STUDENTS' PERCEPTIONS REGARDING REPUTATION OF PRIMARY SCHOOLS

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ABSTRACT

The aim of this study is to investigate students' perceptions regarding reputation of primary schools and to interpret the differences among the students' perceptions. Descriptive survey research has been made in this study. The sample consists of 258 students who have been trained at primary schools. Data were collected by using a questionnaire in the 2005–2006 educational seasons and were analyzed by using SPSS software. The results of this study could be summarized as follows: There are no significant differences among the students' perceptions according to type of schools and gender variables. There is a just significant difference according to class variable. All of the students who have been trained ever in the public school or in private school expressed that; they considered reputation of their schools insufficient. For this reason, the quality of education must be increased insofar as one is able in schools.

Keywords: Corporate Reputation, Public School, Private School, Student, Perception.

INTRODUCTION

Reputation of an organization affects selling price of products and engaging the capable personnels. If corporate reputation was lost, it will be very difficult to earn it again (Nakra, 2001, p. 402). However reputation affects motivation and performance of personnels at the same time, personnels also affect corporate reputation (Dortok, 2004, p. 10). All of organizations have a positive or negative reputation; for a good reputation, administrators must manage corporate reputation of organization effectively. Reputation could be defined as respect and esteem which was showed by society to a person or organization (Marconi, 2001, p. 20). Besides reputation is perception of society, it is a very costly value and it has deep a effect on organization (Green, 1996, p. 21; Schultz et al., 2000, p. 79). It's very important strengthen their reputation for all of the organizations. With this aim, organizations have to determine how perceived by their shareholders carefully and they must manage their reputations effectively. If we think of educational organizations, we could be express that, a good reputation affects success of schools. Before all else, a strong reputation increases the esteem of schools in the eyes of society.

In the light of international researches (www.harrisinteractive.com; Bromley, 1993; www.morrisseyco.com/survey; Westcott, 2005; Brotzen 1999; CSR Magazine, 2003; Kumar 1999) which were related to corporate reputation; we can develop that reputation of schools as seven dimensions. Seven important dimensions which are regarding corporate reputation of schools could be expressed as follows: Quality of services (training), quality of management, financial soundness, workplace environment, social responsibility, emotional appeal and corporate ethics. A likert-type scale, which was derived from the literature and similiar researches, was improved by the researcher and it consists of 40 items that connected seven dimensions of corporate reputation. When we look at Table 1, we can see that the dimensions and opinions regarding corporate reputation of schools (education organizations).

Table 1. Dimensions and opinions regarding reputation of schools

	Opinions	Dimensions
1	Personnels strive improving by themselves with regard to individual and professional regularly	
2	I think that, personnels are adequate with regard to their professionals	
3	If personnels are adequate and qualified in schools, this case effects positively reputation of the school.	Quality of Services
4	Quality of services is sufficient in the school.	
5	I think that, personnels' communication skills are sufficient	
6	Personnels follow developments regarding scientific and educational	

		regularly.	
	7	While the principals are making a desicion pertaining to school, they consult with personnels	Quality of Management
	8	Principals coorperate with all social stakeholders continuously in the school	
	9	Principals appreciate and reward personnels' success in the school	
	10	Personnels can explain their thoughts and suggestions freely in the school	
	11	Principals take into consideration personnels' thoughts and suggestions	

Table 1: continued

12	This school is sufficient with regard to equipment	Financial Soundness
13	This school has a good location with regard to arrival	
14	This school gives me the impression of being trustworthy with regard to economic structure	
15	There is coorperation among the personnels in the school	Workplace Environment
16	Personnels always benefit from their associates' experiencs and knowledges	
17	Personnels benefit some possibilities from out of service in the school (day nursery, journey etc..)	
18	Principals behave respectfully personnels' equity	
19	Workplace environment is sufficient for personnel's developing in school	
20	Principals concern personnel's individual problems at the school	
21	Principals always tell personnels the history and accomplishments of school	
22	I think that, workplace environment of the school is sufficient	
23	Principals encourage personnels who can learn history of the school	
24	Teachers inform students and parents relevant to studying techniques regularly	Social Responsibility
25	Personnels and students are sensitive protection of the environment	
26	I think that, the students were educated rather well in the school	
27	Threats which menace human life are determined and took measures in the school	
28	I think that, personnels feel proud of the school	Emotional Appeal
29	I think that, personnels trust the school	
30	I think that, the school has a good reputation in the society	
31	I think that, the school has loyal personnels	
32	I think that, corporate reputation of school affects personnels' motivation and job satisfaction	

33	Teachers are neutral and they don't take sides in the school	
34	Everyone benefits from services of the school equality	
35	Personnels usually keep one's word in school	
36	Personnels never behave unlawfully in the school	
37	When principals reward and punish personnels, they behave equitable	Corporate Ethics
38	If personnels are honest, corporate reputation of the school improves in the society	
39	Communication is good among the personnels in school	
40	Personnels are a good model with their attitude and behaviors in society	

Review Of Related Literature

Interest in reputation in the USA grew rapidly in the 1990s. Following the lead of Fortune magazine's 'Most Admired Corporations' survey, magazines and public interest groups began evaluating corporations and publishing their findings to the public Capital magazines first of all throwed corporate reputation out for consideration in Turkey. 'Most Admired Corporations of Turkey' survey was made by Capital magazines in 1999 (Deephouse, 2002, p. 9). There are a lot of researches regarding corporate reputation (Bromley, 1993; Westcott, 2005; Larkin, 2003; Nikolay & Aime, 2003; Murray & White, 2004). These studies bring up corporate reputation influences economic structure of organization positively nevertheless it protects organizations against the various threats.

Purpose Of The Study

The basic aim of this study is to investigate students' perceptions regarding reputation of primary schools and to interpret the differences among the students' perceptions. For this aim, the researcher tried to answer some questions. These questions are listed below:

How are students' perceptions regarding corporate reputation of primary schools?

Are there any significant differences among the students' perceptions according to (a) type of schools, (b) gender and (c) class?

METHODOLOGY

Descriptive survey research has been made in this study. The sample consists of 258 students who have been training at primary schools (public and private school) in the city of Kahramanmaras. Data were collected by using a questionnaire in the 2005–2006 educational seasons and were analyzed by using SPSS software. Responses to each item have been marked using a five-point likert-type scale ranging from "totally agree" to "totally disagree". Likert-type scale was graded as totally agree = 4.21–5.00; agree = 3.41–4.20; no comment = 2.61–3.40; disagree = 1.81–2.60; totally disagree = 1.00–1.80. Cronbach at alpha of scale was used at main test is. 93 and Kaiser-Meyer-Olkin Measure of Sampling Adequacy is. 93. Data were analyzed in terms of frequencies, percentages, standard deviations, variance of analysis etc.

FINDINGS

Some of the major findings are as follows: When we look at Table 2, we realize that 56.59 % of participants are male and % 43.41 are female and the total number of participants consists of 258 students selected from specimen. The sample of this study includes 146 students in the private and 112 students the public elementary schools. Nevertheless, 52.33% of participants are male and %52.33 of participants are female. 94 students have been trained at 6th class; 89 students have been trained at 7th class and 8th class includes 75 students in private and public schools.

Table 2: The findings regarding independent variables

Gender	Private School	Public School	Total
	N (%)	N (%)	N (%)
Female	65 (44.52)	58 (51.79)	123 (47.67)
Male	81 (55.48)	54 (48.21)	135 (52.33)
Total	146 (56.59)	112 (43.41)	258 (100)
Class	Private School	Public School	Total
	N (%)	N (%)	N (%)
6th class	49 (33.56)	45 (40.18)	94 (36.43)
7th class	49 (33.56)	40 (35.71)	89 (34.50)
8th class	48 (32.88)	27 (24.11)	75 (29.07)
Total	146 (56.59)	112 (43.41)	258 (100)

There are no significant differences among the students' perceptions according to type of schools and gender variables. There is a just significant difference according to class variable. According to class variable, It is ascertained that there is a statistically significant difference ($p<0.05$) between students' perceptions regarding reputation of private school. Table–3 shows that, students have been trained at 8th class thought negative about corporate reputation of the private school. In the light of this results, we can say, some of the students expressed that private school hasn't enough reputation.

Table 3: The findings regarding corporate reputation of private school (according to class variable)

Dimensions	Class	n	$\overline{X}$	SD	F	p
Quality of Services	6th class	49	4.05	0.735	16.516	0.000*
	7th class	49	4.29	0.523		
	8th class	48	3.57	0.620		
Quality of Management	6th class	49	3.91	0.973	5.343	0.006*
	7th class	49	4.02	0.729		
	8th class	48	3.52	0.632		
Financial Soundness	6th class	49	3.47	1.036	16.082	0.000*
	7th class	49	4.08	0.921		
	8th class	48	3.02	0.777		
Workplace Environment	6th class	49	3.63	0.822	6.891	0.001*
	7th class	49	3.98	0.716		
	8th class	48	3.44	0.624		
Social Responsibility	6th class	49	3.82	0.928	8.588	0.000*
	7th class	49	4.07	0.736		

Dimensions	Class	n	$\overline{X}$	ss	F	p
	8th class	48	3.38	0.817		
Emotional Appeal	6th class	49	3.92	0.916		
	7th class	49	4.26	0.806	9.969	0.000*
	8th class	48	3.47	0.922		
Corporate Ethics	6th class	49	3.68	0.980		
	7th class	49	3.96	0.778	8.120	0.000*
	8th class	48	3.25	0.851		

* Significant at p< 0.05　　　　　DF: 143
SD= Standard Deviation,　DF: Degree of freedom, p= significance level

According to class variable, there are significant differences among the students' perceptions in public school. This conclusion shows that, students who have been educated at sixth and seventh classes think of more positive in comparasion to with other class regarding reputation of the public school. Based on this finding, we can say that, public school has a good reputation. Because most of the students thought positive about reputation of the public school.

Table 4: The findings regarding corporate reputation of public school (according to class variable)

Dimensions	Class	n	$\overline{X}$	ss	F	p
Quality of Services	6th class	45	3.72	0.573		
	7th class	40	3.71	0.616	3.198	0.045*
	8th class	27	4.08	0.778		
Quality of Management	6th class	45	3.65	0.770		
	7th class	40	3.48	0.887	6.843	0.002*
	8th class	27	4.17	0.479		
Financial Soundness	6th class	45	3.11	0.915		
	7th class	40	3.15	0.853	6.523	0.002*
	8th class	27	3.80	0.693		
Workplace Environment	6th class	45	3.41	0.694		
	7th class	40	3.17	0.782	9.598	0.000*
	8th class	27	3.94	0.593		
Social Responsibility	6th class	45	3.86	0.908		
	7th class	40	3.24	0.831	9.904	0.000*
	8th class	27	4.12	0.776		
Emotional Appeal	6th class	45	3.83	0.792		
	7th class	40	3.55	0.870	5.291	0.006*
	8th class	27	4.19	0.666		
Corporate Ethics	6th class	45	3.37	0.700		
	7th class	40	3.05	0.827	13.276	0.000*
	8th class	27	4.03	0.776		

* Significant at p< 0.05　　　　　DF: 109
SD= Standard Deviation,　DF: Degree of freedom,　p= significance level

CONCLUSION AND SUGGESTIONS

The results of this study could be summarized as follows:

There are no significant differences among the students' perceptions according to type of schools and gender variables. There is a just significant difference according to class variable. According to class variable, there are significant differences as statistical among the students' perceptions in private school. Accordingly, we can easily say that; students who have been trained at eighth class think of more negative in comparasion to with other classes regarding reputation of the private school.

According to class variable, there are significant differences among the students' perceptions in public school. This conclusion shows that, students who have been educated at sixth and seventh classes think of more positive in comparasion to with other class regarding reputation of the public school.

Finally, based on the results of this research can be proposed these:

All of the students who have been trained ever in the public school or in private school expressed that; they considered reputation of their schools insufficient. Therefore, students' expectations related to education must be determined and these expectations must be saturated urgently.

According to results of study we can say that, students' success affects reputation of schools positively. For this reason, the quality of education must be increased insofar as one is able in schools.

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