernYoung	<---	UM	1.009	.070	14.388	***	
Worklifebalance	<---	UM	1.125	.077	14.602	***	
Transformative	<---	UM	1.338	.084	15.961	***	
CommunityBelonging	<---	UM	1.333	.085	15.609	***	
InclusiveandDiverse	<---	UM	1.282	.088	14.494	***	
Informal	<---	IM	1.000				
Mature	<---	IM	.875	.091	9.620	***	
Confident	<---	IM	1.116	.086	13.032	***	
Galvanised	<---	IM	1.050	.083	12.600	***	
Energetic	<---	IM	1.165	.087	13.322	***	
Bright	<---	IM	1.101	.086	12.864	***	
BytheSea	<---	IM	1.182	.105	11.295	***	
Punchingaboveourweight	<---	IM	1.266	.096	13.179	***	
ConfidentUnfussy	<---	IM	1.170	.088	13.245	***	
StraightTalkingBold	<---	IM	1.147	.089	12.920	***	
BusinessMinded	<---	IM	1.281	.098	13.049	***	

			Estimate	S.E.	C.R.	P	Label
RealLife	<---	IM	1.205	.096	12.578	***	
Personal	<---	IM	1.327	.100	13.297	***	
Versatile	<---	IM	1.250	.095	13.118	***	
Local	<---	IM	1.186	.095	12.531	***	
ProudofourRegion	<---	IM	1.137	.108	10.545	***	
Supportive	<---	IM	1.248	.098	12.727	***	
WideningParticipation	<---	IM	1.226	.103	11.889	***	
CareerFocussed	<---	IM	1.186	.097	12.269	***	
Friendly	<---	IM	1.181	.096	12.313	***	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Memorable	<---	UM	.628
Touristic	<---	UM	.645
ModernYoung	<---	UM	.670
Worklifebalance	<---	UM	.683
Transformative	<---	UM	.772
CommunityBelonging	<---	UM	.748
InclusiveandDiverse	<---	UM	.676
Informal	<---	IM	.515
Mature	<---	IM	.440
Confident	<---	IM	.708
Galvanised	<---	IM	.665
Energetic	<---	IM	.739
Bright	<---	IM	.691
BytheSea	<---	IM	.555
Punchingaboveourweight	<---	IM	.723
ConfidentUnfussy	<---	IM	.730
StraightTalkingBold	<---	IM	.696
BusinessMinded	<---	IM	.709

			Estimate
RealLife	<---	IM	.663
Personal	<---	IM	.736
Versatile	<---	IM	.717
Local	<---	IM	.659
ProudofourRegion	<---	IM	.500
Supportive	<---	IM	.677
WideningParticipation	<---	IM	.602
CareerFocussed	<---	IM	.635
Friendly	<---	IM	.639

Intercepts: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Memorable	5.870	.047	124.444	***	
Touristic	5.784	.050	114.983	***	
ModernYoung	5.880	.045	131.778	***	
Worklifebalance	5.737	.049	117.554	***	
Transformative	5.816	.051	113.307	***	
CommunityBelonging	5.844	.053	110.680	***	
InclusiveandDiverse	5.712	.056	101.681	***	
Informal	5.415	.055	98.358	***	
Mature	5.082	.056	90.184	***	
Confident	5.886	.045	131.702	***	
Galvanised	5.849	.045	130.717	***	
Energetic	5.901	.045	132.019	***	
Bright	6.013	.045	133.144	***	
BytheSea	5.279	.060	87.421	***	
Punchingaboveourweight	5.671	.050	114.253	***	
ConfidentUnfussy	5.962	.045	131.315	***	
StraightTalkingBold	5.827	.047	124.860	***	
BusinessMinded	5.731	.051	111.941	***	

	Estimate	S.E.	C.R.	P	Label
RealLife	5.659	.052	109.865	***	
Personal	5.683	.051	111.196	***	
Versatile	5.833	.049	118.035	***	
Local	5.608	.051	109.879	***	
ProudofourRegion	5.313	.064	82.508	***	
Supportive	5.858	.052	112.126	***	
WideningParticipation	5.558	.058	96.294	***	
CareerFocussed	5.879	.053	110.975	***	
Friendly	5.861	.052	111.807	***	

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
UM	.599	.070	8.599	***	
IM	.549	.078	7.033	***	
e1	.920	.055	16.649	***	
e2	1.009	.061	16.475	***	
e3	.750	.046	16.188	***	
e4	.868	.054	16.016	***	
e5	.726	.051	14.287	***	
e6	.839	.056	14.885	***	
e7	1.170	.073	16.105	***	
e8	1.522	.084	18.064	***	
e9	1.748	.096	18.203	***	
e10	.681	.039	17.322	***	
e11	.763	.043	17.565	***	
e12	.620	.036	17.095	***	
e13	.728	.042	17.427	***	
e14	1.725	.096	17.968	***	
e15	.803	.047	17.215	***	
e16	.657	.038	17.161	***	

	Estimate	S.E.	C.R.	P	Label
e17	.766	.044	17.394	***	
e18	.889	.051	17.311	***	
e19	1.016	.058	17.575	***	
e20	.818	.048	17.117	***	
e21	.811	.047	17.261	***	
e22	1.007	.057	17.596	***	
e23	2.123	.117	18.095	***	
e24	1.009	.058	17.503	***	
e25	1.451	.081	17.825	***	
e26	1.145	.065	17.702	***	
e27	1.111	.063	17.685	***	

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

	M.I.	Par Change
IM <--> UM	535.492	.561
e27 <--> UM	12.074	.119
e26 <--> UM	7.269	.094
e26 <--> e27	89.703	.425
e25 <--> e27	13.931	.188
e25 <--> e26	33.978	.298
e24 <--> UM	8.045	.093
e24 <--> e27	43.671	.280
e24 <--> e26	56.092	.322
e24 <--> e25	77.091	.424
e23 <--> e27	12.289	.212
e23 <--> e25	13.020	.249
e23 <--> e24	25.472	.293
e22 <--> UM	18.702	.141
e22 <--> e27	7.776	.118

	M.I.	Par Change
e22 <--> e26	5.380	.099
e22 <--> e25	11.451	.163
e22 <--> e24	25.186	.203
e22 <--> e23	20.759	.263
e21 <--> e26	6.718	-.101
e21 <--> e23	13.810	-.194
e20 <--> e26	10.561	-.127
e20 <--> e21	21.053	.153
e19 <--> e27	22.223	-.200
e19 <--> e26	4.398	-.090
e19 <--> e23	14.219	-.219
e19 <--> e21	9.139	.111
e19 <--> e20	6.209	.092
e18 <--> e27	17.203	-.166
e18 <--> e24	16.884	-.157
e18 <--> e19	38.179	.237
e17 <--> e27	13.853	-.138
e17 <--> e26	7.677	-.104
e17 <--> e25	10.529	-.137
e17 <--> e24	8.838	-.105
e17 <--> e21	12.053	.111
e17 <--> e20	4.796	.071
e17 <--> e19	14.732	.136
e17 <--> e18	14.164	.126
e16 <--> e27	4.743	-.075
e16 <--> e25	11.855	-.135
e16 <--> e22	5.412	-.077
e16 <--> e21	10.148	.095
e16 <--> e20	4.573	.064

	M.I.	Par Change
e16 <--> e17	58.925	.222
e15 <--> e24	16.077	-.146
e15 <--> e18	26.691	.178
e15 <--> e17	7.854	.089
e15 <--> e16	10.792	.097
e14 <--> e23	8.423	.217
e14 <--> e22	5.053	.117
e14 <--> e15	5.687	.112
e13 <--> e26	6.495	.093
e13 <--> e25	7.899	-.115
e13 <--> e24	5.146	-.078
e13 <--> e23	8.487	-.144
e13 <--> e22	22.994	-.165
e13 <--> e20	6.683	-.081
e13 <--> e19	10.572	-.112
e13 <--> e18	8.751	-.096
e13 <--> e17	10.168	-.096
e13 <--> e15	8.228	-.089
e13 <--> e14	9.014	-.134
e12 <--> e25	14.221	-.144
e12 <--> e24	16.526	-.131
e12 <--> e22	12.138	-.112
e12 <--> e20	8.084	-.083
e12 <--> e19	4.133	-.065
e12 <--> e13	134.590	.317
e11 <--> UM	7.436	.077
e11 <--> e25	4.740	-.091
e11 <--> e22	6.010	-.086
e11 <--> e17	6.010	-.075

	M.I.	Par Change
e11 <--> e15	9.254	-.096
e11 <--> e13	33.020	.172
e11 <--> e12	41.834	.180
e10 <--> e25	9.830	-.125
e10 <--> e24	8.774	-.099
e10 <--> e23	5.940	-.117
e10 <--> e22	15.980	-.133
e10 <--> e21	6.968	-.080
e10 <--> e17	9.371	-.090
e10 <--> e13	81.248	.257
e10 <--> e12	49.767	.187
e10 <--> e11	29.080	.157
e9 <--> e21	6.278	-.119
e9 <--> e17	19.446	-.202
e9 <--> e16	11.454	-.145
e9 <--> e14	10.624	.221
e9 <--> e10	10.416	.140
e8 <--> e26	8.681	-.153
e8 <--> e24	7.071	-.131
e8 <--> e23	4.566	.150
e8 <--> e19	4.606	.106
e8 <--> e17	8.297	-.124
e8 <--> e16	11.860	-.138
e8 <--> e14	15.343	.249
e8 <--> e9	66.978	.520
e7 <--> IM	7.079	.089
e7 <--> e27	17.900	.200
e7 <--> e26	16.093	.192
e7 <--> e25	14.963	.208

	M.I.	Par Change
e7 <--> e24	33.446	.262
e7 <--> e23	42.826	.423
e7 <--> e20	4.806	-.090
e7 <--> e16	4.305	.076
e7 <--> e14	4.717	.127
e7 <--> e13	15.745	-.153
e7 <--> e12	14.388	-.136
e7 <--> e11	5.113	-.089
e7 <--> e10	20.407	-.169
e7 <--> e8	6.127	-.135
e6 <--> IM	4.711	.064
e6 <--> e27	42.222	.268
e6 <--> e26	25.413	.211
e6 <--> e25	6.836	.123
e6 <--> e24	37.670	.243
e6 <--> e23	10.182	.180
e6 <--> e22	31.863	.223
e6 <--> e21	6.048	-.088
e6 <--> e20	11.311	.121
e6 <--> e19	5.922	-.096
e6 <--> e18	11.785	-.128
e6 <--> e16	4.325	.067
e6 <--> e14	11.174	-.171
e6 <--> e13	5.567	-.079
e6 <--> e12	27.619	-.165
e6 <--> e11	5.581	-.081
e6 <--> e9	4.275	-.106
e6 <--> e8	6.380	-.121
e6 <--> e7	25.281	.219

			M.I.	Par Change
e5	<-->	e27	19.471	.172
e5	<-->	e26	27.196	.207
e5	<-->	e25	4.420	.094
e5	<-->	e24	22.672	.178
e5	<-->	e22	20.398	.168
e5	<-->	e12	9.595	-.092
e5	<-->	e11	4.872	-.072
e5	<-->	e10	14.002	-.116
e5	<-->	e9	8.711	-.143
e5	<-->	e8	17.916	-.192
e5	<-->	e7	18.152	.175
e5	<-->	e6	52.400	.258
e4	<-->	IM	19.875	.129
e4	<-->	e27	7.395	-.111
e4	<-->	e26	18.049	-.176
e4	<-->	e24	16.904	-.161
e4	<-->	e23	7.949	-.157
e4	<-->	e19	9.165	.118
e4	<-->	e18	26.640	.190
e4	<-->	e17	8.650	.100
e4	<-->	e15	19.756	.156
e4	<-->	e14	23.971	.247
e4	<-->	e11	11.622	-.116
e3	<-->	IM	23.746	.130
e3	<-->	e27	10.490	-.122
e3	<-->	e26	15.929	-.153
e3	<-->	e25	8.226	-.123
e3	<-->	e24	24.927	-.180
e3	<-->	e23	7.202	-.138

			M.I.	Par Change
e3	<-->	e22	32.456	-.205
e3	<-->	e19	6.375	-.091
e3	<-->	e15	4.916	-.072
e3	<-->	e13	25.669	.156
e3	<-->	e12	87.035	.267
e3	<-->	e11	55.265	.233
e3	<-->	e10	40.561	.190
e3	<-->	e9	10.879	.154
e3	<-->	e7	24.827	-.199
e3	<-->	e6	16.592	-.142
e3	<-->	e5	19.508	-.145
e2	<-->	IM	20.133	.138
e2	<-->	e27	21.372	-.201
e2	<-->	e26	20.651	-.200
e2	<-->	e25	5.543	-.116
e2	<-->	e24	15.237	-.162
e2	<-->	e19	11.909	.144
e2	<-->	e16	17.308	-.141
e2	<-->	e14	6.517	.137
e2	<-->	e12	12.034	.114
e2	<-->	e11	7.790	.101
e2	<-->	e10	27.778	.181
e2	<-->	e9	24.000	.263
e2	<-->	e8	27.326	.263
e2	<-->	e7	6.838	-.120
e2	<-->	e6	27.757	-.211
e2	<-->	e5	20.626	-.172
e2	<-->	e3	69.894	.307
e1	<-->	IM	19.065	.128

	M.I.	Par Change
e1 <--> e27	15.678	-.164
e1 <--> e24	13.776	-.147
e1 <--> e23	23.689	-.275
e1 <--> e22	6.471	-.100
e1 <--> e14	6.756	-.133
e1 <--> e13	22.720	.160
e1 <--> e12	6.933	.083
e1 <--> e11	23.709	.167
e1 <--> e10	17.056	.135
e1 <--> e9	7.221	.137
e1 <--> e8	15.233	.187
e1 <--> e7	8.112	-.125
e1 <--> e6	27.446	-.200
e1 <--> e5	14.181	-.136
e1 <--> e3	46.533	.239
e1 <--> e2	38.278	.249

Regression Weights: (Group number 1 - Default model)

			M.I.	Par Change
Friendly	<---	UM	12.074	.198
CareerFocussed	<---	UM	7.269	.156
Supportive	<---	UM	8.045	.155
Local	<---	UM	18.702	.235
Galvanised	<---	UM	7.436	.129
Informal	<---	Mature	4.125	.018
InclusiveandDiverse	<---	IM	7.079	.162
InclusiveandDiverse	<---	ProudofourRegion	4.343	.016
CommunityBelonging	<---	IM	4.711	.116
Worklifebalance	<---	IM	19.875	.235
ModernYoung	<---	IM	23.746	.238

			M.I.	Par Change
Touristic	<---	IM	20.133	.252
Memorable	<---	IM	19.065	.233

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	81	3439.887	324	.000	10.617
Saturated model	405	.000	0		
Independence model	54	11117.777	351	.000	31.675

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.691	.665	.711	.686	.711
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.923	.637	.656
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	3115.887	2931.146	3307.972
Saturated model	.000	.000	.000
Independence model	10766.777	10425.837	11114.063

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	5.036	4.562	4.292	4.843
Saturated model	.000	.000	.000	.000

Model	FMIN	F0	LO 90	HI 90
Independence model	16.278	15.764	15.265	16.272

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.119	.115	.122	.000
Independence model	.212	.209	.215	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	3601.887	3608.812		
Saturated model	810.000	844.626		
Independence model	11225.777	11230.394		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	5.274	5.003	5.555	5.284
Saturated model	1.186	1.186	1.186	1.237
Independence model	16.436	15.937	16.944	16.443

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	73	77
Independence model	25	26

Execution time summary

Minimization: .102

Miscellaneous: 1.304

Bootstrap: .000

Total: 1.406

SEM Model Analysis Summary

Date and Time

Date: 17 April 2024
Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)

The model is recursive.

Sample size = 684

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)

Observed, endogenous variables

Memorable

Touristic

ModernYoung

Worklifebalance

Transformative

CommunityBelonging

InclusiveandDiverse

Informal

Mature

Confident

Galvanised

Energetic

Bright

BytheSea

Punchingaboveourweight

ConfidentUnfussy

StraightTalkingBold

BusinessMinded

RealLife

Personal

Versatile

Local

ProudofourRegion

Supportive

WideningParticipation

CareerFocussed

Friendly

Age1_1

Age1_2

Age1_3

Age1_4

Age1_5

Age1_6

SubRegion1_1

SubRegion1_2

SubRegion1_3

SubRegion1_4

SubRegion1_5

SubRegion1_6

SubRegion1_7

SubRegion1_8

SubRegion1_9

Gender1_1

Gender1_2

StudentStatus1_1

StudentStatus1_2

LevelofStudy1_2

LevelofStudy1_3

Unobserved, endogenous variables

UM

IM

Unobserved, exogenous variables

e1

e2

e3

e4

e5

e6

e7

e8

e9

e10

e11

e12

e13

e14

e15

e16

e17

e18

e19

e20

e21

e22

e23

e24

e25

e26

e27

AD

e28

e29

e30

e31

e32

e33

e34

e35

e36

e37

e38

e39

e40

e41

e42

e43

e44

e45

e46

e47

e48

e49

e50

Variable counts (Group number 1)

Number of variables in your model: 101

Number of observed variables: 48

Number of unobserved variables: 53

Number of exogenous variables: 51

Number of endogenous variables: 50

Parameter Summary (Group number 1)

	Weights	Covariances	Variances	Means	Intercepts	Total
Fixed	53	0	0	51	2	106

	Weights	Covariances	Variances	Means	Intercepts	Total
Labeled	0	0	0	0	0	0
Unlabeled	47	0	51	0	48	146
Total	100	0	51	51	50	252

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 1224

Number of distinct parameters to be estimated: 146

Degrees of freedom (1224 - 146):   1078

Result (Default model)

Minimum was achieved

Function of log likelihood = -8866.187

Number of parameters = 146

Group number 1 (Group number 1 - Default model)

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
UM	<---	AD	-3.431	2.389	-1.436	.151	
IM	<---	AD	-3.914	2.308	-1.696	.090	
Memorable	<---	UM	1.000				
Touristic	<---	UM	1.095	.078	13.956	***	
ModernYoung	<---	UM	1.008	.070	14.363	***	
Worklifebalance	<---	UM	1.125	.077	14.588	***	
Transformative	<---	UM	1.341	.084	15.960	***	
CommunityBelonging	<---	UM	1.334	.086	15.602	***	

			Estimate	S.E.	C.R.	P	Label
InclusiveandDiverse	<---	UM	1.285	.089	14.498	***	
Informal	<---	IM	1.000				
Mature	<---	IM	.875	.091	9.611	***	
Confident	<---	IM	1.116	.086	13.024	***	
Galvanised	<---	IM	1.051	.083	12.598	***	
Energetic	<---	IM	1.165	.087	13.317	***	
Bright	<---	IM	1.101	.086	12.859	***	
BytheSea	<---	IM	1.182	.105	11.290	***	
Punchingaboveourweight	<---	IM	1.267	.096	13.175	***	
ConfidentUnfussy	<---	IM	1.170	.088	13.243	***	
StraightTalkingBold	<---	IM	1.147	.089	12.919	***	
BusinessMinded	<---	IM	1.282	.098	13.045	***	
RealLife	<---	IM	1.205	.096	12.575	***	
Personal	<---	IM	1.327	.100	13.293	***	
Versatile	<---	IM	1.250	.095	13.113	***	
Local	<---	IM	1.186	.095	12.528	***	
ProudofourRegion	<---	IM	1.137	.108	10.543	***	
Supportive	<---	IM	1.249	.098	12.724	***	
WideningParticipation	<---	IM	1.226	.103	11.885	***	
CareerFocussed	<---	IM	1.187	.097	12.269	***	
Friendly	<---	IM	1.182	.096	12.314	***	
Age1_1	<---	AD	1.000				
Age1_2	<---	AD	10.723	3.299	3.251	.001	
Age1_3	<---	AD	-4.971	1.940	-2.563	.010	
Age1_4	<---	AD	-6.069	2.141	-2.835	.005	
Age1_5	<---	AD	-.560	.619	-.904	.366	
Age1_6	<---	AD	-.124	.145	-.851	.395	
SubRegion1_1	<---	AD	-5.476	1.974	-2.774	.006	
SubRegion1_2	<---	AD	-.272	.291	-.933	.351	

			Estimate	S.E.	C.R.	P	Label
SubRegion1_3	<---	AD	.160	.110	1.459	.145	
SubRegion1_4	<---	AD	1.582	.591	2.676	.007	
SubRegion1_5	<---	AD	-.444	.596	-.744	.457	
SubRegion1_6	<---	AD	.779	.374	2.083	.037	
SubRegion1_7	<---	AD	.877	.584	1.502	.133	
SubRegion1_8	<---	AD	2.533	1.134	2.234	.026	
SubRegion1_9	<---	AD	.260	.188	1.380	.168	
Gender1_1	<---	AD	2.469	1.489	1.658	.097	
Gender1_2	<---	AD	-2.469	1.489	-1.658	.097	
StudentStatus1_1	<---	AD	4.805	1.832	2.623	.009	
StudentStatus1_2	<---	AD	-4.805	1.832	-2.623	.009	
LevelofStudy1_2	<---	AD	-30.317	8.928	-3.396	***	
LevelofStudy1_3	<---	AD	30.469	8.975	3.395	***	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
UM	<---	AD	-.065
IM	<---	AD	-.078
Memorable	<---	UM	.627
Touristic	<---	UM	.644
ModernYoung	<---	UM	.669
Worklifebalance	<---	UM	.682
Transformative	<---	UM	.773
CommunityBelonging	<---	UM	.748
InclusiveandDiverse	<---	UM	.677
Informal	<---	IM	.515
Mature	<---	IM	.440
Confident	<---	IM	.707
Galvanised	<---	IM	.665

			Estimate
Energetic	<---	IM	.738
Bright	<---	IM	.691
BytheSea	<---	IM	.554
Punchingaboveourweight	<---	IM	.723
ConfidentUnfussy	<---	IM	.730
StraightTalkingBold	<---	IM	.697
BusinessMinded	<---	IM	.709
RealLife	<---	IM	.663
Personal	<---	IM	.736
Versatile	<---	IM	.717
Local	<---	IM	.659
ProudofourRegion	<---	IM	.500
Supportive	<---	IM	.677
WideningParticipation	<---	IM	.602
CareerFocussed	<---	IM	.635
Friendly	<---	IM	.639
Age1_1	<---	AD	.129
Age1_2	<---	AD	.395
Age1_3	<---	AD	-.148
Age1_4	<---	AD	-.193
Age1_5	<---	AD	-.036
Age1_6	<---	AD	-.034
SubRegion1_1	<---	AD	-.181
SubRegion1_2	<---	AD	-.037
SubRegion1_3	<---	AD	.062
SubRegion1_4	<---	AD	.164
SubRegion1_5	<---	AD	-.029
SubRegion1_6	<---	AD	.100
SubRegion1_7	<---	AD	.064

			Estimate
SubRegion1_8	<---	AD	.113
SubRegion1_9	<---	AD	.058
Gender1_1	<---	AD	.073
Gender1_2	<---	AD	-.073
StudentStatus1_1	<---	AD	.156
StudentStatus1_2	<---	AD	-.156
LevelofStudy1_2	<---	AD	-.990
LevelofStudy1_3	<---	AD	.999

Intercepts: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Memorable	5.870	.047	124.444	***	
Touristic	5.784	.050	114.983	***	
ModernYoung	5.880	.045	131.778	***	
Worklifebalance	5.737	.049	117.554	***	
Transformative	5.816	.051	113.307	***	
CommunityBelonging	5.844	.053	110.680	***	
InclusiveandDiverse	5.712	.056	101.681	***	
Informal	5.415	.055	98.358	***	
Mature	5.082	.056	90.184	***	
Confident	5.886	.045	131.702	***	
Galvanised	5.849	.045	130.717	***	
Energetic	5.901	.045	132.019	***	
Bright	6.013	.045	133.144	***	
BytheSea	5.279	.060	87.421	***	
Punchingaboveourweight	5.671	.050	114.253	***	
ConfidentUnfussy	5.962	.045	131.315	***	
StraightTalkingBold	5.827	.047	124.860	***	
BusinessMinded	5.731	.051	111.941	***	

	Estimate	S.E.	C.R.	P	Label
RealLife	5.659	.052	109.865	***	
Personal	5.683	.051	111.196	***	
Versatile	5.833	.049	118.035	***	
Local	5.608	.051	109.879	***	
ProudofourRegion	5.313	.064	82.508	***	
Supportive	5.858	.052	112.126	***	
WideningParticipation	5.558	.058	96.294	***	
CareerFocussed	5.879	.053	110.975	***	
Friendly	5.861	.052	111.807	***	
Age1_1	.013	.004	3.018	.003	
Age1_2	.199	.015	13.019	***	
Age1_3	.423	.019	22.354	***	
Age1_4	.307	.018	17.395	***	
Age1_5	.056	.009	6.338	***	
Age1_6	.003	.002	1.415	.157	
SubRegion1_1	.730	.017	42.921	***	
SubRegion1_2	.012	.004	2.843	.004	
SubRegion1_3	.001	.001	1.000	.317	
SubRegion1_4	.020	.005	3.778	***	
SubRegion1_5	.053	.009	6.160	***	
SubRegion1_6	.013	.004	3.018	.003	
SubRegion1_7	.042	.008	5.499	***	
SubRegion1_8	.124	.013	9.845	***	
SubRegion1_9	.004	.003	1.735	.083	
Gender1_1	.504	.019	26.365	***	
Gender1_2	.496	.019	25.906	***	
StudentStatus1_1	.287	.017	16.563	***	
StudentStatus1_2	.713	.017	41.237	***	
LevelofStudy1_2	.718	.017	41.684	***	

	Estimate	S.E.	C.R.	P	Label
LevelofStudy1_3	.278	.017	16.208	***	

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
AD	.000	.000	1.691	.091	
e49	.596	.069	8.588	***	
e50	.545	.078	7.030	***	
e1	.921	.055	16.656	***	
e2	1.011	.061	16.485	***	
e3	.752	.046	16.203	***	
e4	.869	.054	16.024	***	
e5	.724	.051	14.269	***	
e6	.839	.056	14.883	***	
e7	1.168	.073	16.097	***	
e8	1.522	.084	18.065	***	
e9	1.749	.096	18.204	***	
e10	.682	.039	17.325	***	
e11	.763	.043	17.565	***	
e12	.620	.036	17.096	***	
e13	.729	.042	17.428	***	
e14	1.725	.096	17.968	***	
e15	.803	.047	17.215	***	
e16	.657	.038	17.160	***	
e17	.766	.044	17.393	***	
e18	.889	.051	17.311	***	
e19	1.015	.058	17.575	***	
e20	.818	.048	17.117	***	
e21	.812	.047	17.263	***	
e22	1.008	.057	17.597	***	

	Estimate	S.E.	C.R.	P	Label
e23	2.123	.117	18.095	***	
e24	1.009	.058	17.502	***	
e25	1.452	.081	17.825	***	
e26	1.144	.065	17.701	***	
e27	1.111	.063	17.684	***	
e28	.013	.001	18.479	***	
e29	.134	.007	18.470	***	
e30	.239	.013	18.479	***	
e31	.205	.011	18.479	***	
e32	.052	.003	18.480	***	
e33	.003	.000	18.480	***	
e34	.191	.010	18.479	***	
e35	.012	.001	18.480	***	
e36	.001	.000	18.480	***	
e37	.020	.001	18.479	***	
e38	.050	.003	18.480	***	
e39	.013	.001	18.479	***	
e40	.040	.002	18.480	***	
e41	.107	.006	18.479	***	
e42	.004	.000	18.480	***	
e43	.249	.013	18.480	***	
e44	.249	.013	18.480	***	
e45	.199	.011	18.479	***	
e46	.199	.011	18.479	***	
e47	.004	.002	2.403	.016	
e48	.000	.002	.130	.897	

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

	M.I.	Par Change
e49 <--> e50	534.786	.558
e45 <--> e46	683.036	-.199
e43 <--> e44	683.008	-.249
e40 <--> e50	6.903	-.015
e40 <--> e49	10.401	-.021
e40 <--> e41	5.195	-.006
e39 <--> e50	7.965	-.009
e39 <--> e49	7.915	-.010
e39 <--> e46	8.521	-.006
e39 <--> e45	8.521	.006
e38 <--> e46	37.607	-.023
e38 <--> e45	37.607	.023
e38 <--> e41	5.061	-.006
e37 <--> e50	7.582	-.011
e37 <--> e49	5.988	-.011
e37 <--> e46	8.883	-.007
e37 <--> e45	8.883	.007
e35 <--> e50	7.960	-.009
e35 <--> e49	7.719	-.009
e34 <--> e49	7.548	.038
e34 <--> e46	30.292	.041
e34 <--> e45	30.292	-.041
e34 <--> e42	6.882	-.003
e34 <--> e41	256.001	-.088
e34 <--> e40	79.099	-.030
e34 <--> e39	20.970	-.009
e34 <--> e38	108.827	-.039
e34 <--> e37	31.300	-.013
e34 <--> e35	24.303	-.009

	M.I.	Par Change
e32 <--> e47	4.341	-.001
e32 <--> e46	7.840	.011
e32 <--> e45	7.840	-.011
e32 <--> e35	5.673	.002
e31 <--> e41	16.619	-.023
e31 <--> e40	4.617	-.007
e31 <--> e34	29.058	.041
e31 <--> e32	20.141	-.018
e30 <--> e39	4.967	-.005
e30 <--> e32	31.651	-.024
e30 <--> e31	259.346	-.136
e29 <--> e46	32.468	-.036
e29 <--> e45	32.468	.036
e29 <--> e41	26.161	.024
e29 <--> e39	20.926	.007
e29 <--> e37	25.070	.010
e29 <--> e34	75.994	-.053
e29 <--> e32	9.217	-.010
e29 <--> e31	54.785	-.047
e29 <--> e30	111.889	-.073
e28 <--> e40	6.268	.002
e28 <--> e34	4.555	-.004
e28 <--> e30	4.511	-.004
e28 <--> e29	9.673	-.005
e27 <--> AD	4.172	-.001
e27 <--> e49	11.282	.115
e26 <--> e49	6.782	.090
e26 <--> e48	4.380	.006
e26 <--> e47	5.999	.007

	M.I.	Par Change
e26 <--> e27	89.496	.425
e25 <--> e41	8.604	.045
e25 <--> e34	7.178	-.055
e25 <--> e27	13.901	.188
e25 <--> e26	33.948	.298
e24 <--> e49	7.970	.092
e24 <--> e48	5.517	.006
e24 <--> e47	6.517	.007
e24 <--> e27	43.533	.280
e24 <--> e26	55.963	.322
e24 <--> e25	77.112	.424
e23 <--> e41	6.207	.046
e23 <--> e34	11.415	-.083
e23 <--> e32	7.387	-.035
e23 <--> e29	16.155	.083
e23 <--> e27	12.248	.212
e23 <--> e25	13.030	.249
e23 <--> e24	25.450	.293
e22 <--> e49	19.053	.142
e22 <--> e46	6.722	-.046
e22 <--> e45	6.722	.046
e22 <--> e29	5.650	.034
e22 <--> e27	7.731	.117
e22 <--> e26	5.349	.099
e22 <--> e25	11.480	.163
e22 <--> e24	25.169	.203
e22 <--> e23	20.758	.263
e21 <--> e41	8.244	-.033
e21 <--> e26	6.752	-.101

	M.I.	Par Change
e21 <--> e23	13.793	-.194
e20 <--> e46	4.336	.033
e20 <--> e45	4.336	-.033
e20 <--> e41	8.827	-.035
e20 <--> e34	10.575	.051
e20 <--> e26	10.657	-.128
e20 <--> e21	21.065	.153
e19 <--> e27	22.362	-.201
e19 <--> e26	4.447	-.091
e19 <--> e23	14.240	-.219
e19 <--> e21	9.144	.111
e19 <--> e20	6.182	.092
e18 <--> e27	17.306	-.166
e18 <--> e24	16.911	-.157
e18 <--> e19	38.158	.237
e17 <--> e40	4.678	-.015
e17 <--> e27	14.006	-.139
e17 <--> e26	7.775	-.105
e17 <--> e25	10.543	-.137
e17 <--> e24	8.912	-.106
e17 <--> e21	12.028	.111
e17 <--> e20	4.747	.070
e17 <--> e19	14.669	.136
e17 <--> e18	14.116	.126
e16 <--> e36	6.782	-.003
e16 <--> e27	4.835	-.076
e16 <--> e25	11.870	-.135
e16 <--> e22	5.443	-.077
e16 <--> e21	10.127	.095

	M.I.	Par Change
e16 <--> e20	4.523	.064
e16 <--> e17	58.744	.221
e15 <--> e36	4.443	-.003
e15 <--> e33	14.118	-.007
e15 <--> e24	16.109	-.146
e15 <--> e18	26.700	.178
e15 <--> e17	7.813	.089
e15 <--> e16	10.744	.097
e14 <--> e35	4.181	.011
e14 <--> e34	4.756	-.049
e14 <--> e23	8.438	.218
e14 <--> e22	5.080	.118
e14 <--> e15	5.719	.113
e13 <--> e34	4.207	.030
e13 <--> e29	5.949	-.030
e13 <--> e26	6.465	.093
e13 <--> e25	7.856	-.115
e13 <--> e24	5.147	-.078
e13 <--> e23	8.478	-.144
e13 <--> e22	22.943	-.165
e13 <--> e20	6.679	-.081
e13 <--> e19	10.567	-.112
e13 <--> e18	8.721	-.096
e13 <--> e17	10.198	-.096
e13 <--> e15	8.202	-.089
e13 <--> e14	8.956	-.134
e12 <--> e25	14.149	-.144
e12 <--> e24	16.524	-.131
e12 <--> e22	12.094	-.111

	M.I.	Par Change
e12 <--> e20	8.075	-.083
e12 <--> e19	4.129	-.065
e12 <--> e13	134.684	.318
e11 <--> e49	7.084	.075
e11 <--> e39	6.846	-.010
e11 <--> e36	5.090	-.003
e11 <--> e25	4.736	-.091
e11 <--> e22	6.023	-.086
e11 <--> e17	6.071	-.076
e11 <--> e15	9.281	-.096
e11 <--> e13	33.010	.172
e11 <--> e12	41.819	.180
e10 <--> AD	6.192	.001
e10 <--> e44	8.856	-.048
e10 <--> e43	8.856	.048
e10 <--> e36	7.158	-.003
e10 <--> e25	9.716	-.124
e10 <--> e24	8.706	-.099
e10 <--> e23	5.896	-.116
e10 <--> e22	15.843	-.133
e10 <--> e21	6.851	-.079
e10 <--> e17	9.325	-.089
e10 <--> e13	81.447	.257
e10 <--> e12	49.982	.188
e10 <--> e11	29.151	.157
e9 <--> AD	5.440	.002
e9 <--> e21	6.193	-.118
e9 <--> e17	19.368	-.202
e9 <--> e16	11.386	-.144

			M.I.	Par Change
e9	<-->	e14	10.693	.222
e9	<-->	e10	10.531	.141
e8	<-->	e46	5.590	-.050
e8	<-->	e45	5.590	.050
e8	<-->	e34	4.042	-.042
e8	<-->	e26	8.693	-.153
e8	<-->	e24	7.058	-.131
e8	<-->	e23	4.575	.150
e8	<-->	e19	4.618	.106
e8	<-->	e17	8.299	-.124
e8	<-->	e16	11.862	-.138
e8	<-->	e14	15.390	.249
e8	<-->	e9	67.096	.520
e7	<-->	e50	6.361	.084
e7	<-->	e27	17.649	.198
e7	<-->	e26	15.881	.191
e7	<-->	e25	14.962	.208
e7	<-->	e24	33.255	.261
e7	<-->	e23	42.762	.422
e7	<-->	e20	4.884	-.091
e7	<-->	e16	4.221	.076
e7	<-->	e14	4.750	.127
e7	<-->	e13	15.778	-.153
e7	<-->	e12	14.387	-.136
e7	<-->	e11	5.178	-.089
e7	<-->	e10	20.241	-.168
e7	<-->	e8	6.101	-.135
e6	<-->	e50	4.807	.064
e6	<-->	e27	41.866	.267

			M.I.	Par Change
e6	<-->	e26	25.160	.210
e6	<-->	e25	6.861	.123
e6	<-->	e24	37.499	.242
e6	<-->	e23	10.137	.180
e6	<-->	e22	31.844	.222
e6	<-->	e21	6.002	-.087
e6	<-->	e20	11.286	.121
e6	<-->	e19	5.946	-.097
e6	<-->	e18	11.767	-.128
e6	<-->	e16	4.261	.066
e6	<-->	e14	11.086	-.170
e6	<-->	e13	5.518	-.079
e6	<-->	e12	27.455	-.164
e6	<-->	e11	5.597	-.081
e6	<-->	e9	4.143	-.104
e6	<-->	e8	6.300	-.120
e6	<-->	e7	24.862	.217
e5	<-->	e48	8.741	.007
e5	<-->	e47	10.376	.008
e5	<-->	e33	4.018	-.004
e5	<-->	e27	19.156	.171
e5	<-->	e26	26.895	.205
e5	<-->	e25	4.422	.093
e5	<-->	e24	22.486	.177
e5	<-->	e22	20.334	.168
e5	<-->	e12	9.576	-.092
e5	<-->	e11	4.948	-.072
e5	<-->	e10	13.805	-.115
e5	<-->	e9	8.564	-.141

			M.I.	Par Change
e5	<-->	e8	17.879	-.191
e5	<-->	e7	17.596	.172
e5	<-->	e6	51.743	.256
e4	<-->	e50	20.397	.130
e4	<-->	e27	7.514	-.112
e4	<-->	e26	18.206	-.176
e4	<-->	e24	16.966	-.161
e4	<-->	e23	7.962	-.157
e4	<-->	e19	9.159	.118
e4	<-->	e18	26.679	.190
e4	<-->	e17	8.600	.100
e4	<-->	e15	19.767	.156
e4	<-->	e14	24.084	.248
e4	<-->	e11	11.587	-.115
e3	<-->	e50	25.276	.134
e3	<-->	e44	4.742	-.038
e3	<-->	e43	4.742	.038
e3	<-->	e41	4.681	.025
e3	<-->	e39	5.807	-.010
e3	<-->	e36	4.276	-.003
e3	<-->	e27	10.551	-.123
e3	<-->	e26	15.980	-.153
e3	<-->	e25	8.124	-.123
e3	<-->	e24	24.862	-.180
e3	<-->	e23	7.172	-.138
e3	<-->	e22	32.209	-.205
e3	<-->	e19	6.323	-.091
e3	<-->	e15	4.852	-.072
e3	<-->	e13	25.789	.156

			M.I.	Par Change
e3	<-->	e12	87.221	.268
e3	<-->	e11	55.281	.233
e3	<-->	e10	40.956	.191
e3	<-->	e9	11.061	.155
e3	<-->	e7	24.757	-.199
e3	<-->	e6	16.299	-.140
e3	<-->	e5	19.426	-.145
e2	<-->	e50	20.855	.140
e2	<-->	e27	21.496	-.201
e2	<-->	e26	20.751	-.201
e2	<-->	e25	5.488	-.116
e2	<-->	e24	15.246	-.163
e2	<-->	e19	11.908	.144
e2	<-->	e16	17.339	-.141
e2	<-->	e14	6.584	.138
e2	<-->	e12	12.149	.115
e2	<-->	e11	7.816	.101
e2	<-->	e10	28.086	.182
e2	<-->	e9	24.225	.265
e2	<-->	e8	27.439	.264
e2	<-->	e7	6.862	-.120
e2	<-->	e6	27.538	-.210
e2	<-->	e5	20.685	-.172
e2	<-->	e3	70.474	.309
e1	<-->	e50	19.526	.129
e1	<-->	e44	4.259	-.040
e1	<-->	e43	4.259	.040
e1	<-->	e40	4.025	-.015
e1	<-->	e35	8.300	-.012

	M.I.	Par Change
e1 <--> e34	4.520	.036
e1 <--> e27	15.807	-.164
e1 <--> e24	13.809	-.147
e1 <--> e23	23.679	-.275
e1 <--> e22	6.438	-.100
e1 <--> e14	6.671	-.132
e1 <--> e13	22.800	.161
e1 <--> e12	7.012	.083
e1 <--> e11	23.723	.167
e1 <--> e10	17.288	.136
e1 <--> e9	7.350	.139
e1 <--> e8	15.320	.187
e1 <--> e7	8.164	-.125
e1 <--> e6	27.305	-.199
e1 <--> e5	14.273	-.136
e1 <--> e3	46.990	.240
e1 <--> e2	38.614	.251

Regression Weights: (Group number 1 - Default model)

			M.I.	Par Change
IM	<---	UM	532.170	.932
UM	<---	IM	531.356	1.017
LevelofStudy1_2	<---	Age1_5	4.095	-.022
StudentStatus1_2	<---	StudentStatus1_1	475.419	-.696
StudentStatus1_2	<---	SubRegion1_6	8.324	-.430
StudentStatus1_2	<---	SubRegion1_5	35.597	-.444
StudentStatus1_2	<---	SubRegion1_4	8.467	-.348
StudentStatus1_2	<---	SubRegion1_1	7.924	.056
StudentStatus1_2	<---	Age1_5	7.395	.197

			M.I.	Par Change
StudentStatus1_2	<---	Age1_2	21.955	-.180
StudentStatus1_1	<---	StudentStatus1_2	190.947	-.280
StudentStatus1_1	<---	SubRegion1_6	8.324	.430
StudentStatus1_1	<---	SubRegion1_5	35.597	.444
StudentStatus1_1	<---	SubRegion1_4	8.467	.348
StudentStatus1_1	<---	SubRegion1_1	7.924	-.056
StudentStatus1_1	<---	Age1_5	7.395	-.197
StudentStatus1_1	<---	Age1_2	21.955	.180
Gender1_2	<---	Gender1_1	336.724	-.493
Gender1_1	<---	Gender1_2	342.684	-.502
SubRegion1_8	<---	SubRegion1_7	4.954	-.136
SubRegion1_8	<---	SubRegion1_5	4.791	-.120
SubRegion1_8	<---	SubRegion1_1	66.966	-.120
SubRegion1_8	<---	Age1_4	11.086	-.075
SubRegion1_8	<---	Age1_2	17.690	.118
SubRegion1_7	<---	IM	6.859	-.028
SubRegion1_7	<---	UM	10.350	-.034
SubRegion1_7	<---	SubRegion1_8	4.492	-.046
SubRegion1_7	<---	SubRegion1_1	20.691	-.041
SubRegion1_7	<---	Age1_1	6.083	.165
SubRegion1_6	<---	IM	7.914	-.017
SubRegion1_6	<---	UM	7.877	-.017
SubRegion1_6	<---	StudentStatus1_1	5.931	.020
SubRegion1_6	<---	SubRegion1_1	5.485	-.012
SubRegion1_6	<---	Age1_2	14.150	.037
SubRegion1_5	<---	StudentStatus1_2	10.513	-.033
SubRegion1_5	<---	StudentStatus1_1	26.176	.082
SubRegion1_5	<---	SubRegion1_8	4.376	-.051
SubRegion1_5	<---	SubRegion1_1	28.468	-.053

			M.I.	Par Change
SubRegion1_4	<---	IM	7.534	-.020
SubRegion1_4	<---	UM	5.958	-.018
SubRegion1_4	<---	StudentStatus1_1	6.183	.025
SubRegion1_4	<---	SubRegion1_1	8.188	-.018
SubRegion1_4	<---	Age1_2	16.952	.049
SubRegion1_2	<---	IM	7.908	-.016
SubRegion1_2	<---	UM	7.682	-.016
SubRegion1_2	<---	SubRegion1_1	6.357	-.012
SubRegion1_2	<---	Age1_5	5.351	.040
SubRegion1_1	<---	UM	7.511	.064
SubRegion1_1	<---	StudentStatus1_2	8.468	.058
SubRegion1_1	<---	StudentStatus1_1	21.084	-.143
SubRegion1_1	<---	SubRegion1_9	6.829	-.660
SubRegion1_1	<---	SubRegion1_8	221.332	-.705
SubRegion1_1	<---	SubRegion1_7	75.435	-.705
SubRegion1_1	<---	SubRegion1_6	20.485	-.660
SubRegion1_1	<---	SubRegion1_5	103.011	-.740
SubRegion1_1	<---	SubRegion1_4	29.833	-.638
SubRegion1_1	<---	SubRegion1_2	23.986	-.757
SubRegion1_1	<---	Age1_4	19.383	.133
SubRegion1_1	<---	Age1_2	51.387	-.269
SubRegion1_1	<---	Age1_1	4.420	-.306
Age1_5	<---	StudentStatus1_1	5.457	-.038
Age1_5	<---	SubRegion1_2	5.599	.192
Age1_5	<---	Age1_4	13.435	-.058
Age1_5	<---	Age1_3	17.878	-.057
Age1_5	<---	Age1_2	6.233	-.049
Age1_4	<---	SubRegion1_8	14.368	-.186
Age1_4	<---	SubRegion1_7	4.403	-.176

			M.I.	Par Change
Age1_4	<---	SubRegion1_1	7.601	.056
Age1_4	<---	Age1_5	18.997	-.320
Age1_4	<---	Age1_3	146.491	-.322
Age1_4	<---	Age1_2	37.046	-.236
Age1_3	<---	SubRegion1_6	4.853	-.359
Age1_3	<---	Age1_5	29.854	-.433
Age1_3	<---	Age1_4	172.999	-.444
Age1_3	<---	Age1_2	75.659	-.365
Age1_3	<---	Age1_1	4.378	-.341
Age1_2	<---	StudentStatus1_2	9.077	-.050
Age1_2	<---	StudentStatus1_1	22.599	.125
Age1_2	<---	SubRegion1_8	22.618	.189
Age1_2	<---	SubRegion1_6	20.442	.553
Age1_2	<---	SubRegion1_4	23.894	.479
Age1_2	<---	SubRegion1_1	19.879	-.073
Age1_2	<---	Age1_5	8.694	-.176
Age1_2	<---	Age1_4	36.545	-.153
Age1_2	<---	Age1_3	63.200	-.172
Age1_2	<---	Age1_1	9.387	-.375
Age1_1	<---	SubRegion1_7	5.978	.051
Age1_1	<---	Age1_2	6.541	-.025
Friendly	<---	AD	4.172	-5.726
Friendly	<---	UM	12.204	.199
CareerFocussed	<---	UM	7.360	.157
WideningParticipation	<---	SubRegion1_8	8.005	.376
Supportive	<---	UM	8.112	.156
ProudofourRegion	<---	SubRegion1_8	5.324	.369
ProudofourRegion	<---	Age1_5	6.952	-.630
ProudofourRegion	<---	Age1_2	10.721	.413

			M.I.	Par Change
Local	<---	UM	18.730	.236
Local	<---	StudentStatus1_1	4.897	.162
Local	<---	Age1_2	4.361	.184
Versatile	<---	SubRegion1_8	6.602	-.259
Personal	<---	SubRegion1_8	7.939	-.287
StraightTalkingBold	<---	SubRegion1_7	4.810	-.367
ConfidentUnfussy	<---	SubRegion1_3	7.176	-2.249
Punchingaboveourweight	<---	SubRegion1_3	4.397	-1.944
Punchingaboveourweight	<---	Age1_6	14.082	-2.460
Galvanised	<---	UM	7.420	.129
Galvanised	<---	SubRegion1_6	7.206	-.801
Galvanised	<---	SubRegion1_3	5.340	-2.068
Confident	<---	AD	6.192	5.518
Confident	<---	LevelofStudy1_3	4.457	.130
Confident	<---	Gender1_2	5.000	-.103
Confident	<---	Gender1_1	4.913	.102
Confident	<---	SubRegion1_3	6.325	-2.142
Mature	<---	AD	5.440	8.095
Mature	<---	Age1_2	5.170	.260
Informal	<---	StudentStatus1_1	4.284	.184
Informal	<---	Mature	4.135	.018
InclusiveandDiverse	<---	IM	6.991	.161
InclusiveandDiverse	<---	ProudofourRegion	4.328	.016
CommunityBelonging	<---	IM	4.657	.115
Worklifebalance	<---	IM	19.888	.235
ModernYoung	<---	IM	23.843	.238
ModernYoung	<---	SubRegion1_8	4.757	.217
ModernYoung	<---	SubRegion1_6	4.936	-.680
Touristic	<---	IM	20.201	.253

			M.I.	Par Change
Memorable	<---	IM	19.123	.234
Memorable	<---	SubRegion1_2	8.275	-1.021

Model Fit Summary

CMIN

Model	NPAR	CMIN
Default model	146	-8866.187

AIC

Model	AIC	BCC	BIC	CAIC
Default model	-8574.187	-8551.619		

Execution time summary

Minimization: .171

Miscellaneous: 1.781

Bootstrap: .000

Total: 1.952

Appendix 10

Regression Analysis Outputs

Common Attributes Intended - Descriptive Statistics

	Mean	Std. Deviation	N
CommonAttributesintended	28.47	5.628	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Common Attributes Intended - Correlations

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Common Attributes Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.239[a]	.057	.036	5.526	.057	2.690	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Common Attributes Intended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	28.492	.451		63.197	<.001	27.607	29.378			
	Age=18	-.109	1.942	-.002	-.056	.955	-3.922	3.704	-.026	-.002	-.002
	Age=18-24	1.955	.716	.139	2.732	.006	.550	3.361	.048	.105	.103
	Age=25-34	.294	.507	.026	.579	.563	-.702	1.290	.018	.022	.022
	Age=45-54	-.926	.981	-.038	-.945	.345	-2.852	.999	-.059	-.037	-.035
	Age=55-64	-2.663	3.933	-.026	-.677	.499	-10.387	5.060	-.024	-.026	-.025
	Gender=Male	.171	.428	.015	.400	.690	-.670	1.012	.021	.015	.015
	Levelofstudy=Undergraduate	-1.539	.523	-.123	-2.943	.003	-2.566	-.512	-.088	-.113	-.111
	Subregion=Americas	-3.668	1.991	-.070	-1.842	.066	-7.577	.242	-.062	-.071	-.069
	Subregion=Central Asia	5.582	5.557	.038	1.004	.316	-5.330	16.494	.031	.039	.038
	Subregion=East Asia	-3.646	1.568	-.092	-2.325	.020	-6.724	-.567	-.078	-.090	-.087
	Subregion=Europe	-.864	.962	-.034	-.898	.369	-2.754	1.025	-.020	-.035	-.034
	Subregion=Indochina	-5.077	1.917	-.103	-2.648	.008	-8.842	-1.312	-.087	-.102	-.099
	Subregion=MENA	-1.670	1.077	-.060	-1.551	.121	-3.785	.445	-.054	-.060	-.058
	Subregion=South Asia	1.394	.688	.082	2.027	.043	.044	2.745	.122	.078	.076
	Subregion=South East Asia	-1.494	3.220	-.018	-.464	.643	-7.816	4.829	-.013	-.018	-.017

a. Dependent Variable: CommonAttributesintended

Common Attributes Unintended - Descriptive Statistics

	Mean	Std. Deviation	N
CommonAttributesunintended	17.37	3.616	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Common Attributes Unintended - Correlations

Common Attributes Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.202^a	.041	.019	3.581	.041	1.900	15	668	.020

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Common Attributes Unintended - Coefficients^a

Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
1	(Constant)	17.472	.292		59.811	<.001	16.898	18.045			
	Age=18	.369	1.258	.012	.293	.770	-2.102	2.839	-.019	.011	.011
	Age=18-24	.990	.464	.109	2.135	.033	.080	1.901	.002	.082	.081
	Age=25-34	.104	.329	.014	.316	.752	-.542	.749	.005	.012	.012
	Age=45-54	.006	.635	.000	.010	.992	-1.241	1.254	-.011	.000	.000
	Age=55-64	-.217	2.549	-.003	-.085	.932	-5.221	4.787	.002	-.003	-.003
	Gender=Male	.245	.277	.034	.884	.377	-.300	.790	.036	.034	.034
	Levelofstudy=Undergraduate	-.735	.339	-.092	-2.169	.030	-1.400	-.070	-.082	-.084	-.082
	Subregion=Americas	-2.840	1.290	-.085	-2.202	.028	-5.373	-.307	-.071	-.085	-.083
	Subregion=Central Asia	.914	3.601	.010	.254	.800	-6.157	7.984	.007	.010	.010
	Subregion=East Asia	-2.435	1.016	-.095	-2.397	.017	-4.429	-.440	-.078	-.092	-.091
	Subregion=Europe	-.452	.623	-.028	-.724	.469	-1.676	.773	-.004	-.028	-.027
	Subregion=Indochina	-3.332	1.242	-.105	-2.682	.008	-5.771	-.892	-.086	-.103	-.102
	Subregion=MENA	-1.907	.698	-.106	-2.733	.006	-3.277	-.537	-.092	-.105	-.104
	Subregion=South Asia	-.215	.446	-.020	-.483	.629	-1.091	.660	.021	-.019	-.018
	Subregion=South East Asia	-.724	2.086	-.013	-.347	.729	-4.820	3.373	-.007	-.013	-.013

a. Dependent Variable: CommonAttributesunintended

Characteristics / Personality Intended - Descriptive Statistics

	Mean	Std. Deviation	N
CharacteristicsPersonalityintended	51.25	8.860	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Characteristics / Personality Intended - Correlations

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Characteristics / Personality Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.235[a]	.055	.034	8.708	.055	2.609	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Characteristics / Personality Intended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	51.648	.710		72.702	<.001	50.253	53.042			
	Age=18	-.596	3.060	-.008	-.195	.846	-6.604	5.412	-.032	-.008	-.007
	Age=18-24	2.408	1.128	.109	2.135	.033	.194	4.623	.007	.082	.080
	Age=25-34	.196	.799	.011	.246	.806	-1.373	1.766	-.004	.010	.009
	Age=45-54	1.148	1.545	.030	.743	.458	-1.885	4.182	.015	.029	.028
	Age=55-64	-2.650	6.198	-.016	-.427	.669	-14.819	9.520	-.014	-.017	-.016
	Gender=Male	.002	.675	.000	.003	.998	-1.323	1.327	.005	.000	.000
	Levelofstudy=Undergraduate	-1.444	.824	-.073	-1.753	.080	-3.062	.174	-.068	-.068	-.066
	Subregion=Americas	-9.582	3.137	-.116	-3.054	.002	-15.742	-3.422	-.100	-.117	-.115
	Subregion=Central Asia	1.598	8.757	.007	.182	.855	-15.596	18.792	.003	.007	.007
	Subregion=East Asia	-7.892	2.471	-.126	-3.194	.001	-12.743	-3.041	-.107	-.123	-.120
	Subregion=Europe	-.088	1.516	-.002	-.058	.954	-3.066	2.889	.020	-.002	-.002
	Subregion=Indochina	-8.382	3.021	-.108	-2.774	.006	-14.315	-2.450	-.089	-.107	-.104
	Subregion=MENA	-5.416	1.697	-.123	-3.192	.001	-8.748	-2.084	-.112	-.123	-.120
	Subregion=South Asia	.187	1.084	.007	.173	.863	-1.941	2.315	.048	.007	.006
	Subregion=South East Asia	-.958	5.074	-.007	-.189	.850	-10.920	9.004	.001	-.007	-.007

a. Dependent Variable: CharacteristicsPersonalityintended

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Characteristics / Personality Unintended - Descriptive Statistics

	Mean	Std. Deviation	N
CharacteristicsPersonalityunintended	5.74	1.276	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Characteristics / Personality Unintended - Correlations

Characteristics / Personality Unintended - Correlations table (Pearson Correlation, Sig. (1-tailed), and N across Age, Gender, Level of study, Region, and Subregion variables; N = 684 for all cells).

Characteristics / Personality Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.219[a]	.048	.027	1.259	.048	2.247	15	668	.004

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Characteristics / Personality Unintended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	5.744	.103		55.913	<.001	5.542	5.946			
	Age=18	-.220	.442	-.020	-.497	.620	-1.089	.649	-.037	-.019	-.019
	Age=18-24	.234	.163	.073	1.432	.153	-.087	.554	.002	.055	.054
	Age=25-34	.037	.116	.014	.316	.752	-.190	.263	.000	.012	.012
	Age=45-54	.155	.223	.028	.692	.489	-.284	.593	.015	.027	.026
	Age=55-64	.731	.896	.031	.815	.415	-1.029	2.491	.032	.032	.031
	Gender=Male	.025	.098	.010	.258	.796	-.166	.217	.017	.010	.010
	Levelofstudy=Undergraduate	-.050	.119	-.018	-.424	.672	-.284	.183	-.026	-.016	-.016
	Subregion=Americas	-1.254	.454	-.106	-2.765	.006	-2.145	-.363	-.095	-.106	-.104
	Subregion=Central Asia	-.755	1.266	-.023	-.596	.551	-3.242	1.731	-.022	-.023	-.023
	Subregion=East Asia	-1.063	.357	-.118	-2.977	.003	-1.765	-.362	-.100	-.114	-.112
	Subregion=Europe	-.045	.219	-.008	-.205	.838	-.475	.386	.008	-.008	-.008
	Subregion=Indochina	-.932	.437	-.083	-2.133	.033	-1.790	-.074	-.067	-.082	-.081
	Subregion=MENA	-.822	.245	-.130	-3.351	<.001	-1.304	-.341	-.122	-.129	-.127
	Subregion=South Asia	.091	.157	.024	.583	.560	-.216	.399	.060	.023	.022
	Subregion=South East Asia	.126	.734	.007	.171	.864	-1.315	1.566	.014	.007	.006

a. Dependent Variable: CharacteristicsPersonalityunintended

Campaign Creative Undergraduate Intended - Descriptive Statistics

	Mean	Std. Deviation	N
CampaignCreativeUndergraduateintended	17.76	3.058	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Campaign Creative Undergraduate Intended - Correlations

(Large correlation matrix — Pearson Correlation, Sig. (1-tailed), and N sections across variables: CampaignCreativeUndergraduateIntended, Age=18, Age=18-24, Age=25-34, Age=35-44, Age=45-54, Age=55-64, Gender=Female, Gender=Male, Levelofstudy=Postgraduate, Levelofstudy=Undergraduate, Region=Central, Region=East, Region=West, Subregion=Africa, Subregion=Americas, Subregion=Central Asia, Subregion=East Asia, Subregion=Europe, Subregion=Indochina, Subregion=MENA, Subregion=South Asia, Subregion=South East Asia. N = 684 for all.)

Campaign Creative Undergraduate Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.248[a]	.062	.041	2.995	.062	2.923	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Campaign Creative Undergraduate Intended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	17.878	.244		73.165	<.001	17.398	18.357			
	Age=18	-.105	1.052	-.004	-.100	.920	-2.172	1.961	-.025	-.004	-.004
	Age=18-24	.672	.388	.088	1.733	.083	-.089	1.434	-.031	.067	.065
	Age=25-34	.387	.275	.063	1.408	.160	-.153	.927	.060	.054	.053
	Age=45-54	-.036	.531	-.003	-.067	.947	-1.079	1.008	-.023	-.003	-.003
	Age=55-64	.324	2.132	.006	.152	.879	-3.861	4.510	.004	.006	.006
	Gender=Male	-.202	.232	-.033	-.870	.385	-.658	.254	-.027	-.034	-.033
	Levelofstudy=Undergraduate	-.298	.283	-.044	-1.051	.294	-.854	.259	-.059	-.041	-.039
	Subregion=Americas	-2.755	1.079	-.097	-2.553	.011	-4.874	-.636	-.085	-.098	-.096
	Subregion=Central Asia	.235	3.012	.003	.078	.938	-5.679	6.149	.003	.003	.003
	Subregion=East Asia	-2.760	.850	-.128	-3.248	.001	-4.429	-1.092	-.110	-.125	-.122
	Subregion=Europe	-.016	.522	-.001	-.031	.976	-1.040	1.008	.020	-.001	-.001
	Subregion=Indochina	-4.387	1.039	-.164	-4.221	<.001	-6.427	-2.346	-.151	-.161	-.158
	Subregion=MENA	-1.640	.584	-.108	-2.810	.005	-2.786	-.494	-.093	-.108	-.105
	Subregion=South Asia	-.055	.373	-.006	-.149	.882	-.787	.677	.034	-.006	-.006
	Subregion=South East Asia	-.393	1.745	-.009	-.225	.822	-3.820	3.033	-.002	-.009	-.008

a. Dependent Variable: CampaignCreativeUndergraduateintended

Campaign Creative Undergraduate Unintended - Descriptive Statistics

	Mean	Std. Deviation	N
CampaignCreativeUndergraduateunintended	11.66	2.219	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Campaign Creative Undergraduate Unintended - Correlations

		CampaignCreativeUndergraduateunintended	Age=18	Age=18-24	Age=25-34	Age=35-44	Age=45-54	Age=55-64	Gender=Female	Gender=Male	Levelofstudy=Postgraduate	Levelofstudy=Undergraduate	Region=Central	Region=East	Region=West	Subregion=Africa	Subregion=Americas	Subregion=Central Asia	Subregion=East Asia	Subregion=Europe	Subregion=Indochina	Subregion=MENA	Subregion=South Asia	Subregion=South East Asia
Pearson Correlation	CampaignCreativeUndergraduateunintended	1.000	-.058	.016	.058	-.062	-.004	.020	.033	-.033	.007	-.007	.055	-.147	.022	.087	-.075	-.063	-.081	-.006	-.133	-.106	.061	.010
	Age=18	-.058	1.000	-.058	-.099	-.077	-.028	-.006	.063	-.063	-.127	.127	.070	-.022	-.053	-.103	-.013	-.004	-.017	.030	-.013	.103	.073	-.008
	Age=18-24	.016	-.058	1.000	-.426	-.332	-.121	-.027	.084	-.084	-.388	.388	.232	.313	-.364	-.373	.048	-.019	.238	.047	.200	.077	.223	.078
	Age=25-34	.058	-.099	-.426	1.000	-.569	-.207	-.046	-.058	.058	.155	-.155	-.014	-.127	.075	.074	-.038	.045	-.082	-.016	-.099	.011	-.008	-.057
	Age=35-44	-.062	-.077	-.332	-.569	1.000	-.161	-.036	-.012	.012	.185	-.185	-.173	-.107	.209	.234	-.043	-.025	-.096	-.015	-.049	-.093	-.174	.004
	Age=45-54	-.004	-.028	-.121	-.207	-.161	1.000	-.013	-.015	.015	.024	-.024	-.056	-.045	.073	.061	.092	-.009	-.035	-.029	-.028	-.019	-.053	-.016
	Age=55-64	.020	-.006	-.027	-.046	-.036	-.013	1.000	-.055	.055	.034	-.034	-.021	-.010	.024	.033	-.006	-.002	-.008	-.013	-.006	-.011	-.020	-.004
	Gender=Female	.033	.063	.084	-.058	-.012	-.015	-.055	1.000	-1.000	-.063	.063	-.043	.006	.035	.015	.053	-.039	.019	-.002	-.014	.005	-.043	.022
	Gender=Male	-.033	-.063	-.084	.058	.012	.015	.055	-1.000	1.000	.063	-.063	.043	-.006	-.035	-.015	-.053	.039	-.019	.002	.014	-.005	.043	-.022
	Levelofstudy=Postgraduate	.007	-.127	-.388	.155	.185	.024	.034	-.063	.063	1.000	-1.000	-.124	-.189	.205	.174	.038	-.061	-.162	.031	-.099	-.062	-.108	-.057
	Levelofstudy=Undergraduate	-.007	.127	.388	-.155	-.185	-.024	-.034	.063	-.063	-1.000	1.000	.124	.189	-.205	-.174	-.038	.061	.162	-.031	.099	.062	.108	.057
	Region=Central	.055	.070	.232	-.014	-.173	-.056	-.021	-.043	.043	-.124	.124	1.000	-.072	-.874	-.635	-.042	.099	-.056	-.091	-.045	-.081	.974	.172
	Region=East	-.147	-.022	.313	-.127	-.107	-.045	-.010	.006	-.006	-.189	.189	-.072	1.000	-.422	-.306	-.020	-.007	.775	-.044	.619	-.039	-.070	-.012
	Region=West	.022	-.053	-.364	.075	.209	.073	.024	.035	-.035	.205	-.205	-.874	-.422	1.000	.727	.048	-.086	-.327	.104	-.261	.093	-.851	-.150
	Subregion=Africa	.087	-.103	-.373	.074	.234	.061	.033	.015	-.015	.174	-.174	-.635	-.306	.727	1.000	-.179	-.063	-.237	-.387	-.190	-.346	-.619	-.109
	Subregion=Americas	-.075	-.013	.048	-.038	-.043	.092	-.006	.053	-.053	.038	-.038	-.042	-.020	.048	-.179	1.000	-.004	-.016	-.026	-.013	-.023	-.041	-.007
	Subregion=Central Asia	-.063	-.004	-.019	.045	-.025	-.009	-.002	-.039	.039	-.061	.061	.099	-.007	-.086	-.063	-.004	1.000	-.006	-.009	-.004	-.008	-.014	-.003
	Subregion=East Asia	-.081	-.017	.238	-.082	-.096	-.035	-.008	.019	-.019	-.162	.162	-.056	.775	-.327	-.237	-.016	-.006	1.000	-.034	-.017	-.030	-.054	-.010
	Subregion=Europe	-.006	.030	.047	-.016	-.015	-.029	-.013	-.002	.002	.031	-.031	-.091	-.044	.104	-.387	-.026	-.009	-.034	1.000	-.027	-.050	-.089	-.016
	Subregion=Indochina	-.133	-.013	.200	-.099	-.049	-.028	-.006	-.014	.014	-.099	.099	-.045	.619	-.261	-.190	-.013	-.004	-.017	-.027	1.000	-.024	-.043	-.008
	Subregion=MENA	-.106	.103	.077	.011	-.093	-.019	-.011	.005	-.005	-.062	.062	-.081	-.039	.093	-.346	-.023	-.008	-.030	-.050	-.024	1.000	-.079	-.014
	Subregion=South Asia	.061	.073	.223	-.008	-.174	-.053	-.020	-.043	.043	-.108	.108	.974	-.070	-.851	-.619	-.041	-.014	-.054	-.089	-.043	-.079	1.000	-.025
	Subregion=South East Asia	.010	-.008	.078	-.057	.004	-.016	-.004	.022	-.022	-.057	.057	.172	-.012	-.150	-.109	-.007	-.003	-.010	-.016	-.008	-.014	-.025	1.000
Sig. (1-tailed)	CampaignCreativeUndergraduateunintended	.	.066	.337	.066	.053	.463	.297	.195	.195	.423	.423	.076	<.001	.283	.011	.024	.049	.018	.442	<.001	.003	.055	.396
	Age=18	.066	.	.066	.005	.022	.232	.435	.049	.049	.000	.000	.034	.287	.083	.004	.371	.454	.332	.215	.364	.003	.028	.421
	Age=18-24	.337	.066	.	.000	.000	.001	.241	.014	.014	.000	.000	.000	.000	.000	.000	.105	.309	.000	.112	.000	.022	.000	.021
	Age=25-34	.066	.005	.000	.	.000	.000	.113	.065	.065	.000	.000	.356	.000	.026	.026	.161	.121	.016	.338	.005	.387	.415	.069
	Age=35-44	.053	.022	.000	.000	.	.000	.173	.375	.375	.000	.000	.000	.003	.000	.000	.131	.253	.006	.348	.100	.008	.000	.461
	Age=45-54	.463	.232	.001	.000	.000	.	.366	.349	.349	.262	.262	.072	.119	.028	.054	.008	.404	.180	.228	.232	.307	.084	.337
	Age=55-64	.297	.435	.241	.113	.173	.366	.	.077	.077	.188	.188	.292	.396	.266	.195	.439	.478	.419	.369	.435	.383	.297	.463
	Gender=Female	.195	.049	.014	.065	.375	.349	.077	.	.000	.051	.051	.133	.433	.177	.346	.081	.157	.306	.478	.359	.444	.130	.287
	Gender=Male	.195	.049	.014	.065	.375	.349	.077	.000	.	.051	.051	.133	.433	.177	.346	.081	.157	.306	.478	.359	.444	.130	.287
	Levelofstudy=Postgraduate	.423	.000	.000	.000	.000	.262	.188	.051	.051	.	.000	.001	.000	.000	.000	.161	.055	.000	.206	.005	.054	.002	.069
	Levelofstudy=Undergraduate	.423	.000	.000	.000	.000	.262	.188	.051	.051	.000	.	.001	.000	.000	.000	.161	.055	.000	.206	.005	.054	.002	.069
	Region=Central	.076	.034	.000	.356	.000	.072	.292	.133	.133	.001	.001	.	.030	.000	.000	.136	.005	.072	.009	.122	.017	.000	.000
	Region=East	.000	.287	.000	.000	.003	.119	.396	.433	.433	.000	.000	.030	.	.000	.000	.298	.426	.000	.125	.000	.153	.033	.373
	Region=West	.283	.083	.000	.026	.000	.028	.266	.177	.177	.000	.000	.000	.000	.	.000	.104	.012	.000	.003	.000	.007	.000	.000
	Subregion=Africa	.011	.004	.000	.026	.000	.054	.195	.346	.346	.000	.000	.000	.000	.000	.	.000	.050	.000	.000	.000	.000	.000	.002
	Subregion=Americas	.024	.371	.105	.161	.131	.008	.439	.081	.081	.161	.161	.136	.298	.104	.000	.	.457	.341	.252	.371	.275	.142	.425
	Subregion=Central Asia	.049	.454	.309	.121	.253	.404	.478	.157	.157	.055	.055	.005	.426	.012	.050	.457	.	.443	.407	.454	.417	.353	.474
	Subregion=East Asia	.018	.332	.000	.016	.006	.180	.419	.306	.306	.000	.000	.072	.000	.000	.000	.341	.443	.	.187	.332	.214	.077	.401
	Subregion=Europe	.442	.215	.112	.338	.348	.228	.369	.478	.478	.206	.206	.009	.125	.003	.000	.252	.407	.187	.	.239	.098	.010	.341
	Subregion=Indochina	.000	.364	.000	.005	.100	.232	.435	.359	.359	.005	.005	.122	.000	.000	.000	.371	.454	.332	.239	.	.263	.128	.421
	Subregion=MENA	.003	.003	.022	.387	.008	.307	.383	.444	.444	.054	.054	.017	.153	.007	.000	.275	.417	.214	.098	.263	.	.019	.358
	Subregion=South Asia	.055	.028	.000	.415	.000	.084	.297	.130	.130	.002	.002	.000	.033	.000	.000	.142	.353	.077	.010	.128	.019	.	.257
	Subregion=South East Asia	.396	.421	.021	.069	.461	.337	.463	.287	.287	.069	.069	.000	.373	.000	.002	.425	.474	.401	.341	.421	.358	.257	.
N	CampaignCreativeUndergraduateunintended	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=18	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=18-24	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=25-34	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=35-44	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=45-54	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=55-64	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Gender=Female	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Gender=Male	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Levelofstudy=Postgraduate	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Levelofstudy=Undergraduate	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=Central	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=East	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=West	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Africa	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Americas	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Central Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=East Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Europe	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Indochina	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=MENA	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=South Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=South East Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684

Campaign Creative Undergraduate Unintended - Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.255[a]	.065	.044	2.170	.065	3.087	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Campaign Creative Undergraduate Unintended - Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	11.584	.177		65.443	<.001	11.237	11.932			
	Age=18	-.709	.762	-.036	-.930	.353	-2.206	.788	-.058	-.036	-.035
	Age=18-24	.669	.281	.120	2.381	.018	.117	1.221	.016	.092	.089
	Age=25-34	.409	.199	.091	2.054	.040	.018	.800	.058	.079	.077
	Age=45-54	.261	.385	.027	.677	.499	-.495	1.016	-.004	.026	.025
	Age=55-64	1.073	1.544	.026	.695	.487	-1.959	4.105	.020	.027	.026
	Gender=Male	-.157	.168	-.035	-.935	.350	-.487	.173	-.033	-.036	-.035
	Levelofstudy=Undergraduate	.015	.205	.003	.073	.942	-.388	.418	-.007	.003	.003
	Subregion=Americas	-1.840	.782	-.089	-2.354	.019	-3.375	-.305	-.075	-.091	-.088
	Subregion=Central Asia	-3.851	2.182	-.066	-1.765	.078	-8.135	.433	-.063	-.068	-.066
	Subregion=East Asia	-1.732	.616	-.111	-2.814	.005	-2.941	-.523	-.081	-.108	-.105
	Subregion=Europe	-.230	.378	-.023	-.609	.543	-.972	.512	-.006	-.024	-.023
	Subregion=Indochina	-2.991	.753	-.154	-3.972	<.001	-4.469	-1.512	-.133	-.152	-.149
	Subregion=MENA	-1.337	.423	-.121	-3.162	.002	-2.167	-.507	-.106	-.121	-.118
	Subregion=South Asia	.079	.270	.012	.294	.769	-.451	.610	.061	.011	.011
	Subregion=South East Asia	.012	1.264	.000	.010	.992	-2.470	2.494	.010	.000	.000

a. Dependent Variable: CampaignCreativeUndergraduateunintended
CampaignCreativePostgraduateintended	16.38	3.204	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Campaign Creative Postgraduate Intended - Correlations

Campaign Creative Postgraduate Intended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.187[a]	.035	.013	3.183	.035	1.612	15	668	.065

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Campaign Creative Postgraduate Intended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	16.298	.260		62.766	<.001	15.788	16.808			
	Age=18	.460	1.118	.016	.412	.681	-1.736	2.656	.006	.016	.016
	Age=18-24	.907	.412	.113	2.201	.028	.098	1.717	.062	.085	.084
	Age=25-34	.246	.292	.038	.843	.400	-.327	.820	.003	.033	.032
	Age=45-54	-.005	.565	.000	-.008	.993	-1.114	1.104	-.027	.000	.000
	Age=55-64	-1.097	2.265	-.018	-.484	.628	-5.545	3.351	-.023	-.019	-.018
	Gender=Male	-.201	.247	-.031	-.815	.415	-.685	.283	-.033	-.032	-.031
	Levelofstudy=Undergraduate	-.043	.301	-.006	-.143	.886	-.634	.548	.016	-.006	-.005
	Subregion=Americas	-2.768	1.147	-.093	-2.414	.016	-5.019	-.516	-.085	-.093	-.092
	Subregion=Central Asia	-1.300	3.201	-.016	-.406	.685	-7.585	4.985	-.017	-.016	-.015
	Subregion=East Asia	-2.134	.903	-.094	-2.363	.018	-3.907	-.361	-.069	-.091	-.090
	Subregion=Europe	.368	.554	.026	.665	.506	-.720	1.457	.039	.026	.025
	Subregion=Indochina	-1.631	1.104	-.058	-1.477	.140	-3.799	.538	-.038	-.057	-.056
	Subregion=MENA	-1.293	.620	-.081	-2.085	.037	-2.511	-.075	-.068	-.080	-.079
	Subregion=South Asia	.366	.396	.038	.923	.356	-.412	1.144	.078	.036	.035
	Subregion=South East Asia	-.140	1.854	-.003	-.076	.940	-3.782	3.501	.006	-.003	-.003

a. Dependent Variable: CampaignCreativePostgraduateintended

Campaign Creative Postgraduate Unintended - Descriptive Statistics

	Mean	Std. Deviation	N
CampaignCreativePostgraduateunintended	5.87	1.234	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Campaign Campaign Creative Postgraduate Unintended - Correlations

		CampaignCreativePostgraduateunintended	Age=18	Age=18-24	Age=25-34	Age=35-44	Age=45-54	Age=55-64	Gender=Female	Gender=Male	Levelofstudy=Postgraduate	Levelofstudy=Undergraduate	Region=Central	Region=East	Region=West	Subregion=Africa	Subregion=Americas	Subregion=Central Asia	Subregion=East Asia	Subregion=Europe	Subregion=Indochina	Subregion=MENA	Subregion=South Asia	Subregion=South East Asia
Pearson Correlation	CampaignCreativePostgraduateunintended	1.000	-.061	-.019	.028	.011	-.026	.028	.057	-.057	.023	-.023	.041	-.099	.011	.125	-.143	.035	-.077	-.044	-.061	-.131	.040	-.011
	Age=18	-.061	1.000	-.058	-.099	-.077	-.028	-.006	.063	-.063	-.127	.127	.070	-.022	-.053	-.103	-.013	-.004	-.017	.030	-.013	.103	.073	-.008
	Age=18-24	-.019	-.058	1.000	-.426	-.332	-.121	-.027	.084	-.084	-.388	.388	.232	.313	-.364	-.373	.048	-.019	.238	.047	.200	.077	.223	.078
	Age=25-34	.028	-.099	-.426	1.000	-.569	-.207	-.046	-.058	.058	.155	-.155	-.014	-.127	.075	.074	-.038	.045	-.082	-.016	-.099	.011	-.008	-.057
	Age=35-44	.011	-.077	-.332	-.569	1.000	-.161	-.036	-.012	.012	.185	-.185	-.173	-.107	.209	.234	-.043	-.025	-.096	-.015	-.049	-.093	-.174	.004
	Age=45-54	-.026	-.028	-.121	-.207	-.161	1.000	-.013	-.015	.015	.024	-.024	-.056	-.045	.073	.061	.092	-.009	-.035	-.029	-.028	-.019	-.053	-.016
	Age=55-64	.028	-.006	-.027	-.046	-.036	-.013	1.000	-.055	.055	.034	-.034	-.021	-.010	.024	.033	-.006	-.002	-.008	-.013	-.006	-.011	-.020	-.004
	Gender=Female	.057	.063	.084	-.058	-.012	-.015	-.055	1.000	-1.000	-.063	.063	-.043	.006	.035	.015	.053	-.039	.019	-.002	-.014	.005	-.043	.022
	Gender=Male	-.057	-.063	-.084	.058	.012	.015	.055	-1.000	1.000	.063	-.063	.043	-.006	-.035	-.015	-.053	.039	-.019	.002	.014	-.005	.043	-.022
	Levelofstudy=Postgraduate	.023	-.127	-.388	.155	.185	.024	.034	-.063	.063	1.000	-1.000	-.124	-.189	.205	.174	.038	-.061	-.162	.031	-.099	-.062	-.108	-.057
	Levelofstudy=Undergraduate	-.023	.127	.388	-.155	-.185	-.024	-.034	.063	-.063	-1.000	1.000	.124	.189	-.205	-.174	-.038	.061	.162	-.031	.099	.062	.108	.057
	Region=Central	.041	.070	.232	-.014	-.173	-.056	-.021	-.043	.043	-.124	.124	1.000	-.072	-.874	-.635	-.042	.099	-.056	-.091	-.045	-.081	.974	.172
	Region=East	-.099	-.022	.313	-.127	-.107	-.045	-.010	.006	-.006	-.189	.189	-.072	1.000	-.422	-.306	-.020	-.007	.775	-.044	.619	-.039	-.070	-.012
	Region=West	.011	-.053	-.364	.075	.209	.073	.024	.035	-.035	.205	-.205	-.874	-.422	1.000	.727	.048	-.086	-.327	.104	-.261	.093	-.851	-.150
	Subregion=Africa	.125	-.103	-.373	.074	.234	.061	.033	.015	-.015	.174	-.174	-.635	-.306	.727	1.000	-.179	-.063	-.237	-.387	-.190	-.346	-.619	-.109
	Subregion=Americas	-.143	-.013	.048	-.038	-.043	.092	-.006	.053	-.053	.038	-.038	-.042	-.020	.048	-.179	1.000	-.004	-.016	-.026	-.013	-.023	-.041	-.007
	Subregion=Central Asia	.035	-.004	-.019	.045	-.025	-.009	-.002	-.039	.039	-.061	.061	.099	-.007	-.086	-.063	-.004	1.000	-.006	-.009	-.004	-.008	-.014	-.003
	Subregion=East Asia	-.077	-.017	.238	-.082	-.096	-.035	-.008	.019	-.019	-.162	.162	-.056	.775	-.327	-.237	-.016	-.006	1.000	-.034	-.017	-.030	-.054	-.010
	Subregion=Europe	-.044	.030	.047	-.016	-.015	-.029	-.013	-.002	.002	.031	-.031	-.091	-.044	.104	-.387	-.026	-.009	-.034	1.000	-.027	-.050	-.089	-.016
	Subregion=Indochina	-.061	-.013	.200	-.099	-.049	-.028	-.006	-.014	.014	-.099	.099	-.045	.619	-.261	-.190	-.013	-.004	-.017	-.027	1.000	-.024	-.043	-.008
	Subregion=MENA	-.131	.103	.077	.011	-.093	-.019	-.011	.005	-.005	-.062	.062	-.081	-.039	.093	-.346	-.023	-.008	-.030	-.050	-.024	1.000	-.079	-.014
	Subregion=South Asia	.040	.073	.223	-.008	-.174	-.053	-.020	-.043	.043	-.108	.108	.974	-.070	-.851	-.619	-.041	-.014	-.054	-.089	-.043	-.079	1.000	-.025
	Subregion=South East Asia	-.011	-.008	.078	-.057	.004	-.016	-.004	.022	-.022	-.057	.057	.172	-.012	-.150	-.109	-.007	-.003	-.010	-.016	-.008	-.014	-.025	1.000
Sig. (1-tailed)	CampaignCreativePostgraduateunintended	.	.056	.312	.233	.386	.247	.235	.069	.069	.270	.270	.143	.005	.387	<.001	<.001	.180	.022	.124	.056	<.001	.150	.388
	Age=18	.056	.	.066	.005	.022	.232	.435	.049	.049	.000	.000	.034	.287	.083	.004	.371	.454	.332	.215	.364	.003	.028	.421
	Age=18-24	.312	.066	.	.000	.000	.001	.241	.014	.014	.000	.000	.000	.000	.000	.000	.105	.309	.000	.112	.000	.022	.000	.021
	Age=25-34	.233	.005	.000	.	.000	.000	.113	.065	.065	.000	.000	.356	.000	.026	.026	.161	.121	.016	.338	.005	.387	.415	.069
	Age=35-44	.386	.022	.000	.000	.	.000	.173	.375	.375	.000	.000	.000	.003	.000	.000	.131	.253	.006	.348	.100	.008	.000	.461
	Age=45-54	.247	.232	.001	.000	.000	.	.366	.349	.349	.262	.262	.072	.119	.028	.054	.008	.404	.180	.228	.232	.307	.084	.337
	Age=55-64	.235	.435	.241	.113	.173	.366	.	.077	.077	.188	.188	.292	.396	.266	.195	.439	.478	.419	.369	.435	.383	.297	.463
	Gender=Female	.069	.049	.014	.065	.375	.349	.077	.	.000	.051	.051	.133	.433	.177	.346	.081	.157	.306	.478	.359	.444	.130	.287
	Gender=Male	.069	.049	.014	.065	.375	.349	.077	.000	.	.051	.051	.133	.433	.177	.346	.081	.157	.306	.478	.359	.444	.130	.287
	Levelofstudy=Postgraduate	.270	.000	.000	.000	.000	.262	.188	.051	.051	.	.000	.001	.000	.000	.000	.161	.055	.000	.206	.005	.054	.002	.069
	Levelofstudy=Undergraduate	.270	.000	.000	.000	.000	.262	.188	.051	.051	.000	.	.001	.000	.000	.000	.161	.055	.000	.206	.005	.054	.002	.069
	Region=Central	.143	.034	.000	.356	.000	.072	.292	.133	.133	.001	.001	.	.030	.000	.000	.136	.005	.072	.009	.122	.017	.000	.000
	Region=East	.005	.287	.000	.000	.003	.119	.396	.433	.433	.000	.000	.030	.	.000	.000	.298	.426	.000	.125	.000	.153	.033	.373
	Region=West	.387	.083	.000	.026	.000	.028	.266	.177	.177	.000	.000	.000	.000	.	.000	.104	.012	.000	.003	.000	.007	.000	.000
	Subregion=Africa	.001	.004	.000	.026	.000	.054	.195	.346	.346	.000	.000	.000	.000	.000	.	.000	.050	.000	.000	.000	.000	.000	.002
	Subregion=Americas	.000	.371	.105	.161	.131	.008	.439	.081	.081	.161	.161	.136	.298	.104	.000	.	.457	.341	.252	.371	.275	.142	.425
	Subregion=Central Asia	.180	.454	.309	.121	.253	.404	.478	.157	.157	.055	.055	.005	.426	.012	.050	.457	.	.443	.407	.454	.417	.353	.474
	Subregion=East Asia	.022	.332	.000	.016	.006	.180	.419	.306	.306	.000	.000	.072	.000	.000	.000	.341	.443	.	.187	.332	.214	.077	.401
	Subregion=Europe	.124	.215	.112	.338	.348	.228	.369	.478	.478	.206	.206	.009	.125	.003	.000	.252	.407	.187	.	.239	.098	.010	.341
	Subregion=Indochina	.056	.364	.000	.005	.100	.232	.435	.359	.359	.005	.005	.122	.000	.000	.000	.371	.454	.332	.239	.	.263	.128	.421
	Subregion=MENA	.000	.003	.022	.387	.008	.307	.383	.444	.444	.054	.054	.017	.153	.007	.000	.275	.417	.214	.098	.263	.	.019	.358
	Subregion=South Asia	.150	.028	.000	.415	.000	.084	.297	.130	.130	.002	.002	.000	.033	.000	.000	.142	.353	.077	.010	.128	.019	.	.257
	Subregion=South East Asia	.388	.421	.021	.069	.461	.337	.463	.287	.287	.069	.069	.000	.373	.000	.002	.425	.474	.401	.341	.421	.358	.257	.
N	CampaignCreativePostgraduateunintended	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=18	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=18-24	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=25-34	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=35-44	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=45-54	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Age=55-64	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Gender=Female	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Gender=Male	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Levelofstudy=Postgraduate	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Levelofstudy=Undergraduate	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=Central	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=East	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Region=West	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Africa	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Americas	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Central Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=East Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Europe	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=Indochina	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=MENA	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=South Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684
	Subregion=South East Asia	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684	684

Campaign Creative Postgraduate Intended - Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations		
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	16.298	.260		62.766	<.001	15.788	16.808			
	Age=18	.460	1.118	.016	.412	.681	-1.736	2.656	.006	.016	.016
	Age=18-24	.907	.412	.113	2.201	.028	.098	1.717	.062	.085	.084
	Age=25-34	.246	.292	.038	.843	.400	-.327	.820	.003	.033	.032
	Age=45-54	-.005	.565	.000	-.008	.993	-1.114	1.104	-.027	.000	.000
	Age=55-64	-1.097	2.265	-.018	-.484	.628	-5.545	3.351	-.023	-.019	-.018
	Gender=Male	-.201	.247	-.031	-.815	.415	-.685	.283	-.033	-.032	-.031
	Levelofstudy=Undergraduate	-.043	.301	-.006	-.143	.886	-.634	.548	.016	-.006	-.005
	Subregion=Americas	-2.768	1.147	-.093	-2.414	.016	-5.019	-.516	-.085	-.093	-.092
	Subregion=Central Asia	-1.300	3.201	-.016	-.406	.685	-7.585	4.985	-.017	-.016	-.015
	Subregion=East Asia	-2.134	.903	-.094	-2.363	.018	-3.907	-.361	-.069	-.091	-.090
	Subregion=Europe	.368	.554	.026	.665	.506	-.720	1.457	.039	.026	.025
	Subregion=Indochina	-1.631	1.104	-.058	-1.477	.140	-3.799	.538	-.038	-.057	-.056
	Subregion=MENA	-1.293	.620	-.081	-2.085	.037	-2.511	-.075	-.068	-.080	-.079
	Subregion=South Asia	.366	.396	.038	.923	.356	-.412	1.144	.078	.036	.035
	Subregion=South East Asia	-.140	1.854	-.003	-.076	.940	-3.782	3.501	.006	-.003	-.003

a. Dependent Variable: CampaignCreativePostgraduateintended
CampaignCreativePostgraduateunintended	5.87	1.234	684
Age=18	.0132	.11403	684
Age=18-24	.1988	.39941	684
Age=25-34	.4225	.49432	684
Age=35-44	.3070	.46159	684
Age=45-54	.0556	.22923	684
Age=55-64	.0029	.05403	684
Gender=Female	.5044	.50035	684
Gender=Male	.4956	.50035	684
Levelofstudy=Postgraduate	.7178	.45038	684
Levelofstudy=Undergraduate	.2822	.45038	684
Region=Central	.1301	.33668	684
Region=East	.0336	.18040	684
Region=West	.8363	.37031	684
Subregion=Africa	.7295	.44453	684
Subregion=Americas	.0117	.10759	684
Subregion=Central Asia	.0015	.03824	684
Subregion=East Asia	.0205	.14170	684
Subregion=Europe	.0526	.22346	684
Subregion=Indochina	.0132	.11403	684
Subregion=MENA	.0424	.20164	684
Subregion=South Asia	.1243	.33013	684
Subregion=South East Asia	.0044	.06613	684

Campaign Campaign Creative Postgraduate Unintended - Correlations

(Large correlation matrix — Pearson Correlation, Sig. (1-tailed), and N sections across variables: CampaignCreativePostgraduateunintended, Age=18, Age=18-24, Age=25-34, Age=35-44, Age=45-54, Age=55-64, Gender=Female, Gender=Male, Levelofstudy=Postgraduate, Levelofstudy=Undergraduate, Region=Central, Region=East, Region=West, Subregion=Africa, Subregion=Americas, Subregion=Central Asia, Subregion=East Asia, Subregion=Europe, Subregion=Indochina, Subregion=MENA, Subregion=South Asia, Subregion=South East Asia; N=684)

Campaign Creative Postgraduate Unintended - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.254[a]	.065	.044	1.206	.065	3.084	15	668	<.001

a. Predictors: (Constant), Subregion=South East Asia, Subregion=Central Asia, Age=55-64, Subregion=Americas, Subregion=Indochina, Age=18, Subregion=East Asia, Subregion=Europe, Gender=Male, Age=45-54, Subregion=MENA, Subregion=South Asia, Levelofstudy=Undergraduate, Age=25-34, Age=18-24

Campaign Creative Postgraduate Unintended - Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part
1	(Constant)	6.026	.098		61.230	<.001	5.833	6.219			
	Age=18	-.517	.424	-.048	-1.220	.223	-1.349	.315	-.061	-.047	-.046
	Age=18-24	.140	.156	.045	.893	.372	-.167	.446	-.019	.035	.033
	Age=25-34	.050	.111	.020	.452	.651	-.167	.267	.028	.017	.017
	Age=45-54	-.065	.214	-.012	-.302	.763	-.485	.356	-.026	-.012	-.011
	Age=55-64	.649	.859	.028	.756	.450	-1.037	2.335	.028	.029	.028
	Gender=Male	-.175	.093	-.071	-1.875	.061	-.359	.008	-.057	-.072	-.070
	Levelofstudy=Undergraduate	-.037	.114	-.014	-.327	.744	-.261	.187	-.023	-.013	-.012
	Subregion=Americas	-1.776	.435	-.155	-4.087	<.001	-2.630	-.923	-.143	-.156	-.153
	Subregion=Central Asia	1.137	1.213	.035	.937	.349	-1.246	3.519	.035	.036	.035
	Subregion=East Asia	-.834	.342	-.096	-2.437	.015	-1.506	-.162	-.077	-.094	-.091
	Subregion=Europe	-.333	.210	-.060	-1.587	.113	-.746	.079	-.044	-.061	-.059
	Subregion=Indochina	-.806	.419	-.074	-1.925	.055	-1.627	.016	-.061	-.074	-.072
	Subregion=MENA	-.855	.235	-.140	-3.638	<.001	-1.317	-.394	-.131	-.139	-.136
	Subregion=South Asia	.025	.150	.007	.164	.869	-.270	.320	.040	.006	.006
	Subregion=South East Asia	-.369	.703	-.020	-.525	.600	-1.749	1.011	-.011	-.020	-.020

a. Dependent Variable: CampaignCreativePostgraduateunintended

Appendix 11

ANOVA Analysis Outputs

ANOVA (Regional)

		Sum of Squares	df	Mean Square	F	Sig.
Friendly	Between Groups	130.149	8	16.269	2.874	0.004
	Within Groups	1241.512	675	1.839		
	Total	1371.661	683			
Career Focussed	Between Groups	84.380	8	10.548	2.922	0.003
	Within Groups	1267.052	675	1.877		
	Total	1351.432	683			
Widening Participation	Between Groups	37.442	8	4.680	2.079	0.036
	Within Groups	1519.234	675	2.251		
	Total	1556.676	683			
Supportive	Between Groups	54.966	8	6.871	2.366	0.016
	Within Groups	1240.461	675	1.838		
	Total	1295.428	683			
Proud of our Region	Between Groups	30.264	8	3.783	1.316	0.233
	Within Groups	1907.330	675	2.826		
	Total	1937.594	683			
Local	Between Groups	71.773	8	8.972	3.065	0.002
	Within Groups	1174.337	675	1.740		
	Total	1246.110	683			
Versatile	Between Groups	58.925	8	7.366	2.673	0.007
	Within Groups	1105.957	675	1.638		
	Total	1164.882	683			
Personal	Between Groups	85.122	8	10.640	3.562	0.000
	Within Groups	1170.734	675	1.734		
	Total	1255.855	683			
Real Life	Between Groups	76.032	8	9.504	3.675	0.000
	Within Groups	1187.895	675	1.760		
	Total	1263.927	683			
Business-Minded	Between Groups	57.477	8	7.185	2.411	0.014
	Within Groups	1190.490	675	1.764		
	Total	1247.967	683			
Straight Talking/Bold	Between Groups	116.955	8	14.619	3.150	0.002
	Within Groups	981.019	675	1.453		
	Total	1097.974	683			
Confident/Unfussy	Between Groups	247.669	8	30.959	3.368	0.001
	Within Groups	926.061	675	1.372		
	Total	1173.720	683			
Punching above our weight	Between Groups	202.577	8	25.322	2.693	0.006
	Within Groups	1115.392	675	1.652		
	Total	1317.969	683			
By the Sea	Between Groups	36.509	8	4.564	0.821	0.584
	Within Groups	1687.251	675	2.500		
	Total	1723.760	683			
Bright	Between Groups	109.742	8	13.718	4.389	0.000
	Within Groups	905.769	675	1.342		
	Total	1015.512	683			
Energetic	Between Groups	63.418	8	7.927	3.562	0.000
	Within Groups	895.441	675	1.327		
	Total	958.860	683			
Galvanised	Between Groups	230.206	8	28.776	3.923	0.000
	Within Groups	893.927	675	1.324		
	Total	1124.133	683			
Confident	Between Groups	233.684	8	29.211	3.029	0.002
	Within Groups	900.771	675	1.334		
	Total	1134.456	683			
Mature	Between Groups	47.167	8	5.896	1.171	0.314
	Within Groups	1463.107	675	2.168		
	Total	1510.274	683			
Informal	Between Groups	38.158	8	4.770	2.109	0.033
	Within Groups	1381.542	675	2.047		
	Total	1419.700	683			

Post Hoc Tests (Regional)

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) WideningParticipation	(J) WideningParticipation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Friendly	Central	East	-1.1641	0.381	0.001	-1.91	-0.42
	Central	West	-0.1596	0.186	0.554	-0.52	0.20
	East	West	1.0046	0.348	0.002	0.33	1.68
Career Focussed	Central	East	-1.1573	0.385	0.001	-1.91	-0.40
	Central	West	-0.2867	0.168	0.161	-0.65	0.08
	East	West	0.8706	0.350	0.008	0.18	1.56
Widening Participation	Central	East	-1.0674	0.419	0.007	-1.89	-0.25
	Central	West	-0.5657	0.204	0.003	-0.97	-0.17
	East	West	0.5017	0.381	0.257	-0.25	1.25
Supportive	Central	East	-1.1798	0.380	0.001	-1.92	-0.44
	Central	West	-0.3371	0.185	0.075	-0.70	0.03
	East	West	0.8427	0.345	0.010	0.17	1.52
Proud of our Region	Central	East	-0.6996	0.479	0.176	-1.62	0.22
	Central	West	-0.5383	0.229	0.014	-0.99	-0.09
	East	West	0.1613	0.427	0.886	-0.68	1.00
Local	Central	East	-0.9648	0.372	0.006	-1.69	-0.24
	Central	West	-0.3357	0.181	0.068	-0.69	0.02
	East	West	0.6291	0.338	0.067	-0.03	1.29
Versatile	Central	East	-0.764	0.365	0.030	-1.47	-0.06
	Central	West	0.1136	0.175	0.700	-0.23	0.46
	East	West	0.8776	0.327	0.004	0.24	1.52
Personal	Central	East	-0.7372	0.373	0.047	-1.47	-0.01
	Central	West	0.1205	0.182	0.688	-0.24	0.48
	East	West	0.8577	0.339	0.007	0.19	1.52
Real Life	Central	East	-1.2796	0.374	0.001	-2.00	-0.54
	Central	West	-0.3159	0.182	0.095	-0.67	0.04
	East	West	0.9647	0.340	0.002	0.29	1.63
Business-Minded	Central	East	-1.0181	0.373	0.003	-1.75	-0.29
	Central	West	-0.1464	0.182	0.601	-0.50	0.21
	East	West	0.8717	0.339	0.006	0.21	1.54
Confident/Unfussy	Central	East	-1.0029	0.338	0.001	-1.65	-0.36
	Central	West	-0.1126	0.161	0.664	-0.43	0.20
	East	West	0.8903	0.300	0.001	0.30	1.48
Punching above our weight	Central	East	-0.7416	0.363	0.035	-1.45	-0.03
	Central	West	-0.0545	0.177	0.950	-0.40	0.29
	East	West	0.6871	0.330	0.034	0.04	1.33
Bright	Central	East	-1.0584	0.327	0.001	-1.73	-0.45
	Central	West	0.0058	0.159	0.950	-0.31	0.32
	East	West	1.0642	0.297	0.001	0.51	1.68
Energetic	Central	East	-1.1011	0.324	0.001	-1.74	-0.47
	Central	West	-0.1955	0.158	0.320	-0.51	0.11
	East	West	0.9056	0.295	0.001	0.33	1.48
Galvanised	Central	East	-1.0903	0.324	0.001	-1.69	-0.42
	Central	West	0.01	0.158	0.950	-0.30	0.32
	East	West	1.0603	0.295	0.001	0.48	1.64
Confident	Central	East	-0.8539	0.325	0.005	-1.49	-0.22
	Central	West	0.0726	0.158	0.829	-0.24	0.38
	East	West	0.9266	0.295	0.001	0.35	1.51
Informal	Central	East	-0.6981	0.402	0.086	-1.49	0.09
	Central	West	-0.3622	0.196	0.070	-0.75	0.02
	East	West	0.3359	0.366	0.514	-0.38	1.05

Post Hoc Tests (Subregional)

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) WideningParticipation	(J) WideningParticipation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Friendly	Africa	Americas	-0.4318	1.264	0.880	-1.94	1.07
	Africa	Central Asia	0.0681	0.071	0.880	-4.16	4.29
	Africa	East Asia	-1.1461	4.611	0.849	-2.29	0.00
	Africa	Europe East Med	-0.293	1.776	0.880	-1.02	0.44
	Africa	Indochina	-0.0318	2.668	0.512	-2.35	0.49
	Africa	MENA	-0.656	3.581	0.216	-1.46	0.15
	Africa	South Asia	0.127	1.126	0.880	-6.37	0.62
	Africa	South East Asia	-0.5865	1.076	0.880	-3.04	1.80
	Americas	Central Asia	0.5	0.492	0.880	-3.89	4.98
	Americas	East Asia	-0.7143	1.691	0.880	-2.59	1.16
	Americas	Europe East Med	0.1388	0.371	0.880	-1.51	1.79
	Americas	Indochina	-0.5	1.073	0.880	-2.55	1.55
	Americas	MENA	-0.2241	0.685	0.880	-1.91	1.46
	Americas	South Asia	0.568	1.576	0.880	-1.80	2.12
	Americas	South East Asia	-0.1667	0.257	0.880	-3.82	2.69
	Central Asia	East Asia	-1.2143	1.223	0.880	-5.58	3.15
	Central Asia	Europe East Med	-0.3611	0.371	0.880	-4.84	3.92
	Central Asia	Indochina	-1	0.989	0.880	-5.45	3.45
	Central Asia	MENA	-0.7241	0.742	0.880	-5.52	3.57
	Central Asia	South Asia	0.068	0.061	0.880	-4.19	4.30
	Central Asia	South East Asia	-0.6667	0.663	0.880	-5.54	4.21
	East Asia	Europe East Med	0.8532	2.625	0.139	-0.48	2.18
	East Asia	Indochina	0.2143	0.523	0.880	-1.59	2.02
	East Asia	MENA	0.4881	1.571	0.880	-0.88	1.86
	East Asia	South Asia	1.273	4.603	0.833	0.96	2.49
	East Asia	South East Asia	0.9476	0.898	0.880	-2.14	3.23
	Europe East Med	Indochina	-0.6389	1.766	0.880	-2.21	0.93
	Europe East Med	MENA	-0.363	1.517	0.880	-1.42	0.69
	Europe East Med	South Asia	0.4199	2.262	0.885	-0.42	1.26
	Europe East Med	South East Asia	-0.3056	0.538	0.880	-2.84	2.23
	Indochina	MENA	0.2759	0.754	0.880	-1.33	1.89
	Indochina	South Asia	1.0588	3.156	0.391	-0.42	2.54
	Indochina	South East Asia	0.3333	0.521	0.880	-2.48	3.15
	MENA	South Asia	0.783	3.767	0.155	-0.12	1.69
	MENA	South East Asia	0.0575	0.098	0.880	-2.50	2.62
	South Asia	South East Asia	-0.7255	1.266	0.880	-3.20	1.75
Supportive	Africa	Americas	-0.8657	2.534	0.663	-2.37	0.64
	Africa	Central Asia	1.1343	1.182	0.880	-3.09	5.36
	Africa	East Asia	-0.7229	2.783	0.557	-1.87	0.42
	Africa	Europe East Med	-0.088	0.532	0.880	-0.82	0.64
	Africa	Indochina	-1.088	3.375	0.283	-2.51	0.33
	Africa	MENA	-0.1071	0.585	0.880	-0.91	0.70
	Africa	South Asia	0.3225	2.967	0.521	-0.17	0.82
	Africa	South East Asia	-0.1981	0.358	0.880	-2.54	2.24
	Americas	Central Asia	2	1.967	0.880	-2.47	6.47
	Americas	East Asia	0.1428	0.336	0.880	-1.73	2.01
	Americas	Europe East Med	0.7778	2.076	0.859	-0.87	2.43
	Americas	Indochina	-0.2222	0.477	0.880	-2.27	1.83
	Americas	MENA	0.7586	1.962	0.889	-0.93	2.44
	Americas	South Asia	1.1982	3.352	0.332	-0.37	2.76
	Americas	South East Asia	0.9667	1.027	0.880	-2.19	3.52
	Central Asia	East Asia	-1.8571	1.672	0.880	-6.22	2.51
	Central Asia	Europe East Med	-1.2222	1.258	0.880	-5.69	3.25
	Central Asia	Indochina	-2.2222	2.199	0.880	-6.47	2.22
	Central Asia	MENA	-1.2414	1.273	0.880	-5.53	3.05
	Central Asia	South Asia	-0.8118	0.842	0.880	-5.06	3.43
	Central Asia	South East Asia	-1.3333	1.206	0.880	-4.20	3.54
	East Asia	Europe East Med	0.6349	2.103	0.846	-0.69	1.96
	East Asia	Indochina	-0.3651	0.891	0.880	-2.17	1.44
	East Asia	MENA	0.6158	1.974	0.880	-0.76	1.99
	East Asia	South Asia	1.0454	3.761	0.159	-0.17	2.26
	East Asia	South East Asia	0.5238	0.658	0.880	-2.16	3.21
	Europe East Med	Indochina	-1	2.798	0.350	-2.57	0.57
	Europe East Med	MENA	-0.0192	0.060	0.880	-1.07	1.03
	Europe East Med	South Asia	0.4105	2.153	0.826	-0.43	1.25
	Europe East Med	South East Asia	-0.1111	0.193	0.880	-2.65	2.43
	Indochina	MENA	0.9808	2.682	0.880	-0.63	2.59
	Indochina	South Asia	1.4105	4.198	0.076	-0.07	2.89
	Indochina	South East Asia	0.8889	1.351	0.880	-1.82	3.70
	MENA	South Asia	0.4295	2.054	0.856	-0.44	1.34
	MENA	South East Asia	-0.092	0.158	0.880	-2.65	2.47
	South Asia	South East Asia	-0.5216	0.926	0.880	-3.00	1.96
Local	Africa	Americas	-1.1293	3.597	0.294	-2.59	0.33
	Africa	Central Asia	0.3707	0.367	0.880	-3.74	4.48
	Africa	East Asia	-0.6293	2.466	0.682	-1.74	0.48
	Africa	Europe East Med	0.1207	0.756	0.880	-0.59	0.83
	Africa	Indochina	-0.7404	2.366	0.738	-2.12	0.64
	Africa	MENA	-0.0982	3.019	0.125	-1.48	0.09
	Africa	South Asia	0.2884	2.638	0.620	-0.19	0.77
	Africa	South East Asia	0.3707	0.686	0.880	-2.01	2.75
	Americas	Central Asia	1.5	1.514	0.880	-2.85	5.85
	Americas	East Asia	0.5	1.216	0.880	-1.32	2.32
	Americas	Europe East Med	1.25	3.629	0.272	-0.35	2.85
	Americas	Indochina	0.3889	0.858	0.880	-1.61	2.39
	Americas	MENA	0.431	1.157	0.880	-1.21	2.07
	Americas	South Asia	1.4178	4.110	0.089	-0.10	2.94
	Americas	South East Asia	1.5	2.376	0.721	-1.28	4.28
	Central Asia	East Asia	-1	1.036	0.880	-5.25	3.25
	Central Asia	Europe East Med	-0.25	0.264	0.880	-4.41	3.91
	Central Asia	Indochina	-1.1111	1.138	0.880	-5.44	3.22
	Central Asia	MENA	-1.069	1.127	0.880	-5.24	3.11
	Central Asia	South Asia	-0.0824	0.068	0.880	-4.21	4.05
	Central Asia	South East Asia	0	0.000	0.880	-4.74	4.74
	East Asia	Europe East Med	0.75	2.583	0.655	-0.54	2.04
	East Asia	Indochina	-0.1111	0.279	0.880	-1.86	1.64
	East Asia	MENA	-0.069	0.227	0.880	-1.40	1.27
	East Asia	South Asia	0.9178	3.411	0.279	-0.27	2.10
	East Asia	South East Asia	1	1.685	0.880	-1.61	3.61
	Europe East Med	Indochina	-0.8611	2.477	0.686	-2.39	0.67
	Europe East Med	MENA	-0.819	0.519	0.339	-1.84	0.21
	Europe East Med	South Asia	0.1676	0.904	0.880	-0.65	0.98
	Europe East Med	South East Asia	0.25	0.444	0.880	-2.22	2.72
	Indochina	MENA	0.0421	0.118	0.880	-1.52	1.61
	Indochina	South Asia	1.0288	3.147	0.385	-0.41	2.47
	Indochina	South East Asia	1.1111	1.767	0.880	-1.63	3.85
	MENA	South Asia	0.9868	4.915	0.016	0.10	1.87
	MENA	South East Asia	1.069	1.866	0.880	-1.42	3.56
	South Asia	South East Asia	0.0824	0.158	0.880	-2.33	2.49
Versatile	Africa	Americas	-1.1618	3.602	0.212	-2.58	0.26
	Africa	Central Asia	1.0882	1.201	0.880	-2.90	5.08
	Africa	East Asia	-0.6464	3.428	0.273	-1.82	0.24
	Africa	Europe East Med	0.0664	0.397	0.880	-0.63	0.75
	Africa	Indochina	-1.0229	3.366	0.299	-2.36	0.32
	Africa	MENA	-0.6261	2.482	0.686	-1.19	0.00
	Africa	South Asia	-0.1706	1.667	0.880	-0.64	0.30
	Africa	South East Asia	0.0662	0.168	0.880	-2.22	2.36
	Americas	Central Asia	2.25	2.344	0.746	-1.97	6.47
	Americas	East Asia	0.3214	0.601	0.880	-1.44	2.09