

Private Schools and Reputation¹

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Abstract: Reputation refers to the respect shown by society for a person, object or institutions and organizations. In other words, reputation is how a person, object, institution and organization is perceived by its stakeholders and society. Creating, protecting and consolidating the reputation of the institution is of great importance for the future and continuity of the institution. Private schools must also attach great importance to reputation in order to survive and thrive. In this research, scanning model was used. In this study, the reputation of private schools was examined and it was prepared in order to contribute to private schools operating in this sector.

Keywords: Education, Private Schools, Reputation

1. Introduction

School is a place where knowledge is produced and the information produced is processed, shared, and largely common actions are performed (Şişman, 2011, p. 98–99). Schools, which are a community of people, are also a living and learning space not only for teachers and students but also for everyone (Parlar, 2014, p.66). Private schools are institutions that can be established by real and legal persons and provide education and training services under the supervision and control of the Ministry of National Education for a certain fee (Uygun, 2003, p. 108).

Dignity, a word of Arabic origin, means being respected, being valuable and reliable, prestige and respectability. In other words, reputation is to express the respect shown by one person or object into society. When evaluated in terms of the organization, reputation is the organization's employees, customers, shareholders, etc. is how it is perceived by its stakeholders. Reputation is about the perception of the organization by the stakeholders (Saruhan & Yıldız, 2009, p.292).

¹ The study is derived from the author's PhD thesis accepted in 2020.

Reputation is a concept that generally creates positive associations for individuals and institutions and is generally used in a positive sense. Reputation is one of the intangible assets that institutions can acquire in the long run. It is a reflection of the positive value that institutions or individuals give to what they perceive from outside (Bulduklu, 2015, p.237). Reputation represents a set of collective beliefs, perceptions, or evaluative judgments about someone (SimanTov–Nachlieli, Har–Vardi, & Moran, 2020, p.68). Reputation is not a product sold on the shelves of markets. Reputation cannot be copied, as the values and culture on which each institution builds its reputation are different from one another. Achieving reputation is possible with a consistent, careful, attentive behavioral identity that will last for years. However, due to a little carelessness, it may be possible that the reputation built by placing bricks on bricks is destroyed in seconds (Kadıbeşegil, 2019, p.24).

In focus group studies conducted in six countries, individuals were asked to describe the institutions they remember positively and these institutions with their characteristics. In the research, it has been observed that the perception of institutions is grouped under six separate categories: emotional appeal, products and services, financial performance, vision and leadership, working environment and social responsibility (Fombrun & Riel, 2004, pp.52–53).

Reputation, which has a very important place for every institution and organization, is of great importance among schools that are an educational institution. As in other institutions and organizations, corporate reputation in schools is related to the perception that the school leaves on and around its stakeholders and in the society. Reputation in the school is the sum of the internal and external stakeholders of the school and the society's perceptions about the school.

2. Reputation in Private Schools

2.1. Reputation in Private Schools

The concept of reputation has a very important place for every institution and organization. Reputation is determined not only by financial strength, but also by the experience gained with all stakeholders. Institutions need to constantly change and develop themselves in order to survive, survive, strengthen, and protect their reputation (Geçikli, Erciş, & Okumuş, 2016, p.1549–1550).

Schools' assets are only buildings, classrooms, laboratories, equipment, etc. It does not consist of concrete assets such as. As a matter of fact, besides these concrete

assets of the Basile schools; It explains that there are also intangible entities such as parents' attention, external stakeholders, curriculum, extra-curricular activities, and teachers' field competencies. All of these can be explained as the values that schools have. Human capital is seen as one of the most important of these values. Human capital is expressed as all the knowledge, skills, experience, expertise and competencies possessed. These affect teachers' relationships and activities inside and outside of the school, as well as creating a perception of reputation in the institution. The survival of an institution by producing innovations depends on its intangible assets. Concepts such as relationship with external stakeholders, parental involvement, employees' use of their expertise and capacity, management skills, and school culture can be given as examples of the school's intangible assets (Demir, 2019, p.44–45).

Considering the results of the researches about reputation, it is seen that corporate reputation directly affects the success or failure of the employees and the institution. When this result is considered in terms of educational institutions, it can be stated that a good reputation has an effect on the success of the school and in gaining the sympathy of the internal and external stakeholders of the institution. If the school, which is an educational institution, has a good reputation in its environment, first of all its prestige and credibility in the society will increase. Building reputation in educational institutions is very important. In order to build reputation, it is necessary to increase the quality of education and training services and thus student success (Karaköse, 2008, p. 114).

As in every institution and organization, educational institutions should have predetermined targets. The prerequisite for achieving these goals is to meet the expectations of the institution, that is, the school's staff and students, as well as its stakeholders outside the school. In order to achieve success in educational institutions, the product and service offered must be of high quality. At this point, the quality of the teacher is important. Because the people responsible for providing education and training services are primarily teachers. The main purpose in educational institutions is to educate the student and improve his behavior. No matter how adequate a school is in terms of physical equipment, if the students in that school are unsuccessful, it is not possible to talk about a good reputation about the institution. Schools can have a good reputation in the society if they fulfill the desires and expectations of their stakeholders to a certain extent. For this purpose, students in schools; Care should be taken to raise individuals who research, criticize, question, internalize knowledge by experiencing and learn to learn (Karaköse, 2008, p.115).

As in every institution and organization, corporate reputation in schools is related to the perception that the school leaves on its stakeholders. The stakeholders of the school, on the other hand, consist of people and institutions that are directly or indirectly affected by the school, inside and outside the school. As the internal stakeholders of the school, administrators, teachers, support staff and school founders can be given as examples, while external stakeholders can be given as examples of students, parents, higher education institutions, other schools, national education directorates, local administrations, collaborating persons / institutions and suppliers. Reputation in school is the sum of the internal and external stakeholders of the school and the society's perceptions about the school. Factors affecting stakeholders' perception about school can be summarized as follows (Dülger & Acar, 2017, pp.263–264).

- The vision and mission of the school,
- The management and leadership structure of the school,
- Competence and competencies of the employees at the school,
- School environment and school culture,
- The quality and standards of the education service provided at the school,
- Relations of the school with the environment and society,
- Contribution of the school to the environment and society,
- The financial structure of the school affects positively or negatively.

2.2. Corporate Reputation Components in Private Schools

Stakeholders' perceptions of the school build reputation. Reputation management in school is, in short, managing these perceptions of stakeholders about the school. Reputation management at school is the management of all components of corporate reputation as a whole, increasing the effectiveness, efficiency and effectiveness of this management process. Reputation is the management of the school as a whole, the creation, design and management of a systematic structure. By designing and managing reputation as a process, it will create a structure where corporate reputation management strategies are implemented, the quality of all dimensions of reputation increases, transaction steps decrease, cycle times in all dimensions are shortened and resources are used more efficiently. Dimensions of reputation in school and management strategies of all dimensions are as follows (Dülger & Acar, 2017, pp.264–265):

2.2.1. Leadership and School Management

Stakeholder-oriented vision, mission, goals and strategies are determined. Education services and activities are developed in a way to meet the demands, needs and

expectations of the stakeholders, and the communication needs and information needed by the stakeholders are met. By ensuring the participation of stakeholders in the school management, their knowledge, skills and experiences are used and the stakeholders are appreciated for their contribution and effort to the school. Matters and priorities that stakeholders attach importance to are taken into consideration. Stakeholders' perceptions about the school are monitored and evaluated.

2.2.2. School Environment

The school environment is brought to a sufficient condition in order to meet and realize education and training services. All necessary tools, equipment and equipment are provided for training services. A positive working and communication environment is created in the school for the satisfaction, happiness and satisfaction of the stakeholders. A school environment is developed in which creative and innovative ideas of all internal and external stakeholders are realized and personal development opportunities are available.

2.2.3. Financial Performance

Necessary budgetary resources for education services are created and a budget plan is made every year. Necessary resources are allocated to meet their needs and expectations. The school also gives confidence to the stakeholders with its strong economic structure. New investments are made to meet stakeholder needs by ensuring clarity and transparency in financial policies.

2.2.4. Quality of Service

One of the most important dimensions affecting stakeholder perception is the service quality dimension. In the school's reputation management process; education is conducted in accordance with the expectations and characteristics of students and other stakeholders. Students and parents are informed about the services provided by the school, the features of the services and the conditions for benefiting from these services. Problem solving, entrepreneurship, creative and strategic thinking, observation, research, etc. required for students. basic skills are acquired. Learning risks that will adversely affect the quality of education and training service are determined and managed. In order to increase and improve the quality of education, students' learning levels are objectively measured and evaluated.

2.2.5. Corporate Social Responsibility

One of the important dimensions affecting the reputation perception of stakeholders is the corporate social responsibility dimension. The fact that the school makes a

difference in the eyes of its stakeholders and that it is perceived as reputable depends on its sensitivity to the society and the environment it is in. In order to improve the perception of the school's reputation before its stakeholders; Themes related to social responsibility are included in the mission and values of the school. The school pioneers the development of social values and the environment, and takes part in activities that contribute to society. School administrations allocate resources for projects that will contribute to society and the environment with a sense of social responsibility, and resources are used without wasting at school. School leaders and administrators behave transparently in their relations with stakeholders and society.

2.2.6. School Commitment

The commitment dimension also called emotional appeal; It is important for stakeholders to feel belonging to the school, to be happy and happy to be at school, to perceive the school as a safe environment, to define the institution as an educational and workable environment for the development and management of corporate reputation. Regarding the stakeholders in this dimension, it is ensured that the stakeholders are informed about the services of the school. Stakeholders are constantly informed about the school's goals and objectives, vision and mission, education and management services. Stakeholder participation in training and management processes is ensured.

Organizational commitment enables school staff to be more determined and consistent in achieving the expected success by understanding the specific standards, norms, values, beliefs and habits that guide their behavior. In addition, it helps the staff to increase productivity by working with a more harmonious, devoted, integrated and sense of belonging. It is extremely important for school administrators to make special efforts to develop the sense of belonging of school staff in these matters. In strong school cultures, it is of great importance to be harmonious and fair, to give importance to interaction, to respect personal effort, which strengthens organizational commitment. One of the important points of organizational commitment is that there is a "we" consciousness rather than the "I" consciousness in the school, and the people are happy with each other's success and the success of the school. The special effort of school administrators to develop organizational commitment and sense of belonging of school librarians will be effective in the formation of strong school libraries. The existence of a good school library will make a significant contribution to education and success (Önal & Ekici, 2012, p. 142-143).

3. Implementing Reputation in Private Schools

3.1. Methodology

The number of private education institutions and private schools is increasing day by day, as in other institutions. The increase in the number of private schools brings along a great competitive environment. In order to be successful in this competitive environment, abstract concepts such as image and reputation in schools have become much more important. Therefore, large budgets are allocated for such studies in institutions. In the relations of the institution with the public, the reputation of the institution, that is the public's perception of the institution, is of great importance. Therefore, the aim of the schools, which is an educational institution, is to create a reputation in the public opinion and to gain the trust and support of the public by reinforcing this.

In the study, it was aimed to reveal the reputation perceptions of students studying in private schools by determining the relationship between private schools, which are an institution and organization, and reputation. In this context, the following hypotheses have been created:

- 1) There is a difference in perceptions of reputation according to students' demographic characteristics.
- 2) There is a significant relationship between reputation components.
- 3) The research is a quantitative research and the scanning model has been used. First of all, literature research on the subject has been done. Then the questionnaire was applied.

While the private high schools and their students in Üsküdar, Istanbul form the universe of the study; 12 private schools operating in this district and students studying in these schools. The subjects were randomly selected on a voluntary basis.

3.2. Research Findings

In this part of the study, the findings obtained according to the demographic characteristics of the subjects were analyzed by showing them in tables and figures.

3.2.1. Reliability and Normality Test

Cronbach's Alpha value was found .809. This shows that the reliability of the answers to the questions in the study is high (Cronbach's Alpha > 0.70).

Skewness and kurtosis values were obtained to determine the distribution of data in the study. Table 1 includes the results.

Table 1. Normality Test

Variable	N	Skewness	Kurtosis
Gender	349	-,202	-1,970
Your age	349	-,220	-,854
Your class	349	-,209	-1,262
Emotional Appeal	349	-,567	-,210
Financial Performance	349	-,294	-,473
Products and Services	349	-,349	-,808
Workplace Environment	349	-,343	-,623
Vision and Leadership	349	-,738	-,038
Social responsibility	349	-,536	-,368
Total reputation score	349	-,412	-,432

The skewness and kurtosis values for $+1.0 / -1.0$ (Hair, Black, Babin, Anderson, & Tatham, 2013), $+1.5 / -1.5$ (Tabachnick & Fidell, 2013) and $+2.0 / -2.0$ (George & Mallery, 2010) It shows that the variables used comply with the normality assumption.

3.2.2. Demographic Features and Frequency Analysis Results

In this part of the study, the subjects; Findings such as the percentage ratio were evaluated by performing frequency analyzes regarding the data showing the gender, age and which grade of students.

55% of the 349 students participating in the study are male and 45% are female students. The number and ratio of male students is higher than that of female students.

The students participating in the research are between the ages of 14 and 18. The least participation in the study is from 14-year-old students with 6%, while the highest participation is from students aged 17 at 28%.

According to the results of the research, the lowest number of students is 67 people and 19% are first year students, and the highest number of students is 102 students and 29% is fourth class. Fourth grade students mostly participated in the research.

3.2.3. Comparison between Demographics and Reputation

No statistically significant difference could be found between students' gender and reputation scores. Therefore, the results were not included in the study.

Table 2. Anova Test Results for Students' Age and Reputation Scores

		N	Average	Std. Deviation		ss	df	ms	f	p
Total reputation score	14	20	90.50	23.99	Between group	6039.871	4	1509.968	2.994	.019
	15	66	81.42	23.59	Within group	173467.361	344	504.266		
	16	96	83.02	22.38	Total	179507.232	348			
	17	97	88.23	21.07						
	18	70	92.56	22.90						
	Total	349	86.51	22.71						
Emotional Appeal	14	20	24.75	6.46	Between group	426.375	4	106.594	2.745	.028
	15	66	22.27	6.35	Within group	13358.410	344	38.833		
	16	96	22.61	6.37	Total	13784.785	348			
	17	97	24.38	5.87						
	18	70	24.97	6.35						
	Total	349	23.64	6.29						
Financial Performance	14	20	17.30	4.91	Between group	186.669	4	46.667	2.179	.071
	15	66	15.15	5.04	Within group	7366.139	344	21.413		
	16	96	15.76	4.59	Total	7552.808	348			
	17	97	16.68	4.38						
	18	70	17.04	4.52						
	Total	349	16.25	4.66						
Products and Services	14	20	17.50	5.03	Between group	276.813	4	69.203	2.838	.024
	15	66	15.52	5.30	Within group	8388.826	344	24.386		
	16	96	15.73	4.84	Total	8665.639	348			
	17	97	16.35	4.97						
	18	70	17.90	4.64						
	Total	349	16.40	4.99						

		N	Average	Std. Deviation		ss	df	ms	f	p
Workplace Environment	14	20	13.55	4.16	Between group	191.511	4	47.878	3.203	.013
	15	66	11.94	3.90	Within group	5142.386	344	14.949		
	16	96	12.49	3.62	Total	5333.897	348			
	17	97	13.29	3.72						
	18	70	14.06	4.25						
	Total	349	12.98	3.92						
Vision and Leadership	14	20	6.85	2.30	Between group	45.529	4	11.382	2.534	.040
	15	66	6.59	2.35	Within group	1545.239	344	4.492		
	16	96	6.72	2.29	Total	1590.768	348			
	17	97	7.05	1.76						
	18	70	7.61	2.05						
	Total	349	6.97	2.14						
Social responsibility	14	20	10.55	2.54	Between group	76.907	4	19.227	1.976	.098
	15	66	9.95	3.26	Within group	3347.775	344	9.732		
	16	96	9.71	3.14	Total	3424.682	348			
	17	97	10.47	2.89						
	18	70	10.97	3.39						
	Total	349	10.27	3.14						

There is a statistically significant difference between the ages of students and their reputation scores ($p < 0.10$).

The group with the highest average in total reputation is the 18-year-old students with an average of 92.56. The lowest group is 15-year-old students with an average of 81.42.

Only students aged 14 in the financial performance component constitute the highest group in terms of average reputation score. In all other components, 18-year-old students had the highest average. 15-year-old students constitute the lowest group in all components. Only in the social responsibility component, 16-year-old students constitute the lowest group.

Table 3. Anova Test Results for Students' Class and Reputation Scores

		N	Average	Std. Deviation	ss	df	ms	f	p
Total reputation score	1. Class	67	83.04	24.65	3871.662	3	1290.554	2.535	.057
	2. Class	83	84.00	21.92	175635.570	345	509.089		
	3. Class	97	85.84	22.06	179507.232	348			
	4. Class	102	91.46	22.12					
	Total	349	86.51	22.71					
Emotional Appeal	1. Class	67	22.79	6.55	254.389	3	84.796	2.162	.092
	2. Class	83	22.88	6.18	13530.396	345	39.219		
	3. Class	97	23.56	6.35	13784.785	348			
	4. Class	102	24.88	6.04					
	Total	349	23.64	6.29					
Financial Performance	1. Class	67	15.75	5.17	93.593	3	31.198	1.443	.230
	2. Class	83	15.80	4.52	7459.215	345	21.621		
	3. Class	97	16.18	4.66	7552.808	348			
	4. Class	102	17.01	4.38					
	Total	349	16.25	4.66					
Products and Services	1. Class	67	15.82	5.34	219.952	3	73.317	2.995	.031
	2. Class	83	16.25	5.06	8445.687	345	24.480		
	3. Class	97	15.67	4.76	8665.639	348			
	4. Class	102	17.59	4.76					
	Total	349	16.40	4.99					
Workplace Environment	1. Class	67	12.15	4.18	108.499	3	36.166	2.388	.069
	2. Class	83	12.60	3.71	5225.398	345	15.146		
	3. Class	97	13.18	3.46	5333.897	348			
	4. Class	102	13.66	4.21					
	Total	349	12.98	3.92					
Vision and Leadership	1. Class	67	6.61	2.31	34.524	3	11.508	2.551	.056
	2. Class	83	6.69	2.28	1556.244	345	4.511		
	3. Class	97	7.02	2.07	1590.768	348			
	4. Class	102	7.40	1.90					
	Total	349	6.97	2.14					
Social responsibility	1. Class	67	9.93	3.17	71.040	3	23.680	2.436	.065
	2. Class	83	9.78	3.14	3353.642	345	9.721		
	3. Class	97	10.24	2.97	3424.682	348			
	4. Class	102	10.92	3.20					
	Total	349	10.27	3.14					

There is a significant difference at the statistical significance level of 5% between students' classes and only the total reputation score of products and services, and 10% between the other components and their total reputation score. No statistically significant difference was found between the classes of students and their financial performance reputation scores ($p > 0.10$).

In total reputation and in all components, 4th graders constitute the highest group in average reputation score. 3rd grade students with an average of 15.67 in the products and services component, and the students in the second grade with an average of 9.78 in the social responsibility component are the lowest group. In all the remaining components, 1st grade students constitute the lowest group.

Table 4. Results of Correlation Analysis Between Reputation Scores and Components

	Emotional Appeal	Financial Performance	Products and Services	Workplace Environment	Vision and Leadership	Social responsibility	Total reputation score
Emotional Appeal	1						
Financial Performance	,868	1					
Products and Services	,855	,843	1				
Workplace Environment	,811	,773	,808	1			
Vision and Leadership	,763	,715	,671	,682	1		
Social responsibility	,754	,710	,759	,737	,677	1	
Total reputation score	,953	,924	,932	,894	,805	,847	1
Correlation is significant at the 0.01 level							

First of all, the relationship between variables was examined by correlation analysis. It was determined that there is a statistically significant positive correlation between reputation scores. It was determined that the sub-dimension most associated with the total reputation score was the emotional attraction score ($r = 0.95$). In addition, in terms of sub-dimensions, the relationship between emotional appeal score and financial performance score is stronger than others.

4. Conclusion

Reputation, which has a very important place for every institution and organization, is of great importance among schools that are an educational institution. As in other institutions and organizations, corporate reputation in schools is related to the perception that the school leaves on and around its stakeholders and in the society. Reputation in the school is the sum of the internal and external stakeholders of the school and the society's perceptions about the school.

Today, as in every field, innovations and changes in technology continue at full speed. Due to these innovations and changes, there is a great competition in the education world, especially in private schools, as in all institutions and organizations. In order to survive in this competitive environment in private schools, it must establish a strong reputation and ensure its continuity.

While no statistically significant difference was found between students' gender and reputation scores, there was a statistically significant difference between their age and grade and their reputation scores. In addition, a positive statistically significant relationship was found between reputation scores. It was determined that the sub-dimension most associated with the total reputation score was the emotional attraction score ($r = 0.95$). In addition, in terms of sub-dimensions, it is observed that the relationship between emotional attraction score and financial performance score is stronger than others.

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