

# The View of Students towards Corporate Reputation of Lithuanian Universities

This paper analyzes corporate reputation of Lithuanian universities by empirically evaluating and comparing it from the view of students. After conceptualization of theoretical aspects of corporate reputation measurement at higher education institutions, research results of corporate reputation measurement of Lithuanian universities from the view of students are presented.

**Keywords:** corporate reputation, corporate reputation measurement, universities, students.

Straipsnyje nagrinėjama Lietuvos universitetų korporatyvinė reputacija, ją empiriškai įvertinant ir lyginant studentų požiūriu. Konceptualizavus teorinius aukštojo mokslo institucijų korporatyvinės reputacijos vertinimo aspektus, pateikiami Lietuvos universitetų korporatyvinės reputacijos vertinimo studentų požiūriu tyrimo rezultatai.

**Raktiniai žodžiai:** korporatyvinė reputacija, korporatyvinės reputacijos vertinimas, universitetai, studentai.

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## Introduction

The importance of good corporate reputation has gained a wide interest from theory as well as practice. In recent years interest in corporate reputation has also surged between higher education institutions as a result of decreasing population of young people and increasing globalization. In the context of an increasing competition, it is inevitable for all higher education institutions to undertake strategically oriented actions in order to stay successful. In this competitive market situation strong corporate reputation can be of a great importance as corporate reputation is believed to have

a crucial role in encouraging stakeholders to view a particular higher education institution in a favorable light.

Academics (Caruana, Chircop, 2000; Cravens, Oliver, Ramamoorti, 2003; Freeman, Harrison, Wicks, 2007; Griffin, 2008; Nguyen, Leblanc, 2001; Walsh, Beatty, 2007) highlight the view of customers, as particularly important stakeholder group, towards corporate reputation and, point out that comparing to other stakeholder groups, customers can have different expectations and views towards an organization. After 2009, when the new law of science and studies of Lithuania Republic was approved and higher education market became highly competitive, customers

became the most important stakeholder group. New market, consisting of actively competing higher education institutions provided its customers a freedom of choice and, higher education institutions found themselves on a constant evaluation. In such situation, measurement of Lithuanian universities' corporate reputation from the view of customers became of significant importance because good corporate reputation can help to attract potential customers, retain existing customers and manage relationships with former customers.

Constant measurement of corporate reputation from the viewpoint of main stakeholder group can indicate what efforts universities need to undertake in order to achieve the desired level of corporate reputation. Especially, it is very important to Lithuanian universities to build good corporate reputation from the viewpoint of students what can only be done after measuring corporate reputation. Only constant measurement and management of corporate reputation can help universities to build positive viewpoint of students towards it.

This paper analyzes corporate reputation of Lithuanian universities from the view of students. It presents empirical research that evaluates corporate reputation of four Lithuanian universities on the basis of corporate reputation measurement method of higher education institutions. Empirical research also evaluates each indicator and factor of corporate reputation from the view of students at each Lithuanian university.

*The problem of the research* – how corporate reputation of Lithuanian universities is evaluated from the view of students. *The object of the research* is corporate reputation of Lithuanian universities.

*The aim of the research* is to undertake empirical research of Lithuanian universities' corporate reputation from the view of students while using corporate reputation measurement method most suitable for the context of higher education institutions. *The objectives of the research* are as follows:

1. Conceptualize theoretical aspects of corporate reputation measurement at higher education institutions;
2. Prepare and substantiate methodology of empirical research;
3. Undertake empirical research of Lithuanian universities' corporate reputation from the view of students.

**Research methods.** In order to solve the problem of the research at the theoretical level, analysis, generalization and comparison of scientific literature is conducted. Empirical research is based on the survey method using primary data. Descriptive statistics methods are used for the analysis of data.

### **Theoretical aspects of corporate reputation measurement at higher education institutions**

Corporate reputation measurement from the view of the main stakeholder group can provide information to universities of what level of efforts they have to undertake in order to achieve the desired level of corporate reputation. It is particularly important to universities to understand how most influencing stakeholder group evaluates the university. As a result, it is very important to university to evaluate its corporate reputation from the view of the most important stakeholder group. However, corporate reputation must be measured constantly because corporate

reputation measurement from the view of stakeholder groups is evaluated dynamically – it has a tendency to change during time.

Most popular method of corporate reputation measurement of higher education institutions is media rankings. However, media rankings are criticized for their validity. G. Bickerstaffe, B. Ridgers (2007) indicate that rankings are criticized for the selection of measurement indicators and methodology. K. Peters (2007) indicate that rankings are criticized for their statistical validity, weights of measurement indicators and methodology. D. Vivader-Cohen (2007) indicates that media rankings can't be considered as corporate reputation measurement method because they are third parties that influence corporate reputation measurement from the perspective of stakeholders. As a result, corporate reputation measurement should be based on surveys of stakeholder groups as surveys have advantage because weights are assigned to indicators by stakeholders.

## Research methodology

During the research of Lithuanian universities' corporate reputation from the view of students, a model of corporate reputation measurement at higher education institutions from the view of students was used. This model is created by the author of this paper. During empirical research a view is accepted that the model created by the author fully corresponds with the context of this research. Thus, this model is considered as the most appropriate model for the measurement of corporate reputation of Lithuanian universities from the view of students. The model of corporate

reputation measurement at higher education institutions from the view of students that is created by the author is presented in Figure 1.

The model of corporate reputation measurement at higher education institutions from the view of students created by the author reveals indicators and factors of corporate reputation measurement at higher education institutions. It also reveals distribution of indicators according to factors of corporate reputation measurement. Furthermore, model reveals weights of indicators and factors for the measurement of corporate reputation at higher education institutions from the view of students.

It is determined that corporate reputation of higher education institutions is measured based on 41 indicators. All indicators have significant impact on corporate reputation of higher education institutions despite the fact that their weights differ. Most important indicators of corporate reputation measurement at higher education institutions to students are: internationality, study conditions, courteous treatment and innovativeness. Least important indicators are: value for the money, appealing leader, environmental responsibility and admiration.

Indicators of corporate reputation measurement at higher education institutions are attributed to 10 factors: emotional appeal, behavior, studies, citizenship and social responsibility, leadership, performance, work conditions, competition, career, innovation. Despite the fact, that the influence of factors towards corporate reputation of higher education institutions doesn't have significant differences, all factors have significant influence on corporate reputation of higher education institutions.

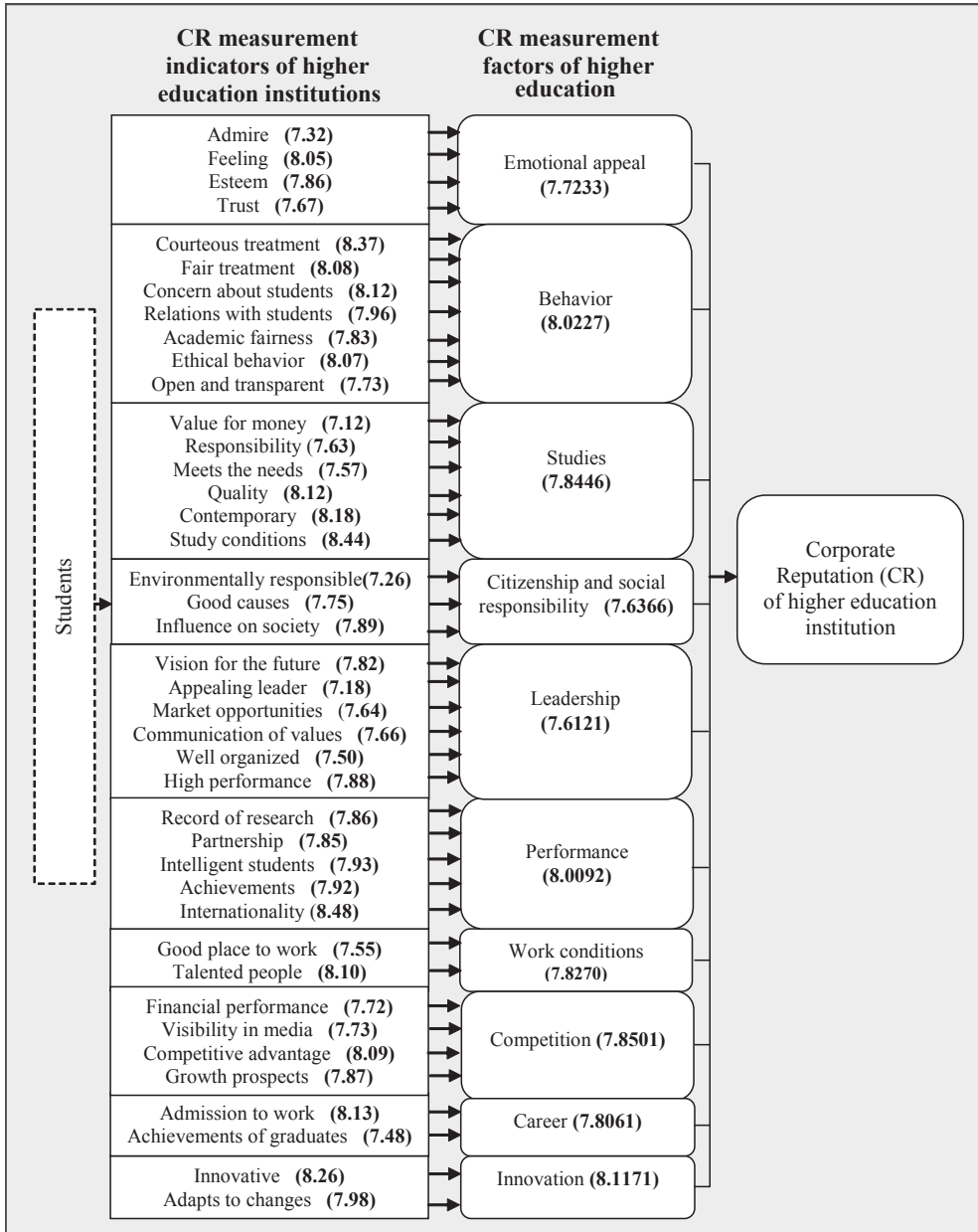


Fig. 1. Corporate reputation measurement model of higher education institutions from the view of students

Between students most significant factors of corporate reputation measurement at higher education institutions descendingly are: innovation, behavior,

performance, competition, studies, work conditions, career, emotional appeal, citizenship and social responsibility, leadership (see Figure 1).

Empirical research of Lithuanian universities' corporate reputation measurement and comparison from the view of students consists of one stage. The need of exploratory research was rejected because the model of corporate reputation measurement at higher education institutions from the view of students was compiled after representative qualitative and quantitative researches on the scale of Lithuania. For this reason, the model can be considered as valid method of corporate reputation measurement in the context of Lithuanian universities.

In order to measure and compare corporate reputation of Lithuanian universities from the view of students during the months of March – May, 2012 national descriptive research was undertaken on the scale of Lithuania. Primary data about students view towards corporate reputation of Lithuanian universities that were needed for the empirical research were collected with the use of survey which is the most common method of research in practice. Questionnaire used for the survey of students was placed on the internet and its links were sent to target respondents – students of Lithuanian universities.

To ensure reliability of empirical research, definition of university's corporate reputation was provided to respondents in the beginning of the questionnaire. Its presentation ensured that respondents understand the main concept of the research alike.

Questionnaire consisted of two main questions. First question intended to measure the importance of universities' corporate reputation from the view of students. Using the second question corporate reputation of universities was measured and compared based on indicators of corporate reputation measurement. Last questions of the questionnaire were demographic.

During empirical research, corporate reputation of four Lithuanian universities was measured and compared from the view of students. The following universities were evaluated during empirical research: Kaunas University of Technology (KTU), Mykolas Romeris University (MRU), Vilnius University (VU) and Vytautas Magnus University (VDU). During empirical research respondents were asked to evaluate corporate reputation of the university they are studying at based on provided indicators of corporate reputation measurement.

Four Lithuanian universities were selected for the empirical research not accidentally. Lithuanian magazine "Veidas" publishes rankings of universities which in a way measures corporate reputation of Lithuanian universities. Thus, four universities that have highest positions at the rankings were selected for the empirical research. Selected four universities constitute 28.57 percent of all Lithuanian public universities.

### **Research results of Lithuanian universities' corporate reputation**

After questionnaire was placed on the internet and its links were sent to students of four universities that were evaluated during the empirical research, 422 filled in questionnaires were received. After evaluation of the received data, 24 questionnaires were rejected as they were filled in incorrectly or incompletely.

Overall number of respondents (after elimination of incorrectly or incompletely filled in questionnaires) consists of 110 students from Kaunas University of Technology, 88 students from Mykolas Romeris University, 95 students from Vilnius University and 105 students from

Vytautas Magnus University (see Table 1). Table 1 show that total number of respondents that filled in questionnaire correctly is 398. In consideration of absolute and percentage frequencies as well as overall frequency, distribution of students to four evaluated universities is detailed in Table 1. It is seen that distribution of respondents to four evaluated universities is almost proportional as the aim of the research was to collect about 100 measures of each university's corporate reputation.

First question of the questionnaire allowed evaluating the importance of Lithuanian universities' corporate reputation from the view of students. According to Table 2 it is possible to point out that corporate reputation of Lithuanian universities is very important to its students. After evaluation of all results it was identified that percentage frequency of the importance of Lithuanian universities' corporate reputation to students is proportionally decreasing from the highest to the lowest value. One third of students evaluated the importance of Lithuanian

universities' corporate reputation with the highest value of 10. More than 20 percent of students selected value of 9. The same percentage of students selected value of 8. In general, it is possible to state that the importance of universities' corporate reputation to students is on the average mean is equal to 8.3. It shows that this research is relevant and Lithuanian universities must constantly manage its corporate reputation from the view of students.

The second question of the questionnaire consisted of 41 question-definition that represents indicators of universities' corporate reputation listed in the model of corporate reputation measurement at higher education institutions created by the author. These questions-definitions allowed evaluating corporate reputation of four Lithuanian universities from the view of students. Indicators of 4 Lithuanian universities' corporate reputation evaluated by the students during empirical research and their average means for all 4 evaluated universities are detailed in Table 3. In the end of Table 3 cumulative

Table 1

#### Representativeness of empirical research respondents' sample

Number of respondents		<i>Kaunas University of Technology</i>	<i>Mykolas Romeris University</i>	<i>Vilnius University</i>	<i>Vytautas Magnus University</i>
	Absolute frequency		110	88	95
Percentage frequency		27.64	22.11	23.87	26.38
Overall frequency		398			

Table 2

#### The importance of Lithuanian universities' corporate reputation

	Level of importance										No answer
	10	9	8	7	6	5	4	3	2	1	
Frequency	119	96	93	41	14	17	9	3	1	2	3
% freq.	29.90	24.12	23.37	10.30	3.52	4.27	2.26	0.75	0.25	0.50	0.75
Average mean	8.3										

Table 3

Evaluation of Lithuanian universities' corporate reputation indicators from the view of students

Indicators of universities' corporate reputation measurement	Average means of indicators' evaluation							
	Kaunas University of Technology		Mykolas Romeris University		Vilnius University		Vytautas Magnus University	
	Average mean	No answer	Average mean	No answer	Average mean	No answer	Average mean	No answer
Admire	7.20	0	7.61	1	7.31	1	8.35	0
Feeling	7.34	1	7.85	4	7.19	4	7.85	2
Esteem	7.40	2	7.26	3	7.28	1	7.85	1
Trust	7.49	2	7.29	4	7.31	0	7.98	0
Courteous treatment	7.93	1	6.83	3	7.56	0	8.37	1
Fair treatment	7.52	4	7.14	3	7.48	2	8.23	1
Concern about students	7.26	3	7.83	6	7.24	2	8.19	3
Relations with students	7.39	2	7.46	5	7.49	5	8.12	3
Academic fairness	7.40	0	7.33	2	7.33	1	8.04	1
Ethical behavior	7.75	3	6.94	4	7.84	2	8.41	2
Open and transparent	7.70	2	7.40	3	7.33	2	8.26	2
Value for money	7.47	3	7.04	6	7.05	2	7.02	6
Responsibility	7.23	0	6.43	4	7.18	4	7.32	0
Meets the needs	7.05	1	7.29	2	6.81	0	7.53	0
Quality	7.59	5	8.18	6	7.34	3	7.84	2
Contemporary	7.52	2	7.12	6	7.14	0	8.17	2
Study conditions	7.61	5	7.46	6	7.76	1	8.41	4
Environmentally responsible	7.84	12	7.44	2	7.41	7	8.19	5
Good causes	7.71	5	7.49	3	7.44	7	8.49	4
Influence on society	7.78	3	7.29	3	7.62	3	8.30	8
Vision for the future	7.81	5	7.09	7	7.42	4	8.26	3
Appealing leader	7.59	14	7.13	11	7.29	8	8.08	8
Market opportunities	7.42	4	6.87	5	7.28	1	7.83	9
Communication of values	7.56	3	7.72	0	7.33	4	8.23	4
Well organized	7.54	3	6.94	2	7.03	2	7.85	6
High performance	7.29	3	6.93	2	7.46	2	7.48	3
Record of research	7.80	4	6.89	9	7.56	1	7.79	9
Partnership	7.54	6	7.24	4	8.01	4	8.05	7
Intelligent students	7.83	4	8.02	5	8.01	0	7.75	2
Achievements	7.76	3	7.70	5	7.88	3	7.99	4
Internationality	7.98	6	8.43	9	8.48	5	8.54	3
Good place to work	7.48	8	7.26	3	7.40	1	7.80	4
Talented people	7.45	2	7.23	2	7.43	2	7.83	1
Financial performance	7.70	5	7.73	6	8.21	9	8.02	13
Visibility in media	7.77	4	7.78	7	8.10	6	7.94	9
Competitive advantage	7.65	7	7.34	5	7.86	6	7.95	8
Growth prospects	7.67	2	7.42	3	7.41	1	8.26	5
Admission to work	7.37	8	7.39	6	7.64	3	7.11	6
Achievements of graduates	7.74	4	7.46	5	8.11	3	7.24	5
Innovative	7.66	0	8.19	5	7.05	1	7.95	1
Adapts to changes	7.62	2	6.74	1	7.28	3	7.81	3
<b>Average means of corporate reputation indicators' evaluation:</b>	<b>7.57</b>		<b>7.37</b>		<b>7.50</b>		<b>7.97</b>	

average means of corporate reputation indicators' evaluation are provided for each evaluated university.

Table 3 also provides information on the number of respondents that didn't have any opinion on some of corporate reputation indicators. For example, students during evaluation of Kaunas university of Technology had least information about such indicators of corporate reputation measurement: appealing leader (14), environmentally responsible (12), good place to work (8) and admission to work (8). Most of students that evaluated Mykolas Romeris university couldn't evaluate such indicators of corporate reputation measurement as: appealing leader (11), record of research (9) and internationality (9). Students of Vilnius university had least information on such indicators as: financial performance (9), appealing leader (8), environmentally responsible (7), good causes (7). On the other hand, students of Vytautas Magnus university couldn't evaluate such indicators of corporate reputation measurement: financial performance (13), market opportunities (9), record of research (9) and visibility in media (9). This data can provide valuable information to universities on which indicators of corporate reputation universities should strengthen its corporate communication towards students.

Based on cumulative average means of corporate reputation indicators provided in the end of Table 3, it is possible to point out that Vytautas Magnus university has the best evaluation. Average mean of corporate reputation indicators' evaluation for Vytautas Magnus university is 7.97 out of 10. Kaunas university of Technology is in the second place with average mean of corporate reputation indicators' evaluation equal to 7.57. The third is Vilnius university with

average mean of corporate reputation indicators' evaluation equal to 7.50. However, worst evaluation of corporate reputation indicators from four evaluated universities have Mykolas Romeris university with average mean of corporate reputation indicators' evaluation equal to 7.37.

Table 3 also provides information on corporate reputation indicators of all four evaluated universities that were evaluated best (dark grey squares) and worst (light grey squares) by the respondents. It is worth stating that all four Lithuanian universities have good corporate reputation based on the indicator of internationality. Also, universities are evaluated well based on study conditions, good causes and ethical behavior. However, Lithuanian universities have bad corporate reputation based on indicators of value for money (except Kaunas university of Technology and Mykolas Romeris university), responsibility (except Vilnius university and Vytautas Magnus university), meeting the needs (except Mykolas Romeris university and Vytautas Magnus university). This allows to state that from students view studies at their universities do not provide value for the money or meet the needs and, do not take its responsibility for the studies provided.

Corporate reputation of Kaunas university of Technology is best evaluated by the students based on such indicators (decreasingly): internationality, courteous treatment and environmentally responsible. However, corporate reputation of Kaunas university of Technology is worst evaluated by the students based on indicators (increasingly) as: meets the needs, admire, responsibility. This shows that Kaunas university of Technology doesn't create emotional appeal for its students and have some problems in the studies



provided to the students as it doesn't meet the needs of students. Also, there is a sign that Kaunas university of Technology doesn't take responsibility for the studies provided.

As the most important indicators of corporate reputation measurement to students are internationality, study conditions, courteous treatment and innovativeness, it is important to determine how students evaluate Kaunas university of Technology based on these indicators. All four indicators of corporate reputation measurement at Kaunas university of Technology that are most important to students didn't achieve value of 8 (internationality – 7.98; study conditions – 7.61; courteous treatment – 7.93; innovativeness – 7.66). It shows that Kaunas university of Technology doesn't create its good corporate reputation based on the indicators that are most important to students. This provides serious consideration on its corporate reputation management activities.

On the other hand, least important indicators of corporate reputation measurement to students are: value for the money, appealing leader, environmental responsibility and admiration. Only one of those four indicators of corporate reputation measurement at Kaunas university of Technology is evaluated worst (admiration). However, one indicator (environmentally responsible) that is least important to students is evaluated with one of best values. This shows that Kaunas university of Technology spends some of its resources useless.

Corporate reputation of Mykolas Romeris university is best evaluated by the students based on such indicators (decreasingly) as: internationality, innovativeness and quality. Some years ago Mykolas

Romeris university started changing its internal system towards improvement so there is no surprise that these results are reflected in students' opinion. However, corporate reputation of Mykolas Romeris university is worst evaluated by the students based on such indicators (increasingly) as: responsibility, adapts to changes and courteous treatment. These results indicate that Mykolas Romeris university still need to improve in relationship building with students and its studies process administration.

In consideration of most important indicators of corporate reputation measurement to students, Mykolas Romeris university is doing quite well. Two of four most important indicators to students are evaluated with best values at Mykolas Romeris university (internationality – 8.43; innovativeness – 8.19). Indicator of study conditions is evaluated at 7.46. This proposes the need to improve in the area of study conditions. On the other hand, indicator of courteous treatment is evaluated with the lowest value of all indicators (6.83) and this shows the area that is extremely problematic at Mykolas Romeris university.

After examination of least important indicators of corporate reputation measurement to students, it can be stated that Mykolas Romeris university is on a good position. It seems that university doesn't use much of its resources on the indicators that are least important to students and as a result these indicators are evaluated with moderate values.

Corporate reputation of Vilnius university is best evaluated by the students based on such indicators (decreasingly) as: internationality, financial performance and achievements of graduates. This shows that students believe in the quality

aspect of Vilnius university. However, corporate reputation of Vilnius university is worst evaluated by the students based on such indicators (increasingly) as: meets the needs, well organized, value for money and innovativeness. This shows that Vilnius university lack organizational skills, innovation creation abilities and needs to provide more value to meet the needs of students.

In consideration of the most important indicators of corporate reputation measurement to students, only indicator of internationality is evaluated with high value. Indicator of innovativeness is evaluated with one of the worst values. Other two most important indicators to students are evaluated moderately. This shows the need of improvement on its study conditions, courteous treatment with students and especially innovativeness.

After analysis of least important indicators of corporate reputation measurement to students, it can be stated that Vilnius university is not concentrating its efforts and money on the indicators of corporate reputation measurement that are least important to students. As a result one of the least important indicators received one of the lowest values, while other three – moderate values.

Corporate reputation of Vytautas Magnus university is best evaluated by the students based on such indicators (decreasingly) as: internationality, good causes, study conditions and ethical behavior. This shows that Vytautas Magnus university is the only university of four evaluated universities that has good study conditions (e.g. classrooms, libraries, dormitories), is ethical in its behavior and is socially responsible. However, corporate reputation of Vytautas Magnus university is worst evaluated by the students based

on such indicators (increasingly) as: value for money, admission to work and achievements of graduates. This shows that Vytautas Magnus university has good corporate reputation on “soft” activities, however some of “hard” activities need more attention and improvement.

Considering most important indicators of corporate reputation measurement to students, it is possible to state that Vytautas Magnus university is doing quite good. Two of four most important indicators have received best values from students (internationality – 8.54; study conditions – 8.41). Indicators of innovativeness and courteous treatment received moderate values.

In consideration of least important indicators of corporate reputation measurement to students, it can be stated that Vytautas Magnus university manages its corporate reputation purposefully. From four least important indicators of corporate reputation measurement to students one indicator received one of the lowest values, and other three – moderate values.

Table 4 provides average means of corporate reputation measurement factors at four Lithuanian universities evaluated during empirical research. In the end of the table overall evaluation of corporate reputation is provided for each of the evaluated Lithuanian university.

As it can be seen from the overall evaluation of corporate reputation provided in the end of Table 4, Vytautas Magnus university has the best corporate reputation from the view of students of all four evaluated universities with the overall corporate reputation evaluation equal to 79.19. This result allows to state that Vytautas Magnus university has good corporate reputation between its students compared to other universities. Kaunas university of

Table 4

Evaluation of Lithuanian universities' corporate reputation factors from the view of students

Factors of universities' corporate reputation measurement	Average means of factors' evaluation			
	<i>Kaunas University of Technology</i>	<i>Mykolas Romeris University</i>	<i>Vilnius University</i>	<i>Vytautas Magnus University</i>
Emotional appeal	7.36	7.50	7.27	8.01
Behavior	7.56	7.28	7.47	8.23
Studies	7.41	7.25	7.21	7.72
Citizenship and social responsibility	7.78	7.41	7.49	8.33
Leadership	7.54	7.11	7.30	7.96
Performance	7.78	7.66	7.99	8.02
Work conditions	7.47	7.25	7.42	7.82
Competition	7.70	7.57	7.90	8.04
Career	7.56	7.43	7.88	7.18
Innovation	7.64	7.47	7.17	7.88
<b>Overall evaluation of corporate reputation:</b>	<b>75.80</b>	<b>73.93</b>	<b>75.10</b>	<b>79.19</b>

Technology is the second university with best corporate reputation with overall corporate reputation evaluation equal to 75.8. Evaluation of Vilnius university corporate reputation is not far behind Kaunas university of Technology with overall evaluation of corporate reputation equal to 75.10. And the last university of all four evaluated universities is Mykolas Romeris university with the overall corporate reputation evaluation equal to 73.93.

Gathered data show that rankings of Lithuanian universities published each year in magazine "Veidas" doesn't reflect results of corporate reputation measurement as Vilnius university is placed in first position for a number of years. However, according to the results of this research, Vilnius university is only in the third place between best corporate reputation universities. This research shows that Vytautas Magnus university has the best corporate reputation. However, in the rankings of magazine "Veidas" Vytautas Magnus university is usually placed in 3-5 position.

Table 4 provides information on corporate reputation factors of all four Lithuanian universities that were evaluated best (dark grey squares) and worst (light grey squares) by the students. Corporate reputation of Kaunas university of Technology is best evaluated by students on the factors of citizenship and social responsibility and performance with values of factors equal to 7.78. Corporate reputation of Mykolas Romeris university is best evaluated by students on the factors of performance and competition with values of factors equal to 7.66 and 7.57. Vilnius university is best evaluated on the factors of performance and competition that were evaluated with values equal to 7.99 and 7.90. Vytautas Magnus university is best evaluated by students on such factors as citizenship and social responsibility and behavior with the values equal to 8.33 and 8.23. According to research results it is seen that Vytautas Magnus university has highest competitive advantage comparing to other universities with factors of citizenship and social responsibility, and behavior.

Further, it is Vilnius university with factors of performance and competition.

Factors of corporate reputation measurement at higher education institutions evaluated worst at Kaunas university of Technology are emotional appeal and studies. Corporate reputation of Mykolas Romeris university is evaluated worst on factors of leadership, studies and work conditions. Corporate reputation of Vilnius university is evaluated worst on factors of innovation and studies. While, Vytautas Magnus university is evaluated worst by students on the factors of career and studies.

Results of empirical research allows to conclude that corporate reputation of Lithuanian universities is evaluated worst by students based on the offered studies by the universities, their leadership and innovation aspects. However, all four Lithuanian universities are evaluated best by students on their performance results, citizenship and social responsibility, and competition against other universities. It is evident that all factors of corporate reputation measurement that received best evaluation from students aren't the most important aspects of their activities so Lithuanian universities should concentrate more efforts and resources on the factors of corporate reputation that provide most value to students. In conclusion, it is possible to state that four Lithuanian universities that were evaluated during this empirical research have good corporate reputation from the view of students. However, there are many areas that still need to be improved.

## Conclusions

During empirical research corporate reputation of four Lithuanian universities was evaluated and compared: Kaunas university of Technology, Mykolas Romeris

university, Vilnius university and Vytautas Magnus university. Overall number of respondents consisted of 398 students. It was determined that corporate reputation of Lithuanian universities is very important to students so this research is relevant and Lithuanian universities must constantly form and manage its corporate reputation from the view of students.

All four Lithuanian universities have worst corporate reputation in the areas of provided studies, leadership and innovation. On the other hand, four evaluated Lithuanian universities have best corporate reputation on the factors of performance, citizenship and social responsibility, and competition against other universities. All evaluated universities have good corporate reputation based on their internationality. Also, universities are evaluated well based on study conditions, good causes and ethical behavior. However, Lithuanian universities have bad corporate reputation based on value for money (except Kaunas university of Technology and Mykolas Romeris university), responsibility (except Vilnius university and Vytautas Magnus university) and meeting the needs (except Mykolas Romeris university and Vytautas Magnus university).

Based on overall corporate reputation evaluation, Vytautas Magnus university has the best corporate reputation from the view of students of all four evaluated universities. Kaunas university of Technology is the second university with best corporate reputation. Further, it is Vilnius university and Mykolas Romeris university. In conclusion, it is possible to state that four Lithuanian universities that were evaluated during this empirical research have good corporate reputation from the view of students. However, there are many areas that still need to be improved.

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## STUDENTŲ POŽIŪRIS Į LIETUVOS UNIVERSITETŲ KORPORATYVINĘ REPUTACIJĄ

### S a n t r a u k a

Universitetai, pastoviai vertindami savo korporatyvinę reputaciją, gali identifikuoti svarbiausių suinteresuotų grupių požiūrį apie vykstančius korporatyvinės reputacijos pokyčius ir gautų duomenų pagrindu laiku imtis kryptingų koreguojančių veiksmų korporatyvinės reputacijos gerinimui. Lietuvos universitetams ypatingai svarbu studentų požiūriu formuoti gerą korporatyvinę reputaciją, ko negalima kryptingai atlikti be korporatyvinės reputacijos įvertinimo. Tik pastoviai vertinama ir, pastebėjus neatitikimus tarp siekiamos ir esamos korporatyvinės reputacijos, – kryptingai valdoma korporatyvinė reputacija gali padėti universitetams suformuoti teigiamą studentų požiūrį į ją.

Straipsnyje analizuojama Lietuvos universitetų korporatyvinė reputacija. Pagrindus aukštojo mokslo institucijų korporatyvinės reputacijos vertinimo poreikį ir svarbą, parengiama ir pagrindžiama empirinio tyrimo metodologija, bei atliekamas

Lietuvos universitetų korporatyvinės reputacijos tyrimas studentų požiūriu.

Šio straipsnio tikslas – panaudojant aukštojo mokslo institucijų kontekstui tinkamiausią korporatyvinės reputacijos vertinimo metodiką, atlikti Lietuvos universitetų korporatyvinės reputacijos tyrimą studentų požiūriu. Siekiant iškelto tikslo, formuluojami tokie tyrimo uždaviniai: (1) pagrįsti aukštojo mokslo institucijų korporatyvinės reputacijos vertinimo poreikį ir svarbą; (2) parengti ir pagrįsti empirinio tyrimo metodologiją; (3) atlikti Lietuvos universitetų korporatyvinės reputacijos tyrimą studentų požiūriu.

Tyrimo rezultatai parodė, kad geriausią korporatyvinę reputaciją studentų požiūriu turi Vytauto Didžiojo universitetas. Visgi, siekiant didesnio lygio sinergijos efekto, Lietuvos universitetai turėtų identifikuoti veiksmus, kad pagerintų savo korporatyvinę reputaciją studentams svarbiausių veiksnių ir požymių pagrindu.