

Personal Branding and Positioning in the Scientific and Student Community: A Study on Peruvian University Teachers

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Abstract

This study intends to examine the correlation between personal branding and the positioning of Peruvian professors within the scientific and student communities, as it is crucial to comprehend how university professors shape their professional identity and how it impacts their reputation and recognition. The chosen

methodology for this study is a quantitative approach, specifically employing a non-experimental, cross-sectional, and descriptive correlational study design. The process of data collection involved the use of a survey instrument designed to gather information from university students regarding their teachers. The reliability of the instrument employed for assessing personal branding and positioning yielded high results. The questionnaire employed an ordinal measurement scale. The employed analytical techniques encompassed both descriptive and inferential methods, utilising Spearman's correlation coefficient. The findings indicated that educators who possess a more robust personal brand and exhibit superior positioning are individuals who possess a higher level of expertise and proficiency and actively engage in extracurricular pursuits. In addition, the significance of maintaining consistency in messaging and fostering reciprocity within social networks was emphasised to establish a strong position. The study's findings suggest that university educators should distinguish themselves from other professionals by emphasising their distinct skills, knowledge, and pedagogical methods. This differentiation is crucial for making a substantial impression on students and the broader scientific community, ultimately leading to a strong professional reputation. Developing a robust and distinct personal brand is imperative in this context. Consequently, this study offers valuable recommendations for attaining a strong market position and enhanced significance. In conclusion, it is advisable to adopt policies and strategies that acknowledge and appreciate the efforts of university educators in cultivating their individual reputation and establishing their standing within the academic and student spheres.

Keywords: Personal Branding, Positioning, University Teachers, Scientific Community, University Students, Peru.

1. Introduction

The significance of personal branding has grown in contemporary professional contexts, encompassing university professors as well. A personal brand can be characterised as a distinct combination of qualities, abilities, and principles that enable individuals to distinguish themselves from others and gain recognition for their contributions. This concept was first introduced in 1997 by Tom Peters ([De la Morena Taboada, 2014](#)). In the context of university professors, personal branding refers to the perception that students, peers, and the general public hold of them, which is shaped by their educational and professional achievements ([Schultz, 1971](#)). Hence, it is imperative for university educators to cultivate a robust personal brand. This endeavour serves the dual purpose of distinguishing themselves from their peers and bolstering their standing within the academic sphere. By doing so, they can foster meaningful connections with students, colleagues, and faculty members, thereby augmenting their professional reputation and ultimately achieving career success.

The academic market in Peru is characterised by intense competition, requiring university professors to establish a distinctive value proposition that sets them apart from their peers. This differentiation is crucial for positioning themselves effectively within the labour market and gaining recognition for their expertise. In this context, the utilisation of personal branding emerges as a viable approach to attaining this objective. Furthermore, the cultivation of a robust personal brand can yield advantageous outcomes for the calibre of tertiary education. University educators who are acknowledged and esteemed for their proficiency and erudition have the potential to cultivate an atmosphere of confidence and allegiance towards their academic institutions. This, in turn, can enhance the calibre of education imparted. Consequently, it is imperative for university professors to comprehend the significance of both their online and offline reputations. Furthermore, it is imperative to take into account not only academic achievements and classroom performance but also factors such as engagement on social media platforms, active involvement in educational events, publication of scholarly articles, and other responsibilities pertaining to the educational domain (Chaparro Guevara, Ospina Estupiñán, & Alonso González, 2019; Regalado-Ortegón, 2018). The development of a personal branding strategy is of utmost importance as it enables individuals to distinguish themselves and gain recognition for their professional endeavours.

An additional pertinent factor in the advancement of an individual's personal brand is the potential influence it can exert on the facilitation of entrepreneurship and innovation (Sánchez-García, 2020). Academic instructors possess an understanding of the demands and potentialities within the job market, thereby serving as a catalyst for students to cultivate aptitudes and proficiencies that enable them to engage in and spearhead inventive endeavours both within and beyond the academic sphere.

Therefore, the examination of teachers' personal branding revolves around two primary dimensions: the social dimension, wherein university professors assume a pivotal role in the development of prospective professionals, and the cultivation of knowledge and innovation across diverse domains of expertise. Developing a robust and distinctive personal brand facilitates the establishment of one's reputation and credibility within the academic sphere, thereby fostering trust and admiration among

students and colleagues. From a pragmatic perspective, the cultivation of personal branding empowers individuals to distinguish themselves amidst a fiercely competitive and increasingly interconnected marketplace. Therefore, the effective definition and management of one's personal brand enables individuals to effectively demonstrate their expertise, knowledge, and experience, positioning themselves as authoritative figures and leaders within the realms of teaching and research.

In short, personal branding holds significance within the Peruvian academic community, as it not only facilitates the professional growth of university educators but also enhances the standard of education, promotes entrepreneurialism and innovation, and contributes to the advancement of the nation's economy and society. Hence, it is imperative for university professors to comprehend the significance of personal branding within their professional trajectories and formulate efficacious methodologies to distinguish themselves and cultivate a reputable presence within the academic sphere.

Based on the previously mentioned information, the subsequent inquiries emerge: Is there a direct correlation between personal branding and the positioning of Peruvian teachers within the scientific and student communities? The research aimed to analyse the correlation between personal branding and the positioning of Peruvian teachers within the scientific and student communities. The specific objectives were to determine the extent of the relationship between personal branding and the various dimensions of teacher positioning. The first hypothesis, H0, posits that there is no direct relationship between personal branding and the positioning of Peruvian teachers in the scientific and student communities. Conversely, the second hypothesis, H1, suggests that there is a direct relationship between personal branding and the positioning of Peruvian teachers in the scientific and student communities.

2. Literature Review

The literature review section involved the compilation and analysis of existing scholarly works pertaining to the subject of investigation. Additionally, a comprehensive bibliographic search was conducted in pertinent sources, including books and scientific journals indexed in databases. Following a systematic approach,

the selection process prioritised the most pertinent and trustworthy sources. Subsequently, a thorough examination and analysis of the chosen texts ensued, with a focus on identifying crucial concepts, theories, and noteworthy discoveries. During our analysis, we sought to identify any gaps in the current body of knowledge while also examining the interrelationships and linkages among the identified theories and approaches. This phase facilitates the identification of areas necessitating additional investigation and the comprehension of interconnections among various components. After conducting a thorough analysis and organisation of the available information, a theoretical framework was formulated in a precise and logical manner, ensuring proper citation of the sources utilised.

2.1. The personal branding of university teachers

The cultivation of personal branding has become a significant strategy for professionals and individuals seeking to distinguish themselves within both professional and personal spheres. According to [Benito and Rodríguez \(2020\)](#), the concept under consideration encompasses a collection of values, attitudes, and dispositions that an individual attributes to their own name, image, or brand. University educators possess a distinctive combination of skills, knowledge, values, and attributes that distinguish them as exceptional, pertinent, and esteemed members of the academic community. These qualities establish them as highly competent and committed professionals who hold societal values in high regard and prioritise the development of future professionals ([Melchor Rueda, Márquez Sánchez, & Estrada Portales, 2021](#); [Regalado-Ortegón, 2018](#)). The establishment of a university professor's personal brand is contingent upon their accomplishments in the realms of teaching, research, and academic leadership. This brand is then projected through their reputation, digital presence, and professional connections, ultimately contributing to their sustained professional and personal growth.

[Marroquin \(2022\)](#) states that the primary objective of cultivating a personal brand is to purposefully convey one's identity by employing deliberate language choices, adopting appropriate professional attire, and establishing connections based on shared values in order to effectively communicate one's message. Furthermore, it

can be inferred that one's personal brand serves as a representation of both their individual identity and their professional persona, encompassing their core beliefs, principles, and contributions. According to [Valverde and Realpe \(2021\)](#), the objective is to cultivate a favourable and genuine self-perception that enables individuals to distinguish themselves and attract valuable prospects and connections within the professional sphere and in various aspects of life.

2.1.1. Theoretical background

The investigation of personal branding for academic positioning encompasses a range of theoretical frameworks that elucidate the behaviours and actions contributing to the establishment of a personal brand. For instance, Albert Bandura's social learning theory posits that learning transpires through an individual's interactions within their surroundings ([Boumpouri & Galanakis, 2022](#); [Myers & Twenge, 2017](#)). The personal branding of university teachers may be subject to the influence of their surrounding environment, as suggested by [Guzmán Palacios \(2018\)](#). The theory underscores the significance of employing behaviour modelling techniques and observing the actions of others, positing that university educators may wield a crucial influence in shaping the behaviour of students.

In a similar vein, Carl Rogers' self-concept theory is a valuable addition to the analysis of teachers' personal brands. Rogers posits hypotheses regarding the self, commonly referred to as self-concept, and elucidates the manner in which experiences and perceptions shape its formation ([Baron, 1997](#); [Myers & Twenge, 2017](#)). Teachers' personal experiences and perceptions can exert influence in this manner. According to this theoretical perspective, it can be argued that university educators have the capacity to foster self-awareness and authenticity by cultivating a robust personal brand.

Furthermore, Henri Taifel's Social Identity Theory offers useful insights into how group identity affects people's perceptions of themselves and others. This theory can be applied to comprehend the distinct influence that university teachers have on their students ([Viladot, 2008](#)). It suggests that the personal brand of these teachers can be shaped by their affiliation with the academic community and the way they are perceived by their colleagues, students, and other social groups.

One prominent theory in the field of personal branding is Pierre Bourdieu's Social Capital Theory. This theoretical framework centres on the concept of social capital, which pertains to the impact of an individual's social networks and relationships on their achievements and societal standing. Specifically, it emphasises the utilisation of these networks and relationships to augment one's professional endeavours and reputation (Pinto, 2002).

Erving Goffman's Image Management Theory is a theoretical framework that centres on the strategies individuals employ to control their public image and the subsequent impact on others' perceptions. When considering university educators, their personal reputation may be influenced by their ability to effectively manage their external image through verbal and non-verbal communication, as well as their appearance and presentation of their work.

Given the considerations and the explanation of how each theory contributes to comprehending the personal brand of a university professor and its implications for their perception within academic and scientific circles, it is imperative to elucidate the specific domains in which these effects manifest. Thus, this study acknowledges the influence of pedagogical efficacy, student perspectives, institutional standing, and societal impact.

2.2. Positioning in the Peruvian university field through personal branding

The concept of positioning holds significant importance in the fields of marketing and brand management. Positioning, as defined by Kotler and Armstrong (2018), pertains to the strategic process of developing a distinct product offering and establishing a favourable perception of a company within the minds of its intended consumer base. In essence, this approach entails the development of a distinct and meaningful perception among customers and users, with the aim of establishing a company or brand as distinctive and significant. This concept also pertains to the strategic approach of emphasising and distinguishing a brand or product in the cognition of consumers in relation to competing entities (Kotler, 2008). The perception of a brand or product in the consumer's mind, as well as its relative positioning compared to other similar products or brands, is referred to as its projected image (Ferrell & Hartline, 2018). This strategy is

implemented by means of a positioning statement that succinctly encapsulates the brand's unique value proposition and is efficiently conveyed to consumers through the marketing mix. In essence, positioning refers to the strategic way a brand or product is presented to consumers in relation to competing products or brands.

In their influential book "Positioning: The Battle for Your Mind," renowned marketing authors [Ries and Trout \(2001\)](#) introduced the concept of positioning. According to the authors, positioning refers to the consumer's perception of a brand in relation to other brands within the market. The traits, benefits, and tenets that consumers associate with a particular brand have an impact on how this perception develops. The idea of positioning in the context of personal brand management refers to how others perceive and evaluate an individual within a particular professional domain.

From this standpoint, the objective of personal branding is to establish a distinct and genuine identity that enables individuals to distinguish themselves from others and gain acknowledgement for their accomplishments and principles within their professional domain. Within the context of higher education, the cultivation of personal branding assumes significance to distinguish oneself from fellow students and faculty members while simultaneously fostering avenues for academic and professional growth. The cultivation of a robust and prosperous personal brand has the potential to facilitate opportunities and engender acknowledgment and esteem within the academic realm and the professional arena ([Arruda, 2019](#); [Arruda & Dixson, 2007](#)).

2.2.1. Dimensions of university teacher personal brand positioning

The dimensions of study for Positioning in the Peruvian university field through personal branding may include:

(a) Knowledge and skills.

This dimension pertains to an individual's educational background and their proficiency in technical or professional competencies. The assessment can evaluate the extent of knowledge and skills within a specific field of study, as well as how these attributes are manifested in an individual's personal brand. The concept is rooted in human capital theory, which posits that an individual's accumulation of education, training, and

work experience serves as an investment in their personal and professional growth (Pyatt, 1966; Schultz, 1971). Furthermore, this concept is rooted in the theory of specialisation, which underscores the significance of cultivating specialised expertise and knowledge within a particular field of study or professional domain (Babbage, 1971).

b) Communication and presentation

This dimension pertains to the communication and presentation abilities of an individual's personal brand, encompassing competencies in public speaking, project presentation, written communication, and negotiation. This concept draws upon the theoretical frameworks of public image and persuasion. The concept of public image pertains to the perception that individuals elicit from others, encompassing both their personal and professional spheres. In this situation, people have the power to consciously shape and control their public perception in order to affect how others perceive their personality, competence, and integrity (Benoit, 2015). Conversely, persuasion theory concentrates on the communication mechanisms employed to sway the attitudes, beliefs, and actions of a given audience (Burdiles, 2021; Vega-Reñón, 2017). Likewise, there exists a body of theories pertaining to soft skills that underscore the significance of cultivating interpersonal and communicative aptitudes, including but not limited to leadership, conflict resolution, empathy, and teamwork proficiencies. Based on the premises of this theory, the possession of soft skills is deemed crucial for achieving success in the labour market and establishing proficient and enduring interpersonal connections (del Valle, Castillo, & Marroquín, 2013; Gardner, 2015; Goleman, 1995).

c) Presence in social networks

This dimension examines the presence and influence of an individual's personal brand on various social networks. It encompasses factors such as the number and calibre of followers, the level of engagement, and the quality of content shared on platforms such as Facebook, Twitter, YouTube, Instagram, LinkedIn, and others. The establishment of a social media presence is grounded in the principles of digital communication and the concept of online social presence. Digital communication encompasses the process of conveying information and messages via digital

platforms, including but not limited to social networks, websites, and emails (Esteban Lario, 2019; Lerman, 2007). The theory of online social presence examines the ways in which individuals utilise social networks to establish and sustain social connections and how these connections impact their sense of self and self-worth (Sarmiento Guede, 2015).

d) Reputation and credibility

This dimension centres on the examination of the reputation and credibility of the personal brand within the context of the university domain. This includes investigating the perceptions held by professors, colleagues, and employers regarding the personal brand, as well as its influence on their performance. Additionally, it involves evaluating the individual's capacity to establish and sustain effective and reliable relationships with their audience while also maintaining a consistent and genuine image over an extended period. This concept draws upon the principles of personal branding and reputation theory. The concept of personal branding encompasses the collection of attributes, principles, and competencies that an individual aims to convey, thereby distinguishing themselves from their peers within the realm of professional endeavours (Arruda, 2019; Peters, 2006; Schawbel, 2013). The field of reputation theory centres on the examination of individuals' strategies for constructing and controlling their reputation within the public domain, as well as the consequential impact on their interpersonal connections and professional prospects (Carreras et al., 2013; Cornelissen, 2020).

e) Participation in extracurricular activities

This dimension pertains to the involvement of educators in extracurricular endeavours, such as research projects, engagement in student groups, participation in research groups, attendance at academic events, and other notable academic accomplishments (Zambrano, Sierra, & Herrera, 2018). The justification for engaging in extracurricular activities can be found in differentiation theory and social identity theory. These theories emphasise the significance of distinguishing oneself from others in the professional realm to gain a competitive edge and enhance one's

positioning. Additionally, they highlight how individuals construct their identity in relation to the social groups they are affiliated with (Scandroglio, JS, & San José Sebastián, 2008; Simmel, 2017). This dimension assesses the involvement of teachers in activities and events aimed at distinguishing themselves from their peers in the university and professional domains, thereby enhancing their positioning within the Peruvian university landscape through personal branding.

f) Personality and values

This dimension centres on the personality traits and personal brand values exhibited by university teachers in Peru, encompassing authenticity, leadership, creativity, and innovation. The theoretical underpinnings of this concept can be traced back to the works of prominent scholars such as Sigmund Freud (1899), Carl Rogers (1951), Carl Jung (1921), and Abraham Maslow (1954). Additionally, the values theory of Milton Rokeach (1973), Shalom H. Schwartz (1992), Rensis Likert (1961), and Eduard Spranger (1928) has also contributed to its foundation. These theories offer insights into the attributes and qualities that delineate an individual, as well as the impact of these attributes on their actions and the perceptions of others. In addition, it aims to evaluate an individual's proficiency in effectively conveying and advocating their values and ethical principles, a crucial aspect of cultivating a robust and reliable personal brand identity (Feist, Feist, & Roberts, 2014; Frager & Fadiman, 2011; Shultz & Schultz, 2002).

It is important to highlight that the examination of personal branding and positioning within the scientific and student communities of Peruvian university teachers, from a theoretical and conceptual standpoint, represents a novel contribution. This uniqueness stems from its exclusive emphasis on academia, its significance in terms of professional growth, its influence on the scientific and student communities, and the limited availability of research specifically conducted in Peru. The investigation of this subject matter has the potential to yield significant insights that can enhance the standard of education and foster academic excellence within the Peruvian context.

3. Material and Methods

The study conducted was classified as applied research, which pertains to research endeavours that are focused on generating outcomes that are both practical and useful. The primary objective of this research is to identify pragmatic and immediate resolutions to prevailing issues and obstacles (Hernández, Fernández, & Baptista, 2014). The chosen methodology employed a quantitative approach, wherein numerical data, statistical analyses, and quantitative methods were utilised to investigate the research inquiries and hypotheses (Cruz del Castillo, Olivares Orozco, & González García, 2014).

The study employed a non-experimental design, as the manipulation of study variables did not occur. This type of study typically relies on the analysis, interpretation, and review of existing data pertaining to a specific topic. Additionally, the study employed a cross-sectional design, which focused on examining a particular topic or phenomenon at a specific moment in time without considering its temporal evolution or progression. In this study, the collected data and information are concurrently reviewed and analysed. In a similar vein, the study can be classified as descriptive-correlational, as it aims to examine the association between two variables. The primary aim of this study was to examine the correlation between two variables without any manipulation of controls or attempts to elucidate causation or impairments (Baena Paz, 2014; Gutiérrez Rodríguez, López Calvajar, & Quintero Rodríguez, 2020).

The primary method employed for data collection in this study was the administration of a survey, utilising a questionnaire as the instrument. Both instruments underwent a rigorous validation process that involved expert judgement. Additionally, the reliability of the instruments was assessed using the Cronbach's alpha test. The obtained Cronbach's alpha coefficient for the personal branding instrument was 0.860, while for the positioning instrument, it was 0.941. The survey utilised an ordinal measurement scale, employing a Likert-type rating scale consisting of five options: 1 = "never," 2 = "rarely," 3 = "sometimes," 4 = "frequently," and 5 = "always." Following that, the scales underwent a transformation known as bareming, resulting in their categorization into three distinct levels: high, medium, and low. The

participants in this research were comprised of marketing students enrolled at a private university located in Peru.

The sampling method referred to as chain sampling, or snowball sampling, is a non-probabilistic technique commonly employed in social research (Bautista Cárdenas, 2021). In this approach, an initial group of participants was chosen and subsequently requested to suggest additional individuals who could potentially contribute to the study. Consequently, the students assumed the responsibility of sharing their professional connections, resulting in a total of 526 respondents who willingly agreed to participate in the survey. The initial analytical approach employed was a descriptive procedure, which aimed to elucidate the attributes and interrelationships among variables via the utilisation of cross-tabulations. These cross-tabulations were processed using the statistical software SPSS version 27. The second procedure involved employing the inferential method to determine the extent of association between the variables under investigation, utilising logical principles and statistical data. Spearman's correlation coefficient was applied in light of the qualitative and categorical nature of the variables (Hernández et al., 2014). The analysis procedures were conducted using SPSS software on the data that had been previously organised in Microsoft Excel.

4. Results and Discussions

By employing rigorous data collection methods and conducting systematic analysis, our research aims to acquire a comprehensive comprehension of the various factors that impact the development and establishment of personal branding within the educational landscape of Peru. Through the acquisition of these findings, our aim is to make a valuable contribution towards the advancement of efficacious strategies that enable educators to augment their societal presence and perception. Consequently, this will fortify their leadership capabilities and their capacity to exert influence within their academic and social milieu.

Specific Objective 1: To establish the relationship between personal branding and the positioning of Peruvian teachers in the scientific and student community according to their knowledge and skills.

Table 1. Personal Branding and Knowledge and Skills Cross Table

			Knowledge and skills			Total
			Low Level	Medium Level	High Level	
Personal Branding	Low Level	Count	0	6	11	17
		% within Personal Brand (Grouped)	0.0%	35.3%	64.7%	100.0%
	Medium Level	Count	11	59	142	212
		% within Personal Brand (Grouped)	5.2%	27.8%	67.0%	100.0%
	High Level	Count	32	96	169	297
		% within Personal Brand (Grouped)	10.8%	32.3%	56.9%	100.0%
Total	Count	43	161	322	526	
	% within Personal Brand (Grouped)	8.2%	30.6%	61.2%	100,0%	

Spearman's Rho correlations

The correlation coefficient for both variables is -0.090.

Sig. (bilateral) 0.040

Note: Cross table 1 presents the results of the relationship between personal branding and the dimension, knowledge, and skills of teachers.

Interpretation of the results: The tabulated descriptive data presented in [Table 1](#) suggests that teachers with a low personal brand do not exhibit a low level in the "knowledge and skills dimension". It can be inferred that despite having a limited personal brand, these teachers demonstrate substantial expertise and abilities, with 35.3% classified at the moderate level and 64.7% at the advanced level. It can be inferred that, within the medium level of personal branding, teachers exhibit a somewhat diverse distribution of knowledge and skills. Specifically, 5.2% of teachers are classified at the low level, 27.8% at the medium level, and the majority, comprising 67.0%, are classified at the high level. This suggests that despite the relatively low personal brand of these teachers, most of them possess a considerable level of knowledge and expertise. In contrast, educators who possess a strong personal brand exhibit a broader dissemination of knowledge and skills. While most teachers are still classified at the high level, accounting for 56.9% of the total, there is a discernible rise in the proportion of teachers classified at the medium and low levels, constituting 32.3% and 10.8%, respectively. This observation implies that individuals who possess a well-established personal brand may exhibit a heightened level of expertise

within their respective domains. Moreover, they demonstrate the capacity to effectively disseminate their knowledge and enhance their competencies through active engagement in conferences, publication of scholarly articles, and involvement in projects. Nevertheless, it is worth noting that there are educators who possess a significant personal brand but may exhibit moderate or even limited levels of knowledge and expertise.

En cuanto al grado de correlación entre la marca personal y la dimensión conocimientos y habilidades de los docentes se evidencia que, el coeficiente de correlación Rho de Spearman de -0,090 indica una correlación negativa débil entre las dos variables en análisis. El valor del coeficiente se encuentra cerca de cero, lo que indica que hay poca o ninguna correlación entre las variables. El resultado del Sig. (bilateral) de 0.040 indica que hay una probabilidad de 4% de que la correlación entre las dos variables se deba al azar. Estos resultados indican que, aunque hay una conexión negativa muy débil entre la marca personal y la dimensión conocimientos y habilidades, esta conexión es significativa y no se debe probablemente al azar. Sin embargo, la relación es tan débil que podría tener un impacto limitado en la práctica.

Discussion of the results: The conclusions are derived from the application of Gary Becker's human capital theory. University instructors, possessing specialised expertise and experience across diverse domains, assume a critical role in the operationalization of this theory. They accomplish this by delivering courses, mentoring students, imparting knowledge and skills, and shaping students' abilities and competencies. Notably, a proficient university instructor has the potential to establish a robust personal reputation within the realms of academia and education (Pyatt, 1966). The concepts presented align with the conclusions drawn in the research conducted by Benekos (2016), which suggests that effective educators possess an appealing demeanour, possess a wealth of knowledge, and exhibit pedagogical expertise that is conveyed with fervour and enthusiasm, thereby stimulating students' curiosity and fostering the acquisition of novel knowledge and skills. The aforementioned assertion is substantiated by the research conducted by Kolodeznikova, Neustroeva, and Timofeeva (2021), which demonstrates that the cultivation of a brand necessitates the promotion of both professional expertise and experience as well as personal attributes. To establish proficiency in teaching activities, it

is essential to possess the ability to effectively position oneself and employ a tone of voice that encompasses a visual style of communication with the intended audience. Additionally, the practice of openly sharing one's personal experiences is imperative, as it is a fundamental aspect of the creation of a successful brand.

Specific objective 2: To establish the level of relationship of personal branding in the positioning of Peruvian teachers in the scientific and student community according to their communication and presentation.

Table 2. Cross-table Personal Branding and Communication and presentation

		Communication and presentation			Total	
		Low Level	Medium Level	High Level		
Personal Branding	Low Level	Count	1	3	13	17
		% within Personal Brand (Grouped)	5.9%	17.6%	76.5%	100.0%
	Medium Level	Count	9	58	145	212
		% within Personal Brand (Grouped)	4.2%	27.4%	68.4%	100.0%
Total	High Level	Count	26	88	183	297
		% within Personal Brand (Grouped)	8.8%	29.6%	61.6%	100.0%
Total		Count	36	149	341	526
		% within Personal Brand (Grouped)	6.8%	28.3%	64.8%	100.0%

Spearman's Rho correlations

The correlation coefficient for both variables is -0.068.

Sig. (bilateral) 0.121.

Note: Cross table 2 presents the results of the relationship between personal branding and the dimension, communication, and presentation of teachers.

Interpretation of the results: Regarding specific objective 2, upon analysing the data presented in Table 2, it becomes evident that a mere 5.9% of teachers possessing a low personal brand exhibit a low level of proficiency in "communication and presentation". Conversely, 17.6% of these teachers demonstrate a moderate level of proficiency, while the majority, comprising 76.5%, exhibit a high level of proficiency in this area. This implies that while teachers may possess a limited personal brand, their proficiency in effective communication, utilisation of clear language, and presentation skills within the scientific and

student communities is generally strong. In relation to educators possessing a moderate personal brand, it is noteworthy that a significant majority (68.4%) also exhibit considerable proficiency in this aspect. This finding suggests that these teachers effectively inspire and engage students in active participation by effectively communicating ideas and knowledge. A mere 4.2% of individuals exhibit a low level, whereas a significant proportion of 27.4% possess a medium level. This observation suggests a positive correlation between a moderate level of personal branding and proficient communication and presentation abilities. Conversely, among the cohort of educators possessing a strong personal brand, a majority of 61.6% exhibit high proficiency in communication and presentation abilities. Meanwhile, 29.6% demonstrate a moderate level of proficiency, and a smaller proportion of 8.8% exhibit a low level of proficiency in these skills. This implies that while a robust personal brand may be correlated with proficient communication and presentation abilities, there are instances where educators with a prominent personal brand possess moderate or even inadequate proficiency in this aspect. Regarding the association between the variable and the dimension under investigation, the Spearman's Rho correlation coefficient of -0.068 suggests a modest negative correlation between the two variables. A coefficient value near zero suggests the absence of a statistically significant correlation between the variables, which is further supported by the bilateral significance (Sig.) result of 0.121. This indicates that there is likely to be an absence of a consistent relationship between the two variables. In general, the available evidence is inadequate to assert a consistent association between variations in one variable and corresponding changes in the other variable.

Discussion of findings: The evidence is derived from Goleman's Social Intelligence Theory, which centres on the notion that the social communication and interactions of teachers have the potential to impact the process of teaching and learning. Teachers who possess effective communication skills, the ability to collaborate, and problem-solving capabilities are capable of creating an optimal learning environment (Belton, Ebbert, & Infurna, 2016; Sudeshna, Mom, & Sridipa, 2021). Various scholars have documented in their research that the fundamental components of teacher communication foster interaction within an environment where diverse cultures, ways of life, and behaviours intersect, thereby facilitating the implementation of educational practices. The teacher's role

in this process is crucial, as they serve as an intermediary, referent, and ally of knowledge (Palacios, 2013). According to (Navickienė et al., 2019), the study revealed that teachers perceive personal and communicative competences as highly significant, as they contribute to fostering effective communication relationships and facilitating educational processes. The association is strengthened by the teacher's inventive disposition, favourable personal attributes, and ethical principles. According to Khedher (2019), personal branding encompasses various dimensions, including cultural capital, social capital, verbal self-presentation, mediated self-presentation, authenticity, and appearance. These elements contribute to the overall worth of graduate individuals and significantly influence their employment prospects.

Specific Objective 3: To establish the level of relationship between personal branding and the positioning of Peruvian teachers in the scientific and student community according to their presence in social networks.

Table 3. Cross Table Personal Branding and Social Media Presence

			Presence in social networks			Total
			Low Level	Medium Level	High Level	
Personal Branding	Low Level	Count	5	4	8	17
		% within Personal Brand (Grouped)	29.4%	23.5%	47.1%	100.0%
	Medium Level	Count	57	68	87	212
		% within Personal Brand (Grouped)	26.9%	32.1%	41.0%	100.0%
	High Level	Count	67	110	120	297
		% within Personal Brand (Grouped)	22.6%	37.0%	40.4%	100.0%
Total	Count	129	182	215	526	
	% within Personal Brand (Grouped)	24.5%	34.6%	40.9%	100.0%	

Spearman's Rho correlations

The correlation coefficient for both variables is -0.031.

Sig. (bilateral) 0.477

Note: Cross table 3 presents the results of the relationship between personal branding and the social media presence dimension.

Interpretation of the results: Based on the findings presented in Table 3, it can be observed that there is a relatively balanced distribution of presence on social networks

among individuals with a low level of personal branding. In this context, it is observed that 29.4% of the individuals exhibit a low presence, 23.5% exhibit a medium presence, and 47.1% exhibit a high presence. This observation indicates that despite the relatively low prevalence of personal branding, a significant number of teachers maintain a robust presence on social media platforms. In the context of moderate personal branding, there is an observed variability in the extent of social media presence among teachers. According to the data, 26.9% of the individuals exhibit a low presence, 32.1% exhibit a medium presence, and 14.0% exhibit a high presence. This observation suggests that, overall, educators who possess a moderate degree of personal branding tend to exhibit a greater variety of social media activities in comparison to those with lower levels of personal branding. The presence of a strong personal brand among teachers is associated with a notable level of social media presence, which exhibits a relatively uniform distribution. A significant proportion of teachers, specifically 22.6%, who possess a strong personal brand exhibit a limited presence on social networks. Conversely, 37.0% of teachers with a high personal brand demonstrate a moderate presence on social networks, while 40.4% maintain a substantial presence. This observation indicates that certain teachers, despite possessing a prominent personal brand, may exhibit limited engagement or visibility on social media platforms for the purpose of disseminating academic and personal content. Conversely, there are those who consistently maintain a more robust online presence. The analysis of the correlation between personal branding and network presence was conducted using Spearman's Rho correlation coefficient. The obtained coefficient of -0.031 suggests a negligible negative correlation between the two variables. The coefficient value is near zero, suggesting a minimal or negligible correlation between the variables. The bilateral significance result of 0.477 suggests that there is a 47.7% likelihood that the observed correlation between the two variables is a result of random variation. This suggests that a definitive and consistent correlation between the two variables is lacking, and any perceived connection may be attributable to random occurrences.

Discussion of the results: The research findings are based on the principles and concepts of digital

communication theory, which examines the dynamics of relationships and interactions formed through the use of communication technologies in the digital realm. To illustrate, in the context of academia, when a university professor endeavours to cultivate their personal brand within the digital realm, it becomes imperative for them to adeptly navigate the intricacies of digital communication principles. Moreover, they must diligently establish a compelling and interactive approach to forging connections with their peers and audience through various social media platforms. This study also draws upon the theoretical framework of online social presence and investigates the dynamics of interpersonal interactions within the digital realm. In the context of personal branding among university educators, the establishment of an online social presence encompasses various activities such as engaging in social media platforms, maintaining a blog, generating and delivering educational content on relevant platforms, and fostering the growth of online communities within their respective areas of expertise (Esteban Lario, 2019; Sarmiento Guede, 2015). Therefore, research conducted by Eldegwy, Elsharnouby, and Kortam (2018) demonstrates that university educators exhibit significant interest and exert considerable effort in utilising social networks as a means to enrich students' experiences and foster a conducive university environment. Additionally, these symbols serve as indicators of the potency and significance of a particular brand and have the potential to establish distinctiveness and trustworthiness among academic brands within an industry that prioritises knowledge and reliability on social media platforms. According to Kucharska's (2017) research, personal branding is a deliberate outcome of brand identification and plays a vital role in establishing brand equity within the realm of social media. According to González-Solar (2018), the focus should not be on creating profiles on every available social network but rather on ensuring consistency between online and offline actions while considering the specific audiences and media platforms in existence. This assertion aligns with the viewpoint expressed by Kharchenko (2021) regarding the essential aspect of personal branding on social media platforms, which emphasises the importance of active engagement and reciprocal communication as means to garner a following.

Specific Objective 4: To establish the relationship between personal branding and the positioning of Peruvian teachers in the scientific and student community according to their reputation and credibility.

Table 4. Personal Branding and Reputation and Credibility cross table

		Reputation and credibility			Total	
		Low Level	Medium Level	High Level		
Personal Branding	Low Level	Count	1	5	11	17
		% within Personal Brand (Grouped)	5.9%	29.4%	64.7%	100.0%
	Medium Level	Count	15	70	127	212
		% within Personal Brand (Grouped)	7.1%	33.0%	59.9%	100.0%
	High Level	Count	22	136	139	297
		% within Personal Brand (Grouped)	7.4%	45.8%	46.8%	100.0%
Total		Count	38	211	277	526
		% within Personal Brand (Grouped)	7.2%	40.1%	52.7%	100.0%

Spearman's Rho correlations

The correlation coefficient for both variables is -0.127.

Sig. (bilateral) 0.030

Note: Cross table 4 presents the results of the relationship between personal branding and the reputation and credibility dimension.

Interpretation of the results: Based on the findings presented in [Table 4](#), it is evident that within the low range of the personal brand variable, a minority of teachers (5.9%) exhibit a low level of reputation and credibility, while a larger proportion (29.4%) demonstrate a medium level, and the majority (64.7%) possess a high level. This finding suggests that a significant proportion of teachers who possess a limited personal brand still maintain a strong reputation and credibility. This implies that they may possess a favourable image and enjoy trust within the scientific and student communities, irrespective of their level of personal branding. Furthermore, it can be observed that within the realm of personal branding at a moderate level, 7.1% of educators exhibit a diminished level of reputation and credibility, while 33.0% possess a moderate level, and the majority, comprising 59.9%, demonstrate a high level. This finding suggests that a significant proportion of teachers who possess a moderate level of personal branding also exhibit a strong reputation and credibility. This observation implies that these teachers' standing within the community is bolstered by a favourable reputation and perceived credibility. Simultaneously, the prevalence of

personal branding indicates that 7.4% possess a diminished level of reputation and credibility, while 45.8% exhibit a moderate level, and 46.8% demonstrate a heightened level. This observation highlights the existence of teachers who possess a prominent personal brand yet concurrently exhibit a relatively diminished or moderate level of reputation and credibility. It is imperative to acknowledge that individuals, despite possessing a robust personal brand, may still be required to engage in efforts aimed at enhancing their reputation and credibility to fortify their positioning. The Spearman Rho correlation coefficient reveals a negative correlation of -0.127 between personal brand, reputation, and credibility. This correlation is characterised as weak. A coefficient value approaching zero implies a minimal or negligible correlation between the variables, while the bilateral significance value of 0.030 signifies a 3% likelihood that the observed correlation between the two variables is a result of random chance.

Discussion of results: The results obtained in objective 4 are derived from Harold Kelley's attribution theory, which posits that individuals form evaluations of others by observing their actions and behaviours. Within the realm of teachers' personal branding, it can be inferred that individuals are inclined to place their trust in and exhibit allegiance towards those whom they perceive to possess competence, trustworthiness, and dependability (Cornelissen, 2020). Another theoretical framework that warrants discussion considering the obtained results is the elaboration probability theory proposed by Richard E. Petty and John T. Cacioppo. This theory posits that individuals engage in information processing through two distinct modes: Central processing refers to the cognitive process wherein individuals are driven by motivation to thoroughly analyse and evaluate information. Conversely, peripheral processing refers to the cognitive process wherein individuals lack motivation to engage in careful consideration of information and instead rely on cues, such as the source of the information, to form judgements. Within the realm of university educators, it is evident that the establishment of trust and the garnering of respect are contingent upon their perceived expertise in the respective discipline and the cultivation of a favourable reputation. One method by which educators can showcase their knowledge and establish a favourable standing is through the

inclusion of references to other scholars (Iglesias, 2021; León Sáez de Ybarra, 2014). Research findings suggest that the establishment's standing is formed by the collective reputations of its educators. This reciprocal relationship implies that the university's reputation also plays a role in shaping the personal brand and reputation of its faculty members (González-Solar, 2018). According to Climent-Rodríguez and Navarro-Abal (2017), the reputation of a university lecturer is influenced by three factors: the content produced by the lecturer, the content generated by external sources regarding the lecturer, and the content generated through the lecturer's online interactions with others.

Specific Objective 5: To establish the level of relationship between personal branding and the positioning of Peruvian teachers in the scientific and student community according to their participation in extracurricular activities.

Table 5. Cross-tabulation of Personal Branding and Participation in extracurricular activities

			Participation in extracurricular activities			Total
			Low Level	Medium Level	High Level	
Personal Branding	Low Level	Count	0	2	15	17
		% within Personal Brand (Grouped)	0.0%	11.8%	88.2%	100.0%
	Medium Level	Count	1	12	199	212
		% within Personal Brand (Grouped)	0.5%	5.7%	93.9%	100.0%
	High Level	Count	0	13	284	297
		% within Personal Brand (Grouped)	0.0%	4.4%	95.6%	100.0%
Total	Count	1	27	498	526	
	% within Personal Brand (Grouped)	0.2%	5.1%	94.7%	100.0%	

Spearman's Rho correlations

The correlation coefficient for both variables is -0.045.

Sig. (bilateral) 0.302

Note: Cross-tabulation table 5 presents the results of the relationship between personal branding and the dimension participation in extracurricular activities.

Interpretation of the results: Based on the results shown in [Table 5](#), in response to Objective 5, it was seen that at the lower end of the personal branding spectrum, there were no teachers who were involved in any extracurricular activities, making up 0% of the sample. Approximately 11.8% of individuals exhibit a moderate level of participation, while the majority, accounting for 83.2%, demonstrate a high level of participation. This implies that a significant proportion of teachers who possess a limited personal brand remain actively engaged in extracurricular pursuits, such as involvement in projects, academic events, student activities, and similar endeavours. At the intermediate level of personal branding, teachers exhibit a minimal level of engagement, with only 0.5% actively participating in extracurricular activities. Approximately 5.7% of individuals exhibit moderate levels of participation, while the majority, approximately 93.9%, demonstrate high levels of participation. This finding indicates that a significant proportion of teachers who possess a moderate level of personal branding actively participate in extracurricular activities, thereby showcasing a notable dedication to supplementary endeavours beyond their primary academic responsibilities. Regarding the prevalence of personal branding, it is observed that a negligible proportion of individuals, specifically 0.0%, exhibit a low level of engagement in extracurricular activities. Conversely, a moderate level of involvement is observed in 4.4% of individuals, while the majority, accounting for 95.6%, demonstrate a high level of engagement in extracurricular activities. This finding indicates that a significant proportion of educators who possess a strong personal brand actively engage in extracurricular pursuits. This observation further underscores their dedication and involvement in non-teaching endeavours, including cultural, athletic, or social events within their respective educational institutions. The Spearman's Rho correlation coefficient of -0.045 suggests a negligible negative correlation between the variable and the dimension under investigation, indicating a weak relationship between the two. The coefficient exhibits proximity to zero, suggesting a minimal or negligible correlation between the variables. The bilateral significance result of 0.302 suggests that there is a 30.2% likelihood that

the observed correlation between the two variables is attributable to random chance.

Discussion of the results: Drawing upon the outcomes derived from specific objective measures, according to [Mahoney et al. \(2021\)](#), it can be inferred. Engagement in extracurricular activities has the potential to exert a substantial impact on academic performance, social aptitude, and social connections. Furthermore, it may emerge as the most influential factor in predicting future accomplishments. Extracurricular activities encompass a variety of pursuits, such as sports, cultural groups, volunteering, and other similar endeavours. These activities facilitate the development of character, identity, and job-related skills. However, it is noteworthy that most of the research pertaining to teachers' extracurricular activities primarily concentrates on the direct impact of these activities on students' outcomes. An illustrative instance can be observed in the findings of Ancco's [\(2021\)](#) research, which indicate that the primary personal factor driving students' engagement in extracurricular activities is the prospect of exhibiting their talents. Moreover, a significant social determinant is the perception among students that participating in extracurricular activities allows for increased socialisation with peers. Consequently, individuals exhibit a greater propensity to engage in proactive behaviour and actively partake in communal activities when they find themselves in the company of others who are similarly inclined towards acting. Hence, when an individual engages in extracurricular activities, they not only experience personal advantages but also assume the role of an influential catalyst, motivating others to partake in such activities. The aforementioned studies ([Blakely et al., 2021](#); [Emmanuel & Delaney, 2014](#)) indicate that this phenomenon can yield advantageous outcomes in terms of an individual's personal brand and visibility.

Specific Objective 6: To establish the level of relationship of personal branding in the positioning of Peruvian teachers in the scientific and student community according to their Personality and values.

Table 6. Cross Table Personal Brand and Personality and Values

		Personality and values			Total
		Low Level	Medium Level	High Level	
Personal Branding	Low Level Count	0	6	11	17
	% within Personal Brand (Grouped)	0.0%	35.3%	64.7%	100.0%
	Medium Level Count	5	57	150	212
	% within Personal Brand (Grouped)	2.4%	26.9%	70.8%	100.0%
	High Level Count	11	104	182	297
	% within Personal Brand (Grouped)	3.7%	35.0%	61.3%	100.0%
Total	Count	16	167	343	526
	% within Personal Brand (Grouped)	3.0%	31.7%	65.2%	100.0%

Spearman's Rho correlations

The correlation coefficient for both variables is -0.066.

Sig. (bilateral) 0.131

Note: Cross table 6 presents the results of the relationship between personal branding and the personality and values dimension.

Interpretation of the results: Based on the data provided in Table 6, it can be observed that there is a low level of personal branding. A result of 0.0% was achieved, indicating that Educators exhibit diminished personality traits and values. Approximately 35.3% of individuals possess a moderate level of personality traits and values. Approximately 64.7% of individuals exhibit a strong inclination towards high personality traits and values. This finding implies that a significant proportion of teachers who have a low personal brand still exhibit strong personality traits and values, suggesting that they may possess qualities and values that align with a positive reputation and credibility within the scientific and student communities, regardless of their personal brand status. For educators who possess a moderate degree of personal branding. A total of 2.4% of the participants exhibited low levels of personality traits and values. A total of 26.9% of individuals exhibited a moderate level of personality traits and values. Approximately 70.8% of the participants exhibited a high level of personality traits and values. This finding suggests that a significant proportion of teachers who possess a moderate personal brand exhibit

elevated levels of personality traits and values. Despite their personal brand being perceived as neither low nor high, they exhibit qualities and principles that are congruent with a positive reputation and credibility within the scientific and student communities. Regarding educators who possess a significant personal brand, The study revealed that a minority of individuals, specifically 3.7%, exhibit low levels of personality and values. Approximately 35.0% of individuals possess a moderate level of personality traits and values. Approximately 61.3% of individuals exhibit a strong inclination towards possessing elevated levels of personality traits and values. This finding suggests that a significant proportion of teachers who possess a strong personal brand also exhibit elevated levels of personality traits and values. This observation indicates that, despite possessing a robust personal brand, numerous educators continue to uphold a persona and principles that are congruent with fostering a positive standing and credibility within the scientific and student spheres. Exemplifying values such as honesty, responsibility, and professional ethics is crucial to serving as a role model. With respect to the degree of correlation between the variables, the Spearman Rho correlation coefficient of -0.066 suggests a weak negative correlation between the two variables being examined. The coefficient's proximity to zero suggests a minimal or negligible correlation between the variables. The bilateral significance result of 0.131 indicates a probability of 13.1% that the observed correlation between the two variables is attributable to random chance.

Discussion of the results: The findings are derived from Pedro Montoya's theory on personal branding, which underscores the notion that every individual is regarded as a personal brand and should employ suitable strategies to establish and sustain their personal brand. Therefore. Shalom Schwartz's theory on values explores the significance of personal values in shaping individuals' personalities and behaviors. The utilisation of personal values can serve as a foundational element in the establishment of personal branding and communication for university educators (Expósito, 2019; Molaes-Cardoso & Montero Campos, 2019). The research conducted by Yang et al. (2022) suggests that there is a positive relationship between teachers' values alignment and the promotion of desirable workplace behaviours. Furthermore,

educators who possess a strong sense of self-efficacy have the potential to enhance their professional reputation. Likewise, educators who exhibit a strong consonance with the values of their academic institutions cultivate a profound sense of affiliation. Several studies suggest that the authentic and genuine personality of a teacher plays a crucial role in establishing their personal brand. Educators who authentically present themselves, refraining from assuming false identities, foster trust and credibility among both students and peers. Likewise, it is apparent that educators who embody robust and constructive principles within their personal brand serve as exemplary figures for their pupils. By actively transmitting and embodying values such as honesty, respect, empathy, responsibility, and ethics. Teachers play a crucial role in fostering the moral and ethical development of students in a positive manner. Motivating individuals to embrace these principles within their personal spheres (Mastro, 2014; Ramírez, 2020).

General Objective: To analyse the degree of relationship between personal branding and the positioning of Peruvian teachers in the scientific and student community.

Table 7. Correlation between Personal Branding and Positioning

Spearman's Rho correlations

The correlation coefficient for both variables is -0.086.

Sig. (bilateral) 0.048

Weak negative correlation

Note: Table 7 presents the results of the degree of relationship between personal branding and the positioning variable.

Interpretation of the results: Based on the data presented in Table 7, When examining the degree of relationship between the variables under investigation, The Spearman's Rho correlation coefficient of -0.086 suggests a weak negative correlation between the two variables being examined. The coefficient exhibits a near-zero value, suggesting a minimal degree of correlation between the variables. The bilateral significance result of 0.048 suggests that there is a 4.8% chance that the observed correlation between the two variables is a result of random variation. This finding suggests that there is a

statistically significant correlation at the 0.05 (two-tailed) significance level. Indicating the presence of a statistically significant yet modest association between the two variables under examination. Consequently, the H1 hypothesis was deemed acceptable. This finding suggests that there is a positive correlation between the variables. As the value of one variable increases, the value of the other variable also increases.

Discussion of the results: The positioning theory put forth by Al Ries and Jack Trout, which asserts that consumers have a limited capacity to retain and comprehend information, supports the outcome of the overarching goal. To effectively navigate the competitive market, it is imperative for companies to prioritise the development of a concise and captivating message that distinguishes them from their counterparts. Consequently, within the framework of the current research, it can be inferred that significance lies in the ability to differentiate oneself from other educators by accentuating distinctive skills, knowledge, or pedagogical methodologies. This process entails the identification of the target audience, specifically students, and the comprehension of their desires, requirements, and preferences. By effectively communicating and reinforcing a well-defined stance within the cognitive framework of students, Educators have the capacity to generate substantial influence and attain a strong position within the educational field ([Chaparro Guevara et al., 2019](#); [Velásquez Arana, Carvajal Vásquez, & Alonso González, 2017](#)). The study conducted by [Albán Bonilla \(2021\)](#) demonstrated that establishing a strong position in the minds of professionals requires maintaining message consistency. Furthermore, it is crucial to emphasise the significance of reciprocity within the primary social media platforms.

5. Conclusions and Recommendations

The aim of this study is to determine the extent and nature of the correlation between personal branding and the positioning of Peruvian teachers within the scientific and student communities, based on their knowledge and skills. The findings of this study indicate that there exists a limited correlation between personal branding and the dimension of teachers' knowledge and skills. Furthermore, it is observed that

while this correlation is statistically significant, its impact on actual teaching practice is minimal. It has been observed that certain teachers who have limited personal branding still possess substantial knowledge and skills. In general, educators who possess a strong personal brand tend to exhibit a broader dissemination of knowledge and skills. The Spearman's Rho correlation coefficient of -0.090 suggests a weak negative correlation between the two variables being examined. There exists a slight yet noteworthy probability that the relationship is not attributable to random chance. Considering the findings, it can be inferred that the personal brand of a teacher does not possess significant predictive power in determining their level of knowledge and skills. Furthermore, it is plausible that there are additional variables that could potentially influence this association. It is advisable to promote the development and upkeep of a robust and cohesive personal brand that accurately represents one's authentic identity and values. This approach fosters genuineness and credibility while also establishing effective means of communication and promotion for educators' expertise and knowledge within the scientific and student communities. Furthermore, the implementation of training and education programmes aimed at enhancing the abilities and knowledge of teachers may prove advantageous. This would result in an improved standing within the community, facilitating a clearer understanding of their respective specialties or areas of expertise. Additionally, such programmes would enable teachers to effectively communicate their pedagogical and methodological skills, ensuring a continuous update of their specialised knowledge as well as proficiency in technological skills and the utilisation of information and communication technologies (ICTs).

The purpose of this study is to determine the extent and nature of the correlation between personal branding and the professional standing of Peruvian teachers within the scientific and student communities, as assessed through their communication and presentation skills. The findings suggest that teachers who possess low or moderate levels of personal branding tend to exhibit proficient communication and presentation skills. Conversely, teachers with high personal branding may demonstrate varying levels of proficiency in this dimension, ranging from strong to moderate or even low. In contrast, the Spearman's Rho correlation

coefficient of -0.068 suggests a weak negative correlation between the variable and the student dimension, implying that there is no statistically significant relationship between these two variables. The bilateral significance result of 0.121 suggests a low likelihood that the observed correlation is a result of random chance. In general, these findings have the potential to contribute to future scholarly investigations within the realm of education and the establishment of a teacher's personal brand. It is advisable for educators to establish effective communication channels, such as social media platforms, blogs, podcasts, and others, to establish connections with their target audience and effectively disseminate their expertise and knowledge. They should employ clear and accessible language when interacting with their students, avoiding unnecessary technical jargon, and adapting their communication style to the students' level of comprehension. Additionally, educators should enhance their public speaking abilities by facilitating talks, workshops, and similar events that provide opportunities for students to engage with them and acquire knowledge. Lastly, educators should foster professional relationships with other experts in the scientific community to foster collaboration and contribute to the reputation and standing of each individual teacher within the community.

Regarding the specific objective, this study aims to determine the extent and nature of the correlation between personal branding and the positioning of Peruvian teachers within the scientific and student communities, as indicated by their social media presence. The findings suggest that the level of personal branding does not solely determine one's presence on social networks. This is evident, as there is a relatively consistent distribution of presence across all levels of personal branding. While it is observed that certain teachers who possess a limited personal brand exhibit a substantial presence on social media platforms, it is also noted that some teachers with a prominent personal brand may exhibit a relatively diminished presence on such platforms. In contrast, the Spearman's Rho correlation coefficient of -0.031 and the bilateral significance result of 0.477 indicate a lack of discernible and consistent association between personal branding and social media presence. It is advisable for Peruvian educators, as well as university instructors in general, to ascertain the most pertinent social media platforms within their field of expertise and tailor their online

presence accordingly to suit their target audience and objectives. They should maintain consistency in their utilisation of social networks by regularly disseminating high-quality content and avoiding extended periods of inactivity. Additionally, they should engage with their audience through social media. Engage in active communication with both your followers and the scientific community by responding to inquiries, exchanging comments, and fostering meaningful discussions. Additionally, utilise a blogging platform or website to effectively promote your research endeavours and published works. Incorporating hyperlinks to your content through social media platforms.

The aim of this study is to determine the extent to which personal branding influences the positioning of Peruvian teachers within the scientific and student communities, as measured by their reputation and credibility. The findings indicate that, irrespective of their level of personal branding, a significant majority of teachers enjoy a strong reputation and credibility within the scientific and student communities. This finding suggests that the establishment of reputation and credibility is not solely contingent upon personal branding. Nevertheless, it is apparent that certain educators who possess a strong personal brand may still possess a relatively modest or moderate level of reputation and credibility. This implies that there is room for improvement in these areas, which would enhance their standing within the academic community. Regarding Spearman's Rho correlation coefficient, the obtained value of -0.127 and the bilateral significance level of 0.030 suggest a weak negative correlation between personal branding and teachers' reputation and credibility. However, it is important to note that this correlation may be attributed to random variation. It is advisable for educators to produce high-quality and pertinent scientific and academic materials that provide valuable contributions to the scientific and student communities, such as scholarly articles. Academic endeavours, including research and papers, necessitate a commitment to rigorous methodologies and analytical approaches. It is advisable for educators to produce high-quality and pertinent scientific and academic materials that provide valuable contributions to the scientific and student communities, such as scholarly articles. Academic endeavours, including research

and papers, necessitate a steadfast commitment to rigorous methodologies and analytical approaches. Moreover, fostering engagement with the scientific and student community is crucial, as it facilitates constructive dialogue and discourse. To enhance visibility and credibility, active participation in pertinent events such as congresses, symposia, and scientific dissemination activities is recommended.

The primary aim of this study was to determine the extent to which personal branding contributes to the positioning of Peruvian teachers within the scientific and student communities, specifically in relation to their involvement in extracurricular activities. The findings revealed that, in addition to their personal branding efforts, teachers exhibit a high level of engagement in extracurricular activities. This indicates strong dedication and active participation in supplementary endeavours beyond their primary academic responsibilities. Regarding Spearman's Rho correlation coefficient, the obtained value of -0.045 and the associated bilateral significance level of 0.302 suggest a negligible negative correlation between the variable and the dimension under investigation. A coefficient value approaching zero indicates a minimal or non-existent correlation between the variables. The bilateral significance (Sig.) result indicates a substantial likelihood that the observed correlation is attributable to random chance. Thus, it can be inferred that there is no statistically significant correlation between the variable and the dimension under investigation. It is advisable for educators to engage in scientific and scholarly gatherings, such as conferences or symposia, with the aim of disseminating their expertise and cultivating connections with other specialists within their respective fields. Additionally, they should encourage student involvement in events and projects pertaining to their areas of expertise, providing guidance and support for their growth and advancement. Furthermore, educators should actively participate in activities aimed at disseminating scientific knowledge, collaborating with media outlets, and facilitating the dissemination of information within their domain of expertise. Engaging in media collaborations and effectively sharing their expertise with a broader audience; integrating academic instruction with societal and productive contexts by forging partnerships with corporations and social institutions to foster collaborative initiatives; and

actively participating in ongoing professional development initiatives. The process of updating and specialising in one's area of knowledge is crucial for academic growth and professional development. To ensure the cultivation of aptitudes and the fostering of ingenuity within their respective professional domains.

The findings of this study suggest that a significant number of Peruvian teachers possess strong personality traits and values, regardless of their level of personal branding. These results align with the specific objective of examining the extent to which personal branding influences the positioning of teachers within the scientific and student community. This implies that a considerable number of educators possess characteristics and principles that align with a positive standing and trustworthiness within the scientific and student spheres, irrespective of their degree of personal branding. Regarding Spearman's Rho correlation coefficient, the coefficient revealed a weak negative correlation between the two variables being examined. The coefficient value near zero indicates a negligible or non-existent correlation between the variables, while the bilateral significance (Sig.) outcome indicates a 13.1% likelihood that the observed correlation is a result of chance. It is advisable that educators possess self-awareness and adhere to their own values and principles, as this will enable them to cultivate a robust and genuine personal brand. Additionally, maintaining a dedicated approach towards their students and fostering an atmosphere of respect is crucial. The promotion of inclusion and the facilitation of constructive dialogue are essential in fostering effective communication characterised by clarity and transparency. The individuals are encouraged to uphold principles of honesty and integrity in their every endeavour. They are also expected to cultivate leadership and teamwork abilities, enabling them to make substantial contributions to the advancement of the educational community. Furthermore, they are expected to employ a progressive and current approach within their respective areas of expertise. To establish trust and gain recognition from the scientific community, it is imperative to employ strategies that are conducive to fostering credibility and acceptance.

Ultimately, the overarching aim of this study is to examine the extent to which personal branding is associated with the positioning of Peruvian teachers within the scientific and student communities, considering their knowledge and

skills. The analysis indicates that Spearman's Rho correlation coefficient reveals a weak negative correlation between the two variables under investigation. There exists a statistically significant yet minimal association between them. As indicated by the statistically significant result of Sig. (bilateral) 0.048, It is advisable for educators who aspire to attain a prominent standing within the academic and student spheres. Establishing a proactive online presence across various social media platforms and specialised websites is crucial to disseminate knowledge effectively. Engage in collaborative exchanges with fellow experts and students while cultivating professional connections. Actively partake in academic and scientific gatherings at local, national, and international levels, with the purpose of presenting scholarly papers and disseminating research findings. This endeavour serves to enhance one's standing and credibility within their specialised field. Additionally, assume an active role within the educational community by participating in forums and discussions. This will facilitate the cultivation of a favourable and constructive reputation. It involves staying current in one's field of expertise through active participation in educational courses, conferences, and ongoing professional development initiatives. This commitment ensures the promotion of innovation and the continual enhancement of one's skills. Additionally, it entails assuming a leadership role within one's specialised area and promoting a culture of collaboration and teamwork among peers. In conclusion, it is advisable to adopt policies and strategies that acknowledge and appreciate the contributions of university lecturers in establishing their personal brand and their position within the scientific and student communities. Additionally, it is important to promote additional research on personal brand development and positioning within the scientific and student communities across various fields and disciplines. This will facilitate the expansion of knowledge in this area and enhance practices within the university setting.

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