

**AN INVESTIGATION INTO HOW REPUTATIONAL MANAGEMENT
COULD BE USED TO PROMOTE THE IMAGE OF BASIC EDUCATION
IN UTHUNGULU**

By

Avashni Reddy Moonasamy (206000010)

A thesis submitted to the Faculty of Arts in fulfilment of the requirements for the degree of
Doctor of Philosophy in the Department of
Communication Science at the University of Zululand

Supervisor: Professor H Rugbeer

Co-supervisor: Doctor GM Naidoo

Date submitted: 2016

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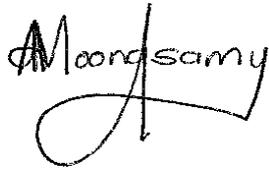
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DECLARATION

I, Reddy Moonasamy Avashni, declare that this thesis: *An investigation into how reputational management could be used to promote the image of basic education in uThungulu* is my original work. All sources contained herein, have been indicated and acknowledged by means of complete references. No person has been quoted without their permission. Respondents' privacy has been respected. Proper acknowledgement is given to authors for the use of their work. I have not submitted this dissertation to any other institution of higher education to obtain an academic qualification.



Avashni Reddy Moonasamy

Date

ABSTRACT

An investigation into how reputational management could be used to promote the image of basic education in uThungulu

Avashni Reddy Moonasamy

The South African education system requires urgent intervention to improve the quality of its tarnished image. The Department of Basic Education has been criticised and referred to as a national catastrophe which is characterised by pockets of disasters by Basic Education Minister Angie Motshekga. There are numerous challenges and crises which diminish the image of the Department of Basic Education. The media has further influenced the negative perception by stakeholders of the education system leaving the reputation of the Department of Basic Education and local schools tarnished. This thesis examines how reputational management could be used to promote the image of basic education in uThungulu. The first part of the study reviews literature on reputation management, media effects, crisis management, challenges and strategies for reputation management. Subsequent chapters describe the construction of a survey instrument employed to measure and evaluate the relevance of reputation management at public schools. A questionnaire was used to glean information about impact of utilising reputation management to improve Basic Education. Staff from the uThungulu district municipality, as well as, members of the local community responded to the questionnaire. MoonStats was used to organise data from the questionnaire into logical, sequential and meaningful categories. Further, MoonStats and Excel assisted in generating descriptive statistics, graphs and bivariate statistics which made it easier to compare variables. Penultimate chapters blend the insights gained from the literature review to interpret the results obtained through the study. Among other issues, it was interesting to note both sample groups agreed that local schools and the Department of Basic Education are faced with numerous crises and challenges which diminishes its reputation, therefore, it was recommended that the implementation of effective reputational management communication strategies will actively address these issues and restore a positive image within the Department of Basic Education.

DEDICATION

The efforts of this study are dedicated to my family.

ACKNOWLEDGMENTS

This dissertation could not have been completed without the great support that I have received from so many people. I wish to offer my most heartfelt thanks to the following people:

- Professor H. Rugbeer, who has been the ideal mentor and supervisor. His astute advice, judicious criticisms and encouragements aided the writing of this thesis.
- Dr. G.M. Naidoo for his insightful comments and encouragement.
- To my Mom and Dad. You have encouraged my academic interests from day one and supported me in all my pursuits.
- My family whose dedicated support of this project was greatly needed and deeply appreciated.
- To the KZN Provincial Department of Basic Education, for granting me permission to carry out my research.
- To my study participants, this dissertation could not have been completed without your participation.
- Finally, to my loving, encouraging and patient husband Sashin whose faithful support played an instrumental role in edging me on. Thank you for being my pillar of strength and motivation along this journey that began a decade ago.

WRITING CONVENTIONS

- The following conventions are used in this study:
- The abbreviated Harvard style of referencing in this study, for example, Doorley and Garcia (2015:18), meaning Doorley and Garcia 2015, page 18.
- Illustrative tables and figures are all given as Figures 1 – 40 and Tables 1 – 4 in their chronological sequence of appearance.
- Relevant material relating to investigate the relevance of social media at public schools. Such website addresses are included in the dissertation, both for verification and for acknowledgement of the source information. An example of a typical website is: www.ffc.co.za/.../333-chapter2financingeducationandachievingpolicygoals
- The World Wide Web (www) is transient and ever changing, Therefore, one should expect that websites from which information is gathered will be offline or may alter the contents of the website over a period of time.
- In instances where the electronic document has been downloaded from a website, the author is given, followed by the year as in Motau (2010).

ACROYNYS

- DBE Department of Basic Education
- MR Media Relations
- CR Corporate Reputation
- TRM Total Reputation Management
- CSR Corporate Social Responsibility
- OECD Organisation for Economic Co-operation and Development
- NAE National Agency for Education
- U&G Uses and Gratification

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ORIENTATION

INTRODUCTION

Reputational Management is the function of the *Public Relations* sector of an organisation. *Public Relations* is a sub-component of the field of *Communication Science*. Most public or non-profit organisations such as educational institutions, health institutions and social institutions have excellent in-house skills in terms of their field of expertise; however, important interfaces such as communication strategies (and its related genres) are omitted (or limited) from its operational strategy. The absence of these important interfaces cause the institutions to malfunction even in the presence of the best in-house expertise. Communication is the glue that binds together the various components of an organisation, enabling interaction with its agents, its customers and the broader public (Barker and Angelopulo, 2005:03). When the communication strategy of any organisation is well managed and implemented, even the worst organisations survive in times of turmoil. For example: One can prepare the best food with the intention of selling it but if it is not communicated well, the public is not likely to buy the food. Often products that are well advertised and where the communication aspects of operations are well managed, those are the products customers buy even if they are not the best quality.

Reputational Management is the process of understanding or influencing a business's reputation and taking steps to ensure that the consensus of the public's perceptions is in line with the organisation's goals (Business Dictionary, 2013). Reputation Management and while it was initially considered to be a PR function, it is now become the responsibility of the entire institution. In my opinion, I still think that PR practitioners are the people that are in the position to initiate and inspire others departments and employees to manage the reputation of a company. In summary, PR ought to initiate and oversee the project of Reputation Management which must include all employees. Usually the traditional gatekeepers of organisational reputation, public relations practitioners must be actively involved in the development of a brand and message strategy as well as ongoing, day-to-day reputation management both online and off (Davis, 2015). This study delves into the effective application of reputational management in the basic education climate with the view to providing a solution to the many problems which plague this sector of the public.

LITERATURE REVIEW

Farr (2013:08) stresses that authentic and robust reputation management services allow companies to protect and leverage their reputation strengths as a differentiator to give them competitive advantage and ensure their profitable sustainability, based on stakeholder trust and loyalty. Managing a reputation should not only focus on publicity, public relations and crisis management but keep in mind the company's responsibility, ethics and integrity. Companies need to understand that their success depends on the well-being of the environment and the welfare of communities in which it operates.

Many parents are focusing on the need to provide their children with quality education so that they are better equipped to compete in today's daunting work environment. There is also increasing recognition that education has a key role to play in South Africa's future prosperity. Gillingham (2012) asserts that South Africa's world ranking in terms of quality of education does not paint a very positive image about this country. South Africa is ranked 136th out of 205 countries in terms of the number of people (15 years and older) who can read and write.

South Africa needs to educate its children. Gillingham (2012) declares that education is vital to ensure we have the qualified people needed to build our economy. Education aids in nation building, this includes state efforts to teach children about African heroes and Africa's contributions to world history and culture. Education is largely an investment in the future with an average return of investment after nine to 15 years or more (Daniels, 2014:19).

Pipino (2012) states that the South African educational system still faces many obstacles; it is difficult for educators and administrators to find a balance between English, Afrikaans, and the tribal language of the region when teaching students. The poor standards of teaching and learning have also been exacerbated by many under-qualified or unqualified teachers who teach in overcrowded and ill-equipped classrooms with severely limited resources (Mji and Makgato, 2006:253). It is imperative for an educational institution to lay a positive foundation to develop and sustain positive relationships with all stakeholders dealing with the organisation. Daniels (2014:19) asserts that 20 years into our constitutional democracy and the independent ex-model C schooling sub-system has failed South Africa dismally. Birdsall (2005:66) affirms that parents who are well informed on policies and resource allocation in the education sector, and involved in decision making regarding their children can exert considerable solutions to the challenges in the education system.

All organisations have a reputation, whether it is good or bad. Reputational management is important as it affects the image of the organisation. The FW de Klerk Foundation (2012) stated that education in South Africa is in serious trouble, poor education lies at the root of most of South Africa's problems, including unemployment, poverty and inequality. A dramatic improvement in education is desperately needed in South Africa. Education was universally accepted as a catalyst for economic and human growth and was a fundamental human right that affected democracy and political stability (Baloyi, 2012).

Tate (2013) argues that the reputation of any organisation is significantly important to achieve success. South Africa's education system was ranked 133rd out of 142 countries in the world by the World Economic Forum. One of the main factors determining success or failure was the quality of teachers and principals (Baloyi, 2012). The Sunday Independent (2013) reported that the problem is management, competence, corruption, coordination and will.

The Annual National Assessments (ANA) show that children in the early grades can hardly read or count, resulting in the struggle with the high-level skills a developing nation needs. Every day brings a new scandal: textbooks in Limpopo, toilets and temporary teachers in the Eastern Cape (The Sunday Independent, 2013) and so forth.

Basic Education's 'challenges' show government has allocated only 50% of its budget needed to supply all pupils with books in all subjects. The fact that KwaZulu Natal's most severe shortage was in grades where the Curriculum and Assessment Policy Statement (CAPS) had been implemented this year (grade four, grade five, grade six and grade eleven), suggested that the National Department had failed to plan properly in its rush to implement the new curriculum (Nkosi, 2013).

Organisations have come to realise that reputation is an asset that needs to be managed proactively. Schultz and Werner (2005) suggest that these organisations have realised that the scrutiny under which business operates today and the amount of information in the hands of consumers and other members of the public, make reputation a vital asset, and in some industries, the most important asset.

The development and maintenance of reputation is based on numerous relationships with internal and external stakeholders, so relationship management as a new paradigm of public relations can be aligned with reputation management (Kitchen and Watson, 2010). In today's globalised economy, organisations that want to remain competitive need to ensure they are

viewed as highly reputable. This is vital to ensure the ongoing goal accomplishment of an organisation. Kalicharan (2012) asserts that a company's reputation is one of the most important aspects for any organisation; if it is damaged, it stands to lose in many ways; it should thus be guarded. Losing the reputation of an educational institution like schools has dire consequences, therefore, reputation management can be utilised as a component of school management. Schultz and Werner (2005) assert that reputation is very significant for service organisations such as educational institutions as the primary goal of any school is to educate its learners and develop their behaviour.

With the rapid advancement of technology, it is essential for service organisations such as schools to develop considerable online presence. Gullan (2012) asserts that in today's Internet age consumers are empowered with information and have the tools to spread their opinions faster, which left unchecked can cause immense damage to a brand's reputation in a few hours. It is therefore, important to monitor online platforms closely and respond accordingly. Over the past few years, social media has transformed into a critical route to reach new families. Parents and teenagers are all online, and nowadays expect to be engaged. Therefore, schools can utilise the power of social media to assist with school management. The use of online tools for crisis prevention and management will expand dramatically (Bernstein, 2002). Many service organisations have also been quick to harness the potential of social media sites to promote positive images of their organisation online. However, reputations can quickly be ruined by only a few negative reviews; this has led to many organisations to understand the importance of reputation management (Tate, 2013). Therefore, reputation communication is vital to safeguard organisations from negative and defamatory content and try to control what stakeholders see. Reputation Matters (2013) stresses that organisations that underestimate the power of social media and their companies' reputation on the Internet, may be at risk of permanently damaging the impeccable reputation that took the company years to build up and maintain.

Media frenzies only require one or two negative comments to permanently tarnish an organisation's reputation. The Department of Basic Education has been receiving bad publicity with negative media reports of local schools as indicated below.

- Jolly (2015) states that the KwaZulu-Natal Department of Education has confirmed that Indundubala Secondary School in Mbazwana, near Sodwana Bay, is one of the schools currently being investigated in the matric cheating scandal.

- The DA has laid a charge of violating the rights of children against KZN Education MEC, Peggy Nkonyeni, after visiting eMlokothwa High School in Nongoma. According to Bentley (2015) the party also intends reporting the appalling circumstances to the Human Rights Commission. They found that despite this school being ranked Quintile 4, with day scholar fees at just over R1 000 per annum and R9 000 for boarders, the pupils are learning and living in disgusting and inhumane conditions.
- Only six public schools in the uThungulu District can boast a 100% matric pass rate for 2014, overall, KZN recorded the biggest fall in matric pass rates in South Africa (Moorcroft, 2015). About 150 school principals in the Uthungulu district have been charged for allegedly inflating pupil numbers, costing the education department hundreds of millions of rands (Ndaliso, 2015).

An organisation must therefore, have some sort of public relations, media communication or crisis management plan in place to respond appropriately in these situations (Reputation Matters, 2013). The media also play a pivotal role in how organisations are perceived by stakeholders. Kitchen and Watson (2010) asserts that it is therefore, important to evaluate what employees and stakeholders such as the media say about the organisation, if we want to protect and build our organisation's reputation we must influence this process.

The Department of Basic Education needs to ensure they have key contacts in various media to assist with projecting a positive company image and for easier dissemination of information, especially during a crisis. Schultz and Werner (2005) state that if an organisation is worthy of its reputation and is interested in maintaining its credibility, then crisis management preparations are an absolute necessity.

The Department of Basic Education should also follow ethical practices to maintain a good reputation and avoid scandals and bad publicity. Ethics refers to the study of moral principles or values that determine whether conduct or actions are right or wrong, although most people have a fair idea of what is regarded as ethical or not, many grey areas exist that could potentially cause conflict (Schultz *et al.*, 2003:29). The following chapter's makeup the literature review:

- Reputation management
- The media and its impact on an organisation's reputation

- Crisis Management in Basic Education
- Challenges of reputation management in Basic Education
- Strategies for reputation management programmes
- Organisational reputation management success in Canada, Sweden and Switzerland

PROBLEM STATEMENT

The Department of Basic Education has been plagued with numerous crises and challenges which has tarnished its image. An urgent intervention is required to rebuild and regain a positive reputation. This study is necessary as an insight into what problems the Department of Basic Education faces can aid in the development and implementation of strategies to address these challenges. Minister of Basic Education, Angie Motshekga and Deputy President Kgalema Motlanthe launched the National Education Collaboration Trust (NECT) and the National Education Council (NEC) which ‘spells out the priorities for action’ for improvement (The Sunday Independent, 2013). Its four key areas for intervention are human capacity, school management, district support, and results-oriented mutual accountability between schools and communities. Reputation management is achieved through positive communication and the way in which the company’s brand is presented to and perceived by all the stakeholders. There are numerous strategies and procedures organisations can adopt to manage their reputation. For a company to build trust with their stakeholders the organisation needs to be sincere, responsible, dependable and can communicate effectively with all stakeholders on all levels in good times and bad times (Reputation Matters, 2013). This study will examine how reputational management could be used in promoting the image of basic education in uThungulu. Therefore, the core question of this research is:

How can reputational management aid in promoting the image of basic education in uThungulu?

OBJECTIVES OF STUDY

- To determine whether the Department of Basic Education has any reputational management plans or policies in place.
- To examine what crises and challenges are faced by the Department of Basic Education about reputation management.
- To determine how the media affects the reputation of the Department of Basic Education.

RESEARCH QUESTIONS

1. Does the Department of Basic Education utilise reputational management plans and policies?
2. What crises and challenges does the Department of Basic Education face that affects its reputation?
3. How does the media affect the reputation of the Department of Basic Education?

INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study will aid in equipping the basic education sector with possible ways of effectively managing its reputation as to influence a positive brand. Schultz and Werner (2005) accentuate that building a reputation, sustaining a reputation, and protecting a reputation have different objectives and each require different techniques and capabilities. We should judge our education system on the capability of the education system to produce innovative and creative youngsters, who are equipped to be gainfully employed, with or without further training, in a profession or a trade, or in companies that they have created for themselves (Andrew, 2013). Hence it is important to adequately equip the basic education sector with the correct reputation communication strategies to ensure optimum exposure.

Developing the surrounding communities also aids in promoting more educated and skilled workforce to sustain a positive reputation. Therefore, this study aims to promote the image of basic education in uThungulu by utilising reputational management.

RESEARCH METHODOLOGY

The research utilises a mixed methods approach. Questionnaires will be administered to staff in the Department of Basic Education and local community members within the uThungulu area. Respondents will have an option to complete a self-administered questionnaire or a questionnaire administered by the interviewer. The Stakeholder's theory as well as the Uses and Gratification theory will be used to conceptualise this study. The philosophical approach for this study is constructivism. Machenzie and Knipe (2006:03) assert that:

The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (mixed methods). Quantitative data may be utilised in a way, which supports or expands upon qualitative data and effectively deepens the description.

Chapter 9 provides a detailed explanation of the research methodology.

ETHICAL CONSIDERATIONS

It is important that the research is conducted in an ethical manner to maintain credibility. Prior to conducting the actual research, the researcher applied to the Ethics Committee of the University of Zululand to get an ethical clearance. Kindly refer to annexure H to view the ethical clearance certificate. Ogletree and Kawulich (2012:68) assert that the guiding principle of informed consent is an individual's personal right to agree to participate in a research study after fully understanding the total research process and consequences. A letter of consent was sent from the researcher to the respondents explaining the research project. This letter was accompanied by a statement to be signed by each participant indicating that they understand the nature of the research. Respondents were informed that participation is voluntary, and that they may withdraw from the project at any time. Participants will not be discriminated against and all relevant parties will be given an opportunity to participate in the research. In disseminating data, anonymity and privacy will be observed.

LIMITATIONS OF THE STUDY

In this study the following limitations have been identified:

- There could be a sense of biasness by the respondents which could impact the responses and not be a true reflection of how they view the Department of Basic Education.
- Delays and deviations from the schedule were experienced due to unforeseen circumstances. Extra time has been allocated to compensate for these unforeseen delays.

CONCLUSION

This chapter provided an overview as to why this research was undertaken along with the research methodology utilised to gain a better understanding of the research problem. This study presents a discussion on the role of reputation management and its effectiveness in aiding and building the image of the basic education sector of South Africa. In the next chapter the research will outline reputation management and King III governance in an organisation.

Chapter 2

REPUTATION MANAGEMENT

INTRODUCTION

The previous chapter provided an overview of the research undertaken. This chapter deals with matters relating to reputation management and its impact on organisations, especially in the education sector. Schultz and Werner (2005) suggest that reputation entails two main components, namely:

- Perception: how the company is perceived by all stakeholders; and
- Reality: the truth about a company's policies, practices, procedures, systems and performance.

Perception is thus closely related to the image that a company projects. Kitchen and Watson (2010) assert that reputation was, is, and always will be of immense importance to organisations, whether commercial, governmental or not-for-profit. To reach their goals, stay competitive and prosper, good reputation paves the organisational path to acceptance and approval by stakeholders. Even organisations operating in difficult ethical environments need to sustain a positive reputation where possible.

DEFINING REPUTATION MANAGEMENT

Dictionary definitions of reputation, while normally focused on individuals, give strong indications of the elements that are relevant to organisations. Examples include: The beliefs or opinions that are generally held to someone or something or a widespread belief that someone or something has a characteristic (Oxford English Dictionary, 2009). Reputation can also refer to the overall quality or character as seen or judged by people in general or a place in public esteem (Merriam-Webster, 2009). As highlighted in chapter one Reputational Management is the function of the Public Relations sector of an organisation, which is a sub-component of the field of Communication Science. Under increasing pressure organisations are required to uphold a positive reputation, which is a fundamental function of Public Relations. This is to ensure effective communication and brand awareness amongst all stakeholders within the organisation.

Reputation refers to the general identity of an institution and image refers to the total perceptions, thus, positive and negative thoughts of both internal and external stakeholders related to an organisation (Karakose, 2008:1). In the corporate world, reputation is a major

element of an organisation’s provenance alongside and included in financial performance and innovation. Reputation can be viewed as the net perception of a company’s ability to meet the expectations of all its stakeholders (Fombrun, 1996:37). Blackstad and Cooper (1995:12) add that a reputation is a snapshot that reconciles the multiple images of an organisation held by all its constituencies, showcasing the overall attractiveness of the company to stakeholders. It is also linked to the organisation’s identity, performance and the way others respond to its behaviour. Kitchen and Watson (2010) state that reputation relates to leadership, management and organisational operations; the quality of products and services; and – crucially – relationships with stakeholders. It is also connected to communication activities and feedback mechanisms.

Marconi (2001:20) suggests that reputation is an opinion, a social evaluation of the public towards a person, a group of people, or organisation. Corporate reputation is a term that encompasses all the different perceptions that the stakeholders have come up with to give an overall view of the organisation; reputation incorporates the performance of the organisation, the behaviour of its management and employees, the communication efforts of the organisation and the stakeholders’ perceptions (Fourie, 2014:154).

These three terms are sometimes used interchangeably – brand and image; image and reputation. Argenti and Druckenmiller (2004:369) proposed a taxonomy of questions which simplifies the differences between these terms.

Term	Question
Identity	Who are you?
Corporate brand	Who do you say you are and want to be?
Image	What do stakeholders think of who you are and who you tell them you are?
Reputation	What do all the stakeholders think of who you tell them you are and what you have done?

Table 1: Taxonomy to simplify the definition of reputation

Source: Argenti and Druckenmiller (2004:369)

Consequently, the primary (and important) difference between image and reputation is that reputation is a two-way relationship with stakeholders and thus opens to managerial

intervention. Davies *et al.*, (2003:25-26) explains that identity is concerned with how an organisation appears to internal stakeholders which are classified as educators, learners, administrators and other employees employed at a school. Bennett and Rentschler (2003) suggest that reputation refers to value judgements among the public about the school's qualities, such as consistency, trustworthiness and reliability.

Bennett and Rentschler (2003) assert that a reliable and consistent harmony between these elements strengthen corporate reputation. Reputation is very important for educational institutions as the primary goal of any school is to educate its learners and develop their behaviour (Schultz and Werner, 2005). The learner's wellbeing and development depends on the quality of service they receive in a school (Bennett and Rentschler, 2003).

There is a growing recognition among both academics and educational practitioners that a school's reputation is becoming increasingly important (Nakra, 2001). Schools are identified, in part by their reputation, which requires managerial consideration.

Dalton (2005) describes reputation as the sum values that stakeholders attribute to an organisation, based on their perception and interpretation of the image that the organisation communicates over time. Doorley and Garcia (2006:672) imply that a school's reputation as understood by a range of stakeholders is critical because it positively influences stakeholder's attitudes towards the school.

IMPORTANCE OF REPUTATION MANAGEMENT IN AN ORGANISATION

Schultz and Werner (2005) state that the objective of reputation management consulting is to:

- Maintain a favourable reputation in the workplace and marketplace;
- Enhance and build the organisation's good name and reputation;
- Establish acceptable practices, policies, procedures, systems and standards that will avoid damage to the organisation's reputation;
- Establish guidelines for dealing with situations where the company's reputation has been tarnished; and
- Prepare and equip the management team to take full responsibility for managing the company's reputation.

Whetten and Mackey (2002:394) declare that a single event or occurrence on its own will rarely threaten a school's reputation but the one that continues over a period becomes disastrous. Conflict, the collapse of the culture of Teaching and Learning and bad media reports are some of the factors contributing to a school's bad reputation. Ways to reduce violence in schools are often promoted through conflict resolution and peer mediation programmes (Hanson and Childs, 1998:15). The Culture of Learning and Teaching (COLT) refers to the attitude of all the role players towards quality pedagogics at a school (Van der Berg and Burger, 2002).

A reputation provides an organisation with an advantage that is of a competitive nature. Roper and Fill (2012:09) advise that an organisation's value for its long-term investment, for example a service institution such as the Department of Basic Education is often itself a marker of its reputation. A positive reputation's benefits are evident: positive reputation leads to increased favourability, better relationships with media and better support in a crisis. Reputation's potential to impact one's success and its dynamic nature suggests necessity to consider reputation as a valuable resource.

Fourie (2014:155-156) asserts that the importance of building a positive reputation in the minds of stakeholders brings the following specific advantages to an organisation:

- Attracts staff, customers, suppliers and investors.
- Makes all stakeholders more forgiving.
- May support higher margins.
- May encourage employees to work harder.
- Supports the share price.
- Increases strategic options, such as alliances.
- Helps influence government and media.
- Provides a basis for competitive advantage.

Corporate reputation may also be a critical factor in responding to a crisis (Schnietz and Epstein, 2005). Recovering a reputation is more difficult than building and maintaining it, hence corporate management should be considered as a priority by management (Roper and Fill, 2012:09).

Further, Roper and Fill (2012:11) avers that service institutions should restrict and reduce friction with stakeholders to maintain a good reputation. If the Department of Basic Education (DBE) can maintain its reputation amidst negativity and help create a positive impression to

stakeholders of what services are on offer, then they will clearly be in a stronger position Bromley (2000) talks of three levels of processing information that aids in forming impressions of an organisation:

- Information processing at a primary level which is based on personal experience.
- Information processing at a secondary level which is based on what friends and colleagues say about an organisation.
- Information processing at a tertiary level which is based on mass media information.

The primary level has the strongest effect but is relatively minor as compared to information provided by the secondary and tertiary level sources. Think about the way in which society perceives service delivery at public schools in South Africa, these opinions are usually based on information received from others and the mass media.

Bromley's (2000) explanation suggests that trust will play differing roles in reputation building depending on the method of transmission of information. Information can be gathered via direct interaction, second-hand knowledge from the third party who could be more knowledgeable or the information received from the media which is perceived and interpreted.

Therefore, the overall stock of information held about an organisation forms the reputation, leading to the belief that a satisfactory interaction can be overlooked if the brand and its reputation are seen positively (Bromley, 2000).

IMPACT OF REPUTATION MANAGEMENT

Public Relations must ensure that the organisation is getting credit for the good it does. Great reputations are built on doing this consistently over a period in which a track record of delivering on promises and engendering trust is evident to everyone. All members of an organisation have a contribution to make to building and sustaining reputation (Murray and White, 2004:10). Strong organisational values, organisational culture and their positive impact on reputation are emphasised (Davies *et al.*, 2003:26).

Doorley and Garcia (2012:03) asserts that companies with more favourable reputations attract more and better candidates for employment, pay less for supplies, gain essentially free press coverage that is worth as much, if not more than advertising, and accrue other benefits that contribute to profits. Creating a favourable reputation should not be a stand-alone objective of

an organisation but the very means by which an organisation develops and flourishes (Van Reil and Fombrun, 2007).

Murray and White (2004:10) also point to relationship management as being ‘at the heart of creating, enhancing and retaining a good reputation’. They see strong communication performance by organisational leaders and effective feedback mechanisms from stakeholders as essential for articulating relevant messages and making better-informed decisions that retain the support of stakeholders. A corporate reputation that will be favourable can be achieved by competing successfully in the marketplace, achieving a familiar and positive image, building an ethical and high-performance work culture, and communicating widely with various stakeholders (Deephouse, 2000).

Doorley and Garcia (2012:03) state that just as people develop social capital that helps them build relationships and careers, corporations and other organisations develop reputational capital that helps them build relationships and grow their organisations. According to Gray and Balmer (1998) organisational reputation encompasses all the visual, verbal and behavioural elements of an organisation or a person. Image and reputation are driven by both internal and external factors.

Fombrun (1996) makes a distinction between image and reputation when he describes an organisation’s reputation as the sum of various stakeholders’ images of the organisation. Organisations should never believe that they have only one image.

In fact, they have as many images as they have stakeholders since they are dependent on maintaining their relationship with the stakeholder’s.

To be able to manage corporate reputations it must be measured in considering all stakeholders. The biggest hurdle in making the case for building, maintaining and managing reputation is how to measure it effectively (Larkin, 2003:05).

A multidimensional standardised measurement method to investigate corporate reputation is available in the form of the Reputation Quotient (RQ) developed by Charles J. Fombrun (Reputation Institute) and the market research institute Harris Interactive (Moleleki, 2012). This method enables the identification of critical success factors for corporate reputation from the points of view of different stakeholder groups (see figure 1).

The corporate reputation quotient model is a comprehensive measuring method of capturing the perceptions of stakeholders. Respondents are asked to estimate 20 attributes in six key dimensions (see Figure 2). These attribute values are then condensed to a reputation value via various factors. Maintaining a strong and positive view of reputation is incredibly important to organisations as the support of the stakeholders can make or break the business.



Figure 1: The Corporate Reputation Quotient by Harris-Fombrun
Source: Weiss (2008)

Emotional Appeal	<ul style="list-style-type: none"> • good feeling about the company • admire and respect the company • trust the company
Products & Services	<ul style="list-style-type: none"> • stands behind products/services • offers high quality products/services • develops innovative products/services • offers products/services that are good value
Vision & Leadership	<ul style="list-style-type: none"> • has excellent leadership • has a clear vision for the future • recognizes/takes advantage of market opportunities
Workplace Environment	<ul style="list-style-type: none"> • is well managed • looks like a good company to work for • looks like it has good employees
Financial Performance	<ul style="list-style-type: none"> • record of profitability • looks like a low risk investment • strong prospects for future growth • tends to outperform its competitors
Social Responsibility	<ul style="list-style-type: none"> • supports good causes • environmentally responsible • treats people well

*Figure 2: The Corporate Reputation Quotient – 6 categories and 20 attributes
Source: Dörr (2012)*

Educational institutions, specifically in South Africa, are experiencing a growing need for reputation management because schools must deal with marketing the organisation (Botha *et al.*, 2013:05). The South African Quality Institute (2013) concedes that a school striving to have a good reputation manages these three categories:

- **Building:** A school doesn't simply have a good reputation from the outset. It builds it through criteria such as the behaviour of the learners, the dedication of the staff and achievements both in- and outside the classroom.
- **Maintaining:** Once the school has a good reputation, it works hard at maintaining it.
- **Controlling damage:** Even the very best schools will have incidents which can damage their reputation. Newspapers, radio stations and TV channels seem to sensationalise school scandals. There might be a shooting or stabbing incident amongst learners; a teacher attacked with a broom by a learner or a punch-up after an inter-school rugby match. When such incidents occur, the quality school acts decisively and promptly to control the reputation damage.

The idea of marketing schools is relatively new to most state schools, although this has been a practice exercised by private schools for many years. Until the introduction of the South African Schools Act in 1996, parents had little say in the running and choice of schools a child could attend, except in some urban areas. This all changed when schools became open to accept students irrespective of race, religion or cultural affiliation and when parents, through representation on the governing school bodies, acquired a say in the governance and funding of public schools (Botha *et al.*, 2013:383).

Parents and students suddenly realised they could select schools they would like to attend; this is when schools discovered that their reputation mattered. According to The South African Quality Institute (2013) the nine Reputation Index qualities and their applicability to a school are:

- **Products and services:** A quality school will give learners a sound education both inside and outside the classroom. The whole staff will be competent, dedicated, hard-working and focussed.
- **Financial performance:** All public and most private schools are non-profit-making institutions. Any surplus funds are kept for future use by the school. Yet every reputable school and organisation have sound financial management. Money is used ethically, sensibly and in full compliance with the law.
- **Governance:** Sound governance in the form of a board of directors or governors and senior management teams ensures that a good reputation is maintained. Decisions taken are democratically agreed on but assertively implemented. The principle of never-ending, continuous improvement underpins the organisation.
- **Communication:** The organisation works hard at keeping everyone 'in the picture' and fully informed as to what is going on. There is frequent communication to all the stakeholders – the learners, parents and staff.
- **Recognition:** Dedication and hard work are recognised. Learners and staff members are praised. Promotions and salary top-ups (when legislation permits it), are given based on merit. Promotions do not rely on factors such as the applicant's cultural, political party, teacher union or tribal affiliation.
- **Workplace environment:** In a school, every classroom should be in a state of good repair and with sufficient and appropriate furniture. Classes should not be overcrowded. When the staffroom is comfortable, it is a statement from the senior management team and governing body, of the respect shown towards

staff. Neat gardens, grounds and sports fields add further quality to the workplace environment

- **Corporate Social Responsibility:** Major corporations put a percentage of their profits back into the society. A school might see this criterion as irrelevant because it is a non-profit organisation. Yet a school is still able to do much for the community. The learners, for example, can do outreach programmes such as visiting old-age homes and collecting clothes for a charity.
- **Vision and leadership:** Every school with a good reputation has the vision and the leadership to achieve it. Leadership is emotionally intelligent, driven yet compassionate, focussed yet willing to think 'out of the box'.
- **Broad-Based Black Economic Empowerment:** This criterion does not apply to most schools because they are not for-profit businesses. Yet one aspect where it tangentially does apply is the issue of employment equity. A staffroom should broadly reflect the playground demographics. That reflection should also be seen in the racial profile of the senior management team. However, staff selection criteria reject appointments based on unethical factors such as tribalism, as well as the candidate having the 'right' political and teacher union connections.

KING III CORPORATE GOVERNANCE

Corporate governance in South Africa was first institutionalised with the publication of the first King Report on Corporate Governance in 1994 (Naidoo, 2009:02). The third report on corporate governance in South Africa aligned itself with the international governance trends. The King III report focusses on the importance of how a company has both positively and negatively affected the economic life of a community, just as King I and King II had done.

Hendrikse and Hendrikse (2012:101) discusses that King III has broadened the scope of corporate governance in South Africa with its main philosophy dealing with leadership, sustainability and corporate citizenship.

One of the most difficult tasks in implementing corporate governance effectively is balancing power and accountability at all levels in an organisation. Even the devolution of powers is very modern. The Constitution enjoins the three levels of government to observe the principle of cooperative governance (Republic of South Africa, 1996a). Under this principle, the national

and provincial governments have concurrent legislative competence. Although each level has specific powers, there is no hierarchy among them, and cooperative governance in the education sector is exercised via a ministerial council comprising the national minister as well as all nine provincial ministers on an equal basis (Organisation for Economic Co-operation and Development, 2008:140).

School education, health, social welfare, housing and agriculture are concurrent functions of both the national and provincial governments. Thus, the national level is responsible for formulating a national policy for the planning, provision, staffing, coordination, management, governance, programmes, monitoring, evaluation and well-being of the education policy (Republic of South Africa, 1996b). In determining national policy for education, the minister shall consider the competence of the provincial legislature (Republic of South Africa, 1996b). Provincial governments oversee the implementation of nationally determined policy, formulating and adopting provincial legislation, regulations, norms, and standards (Organisation for Economic Co-operation and Development, 2008:140).

Corporate governance regulates the exercise of power within a company to ensure that the company's purpose is achieved (Naidoo, 2009:02). All companies need governing as well as managing. Corporate governance should not be an added burden but as a catalyst for improved compliance that leads to improved performance (Hendrikse and Hendrikse, 2012:105).

Wixley and Everingham (2010:07) add that the most striking aspect of King III is that it applies to all entities regardless of the manner and form of incorporation or establishment and whether in the public, private or non-profit sectors.

Good corporate governance makes good business sense. Good corporate governance provides a platform to attract foreign investment, to implement sustainable growth and to identify and manage any risks, thereby limiting any potential liabilities. In the contest for scarce skills and human talent, properly governed companies with a reputation for being good corporate citizens are also more easily able to attract better calibre employees (Naidoo, 2009:10).

Hendrikse and Hendrikse (2012:101) highlight the following regarding good corporate governance:

- Good governance is essentially about effective leadership.
- Sustainability is the primary moral and economic imperative and it is one of the most important sources of both opportunities and risks for business in the 21st century.

- Innovation, fairness and collaboration are key aspects of any transition to sustainability.
- Social transformation and redress is important and needs to be integrated within the broader transition to sustainability.

If a country does not have a reputation for strong corporate governance practices, capital will flow elsewhere. If investors are not confident with the level of disclosure, capital will flow elsewhere. Naidoo (2009:10) adds that South Africa has undeniably one of the best corporate governance frameworks worldwide, but still lag other emerging markets in its ability to attract foreign direct investment (FDI) due to the continent's reputation as a 'high risk' area for investment.

Wixley and Everingham (2010:07) assert that good corporate governance is not guaranteed against failure. It should, however, ensure that there is adequate disclosure of the risks undertaken and that where organisations do run into difficulties, these are handled with wisdom and integrity, in the best interests of the organisation and adequately communicated to stakeholders.

Corporate reputation may be divided into factors that dominate its content, which are: the company's ethics, employees (the way a company treats them, possible talented employees, etc.), financial performance, leadership, management, social responsibility, and focus on consumers, quality, reliability, emotional appeal, and communication (Ljubojevic and Ljubojevic, 2008).

According to Hendrikse and Hendrikse (2012:101) the requirements introduced by King III include:

- The need for an annual integrated report that focusses on the impact of the organisation in the economic, environmental and social sphere.
- A statement by the audit committee to the board and shareholders on the effectiveness of internal financial controls to be included in the integrated report.
- The consideration of the strategic role of IT and its importance from a governance perspective.
- The positioning of internal audit as a strategic function that conducts a risk based internal audit and provides a written assessment of the company's system of internal control.
- The governance of risk through formal risk management processes.

The philosophy of the report revolves around leadership, sustainability and corporate citizenship. The purpose of corporate governance is to match business behaviour and management conduct with the corporate intentions, mission and objectives of the business (Hendrikse and Hendrikse, 2012:104). Ljubojevic and Ljubojevic (2008) assert that without a good reputation it is very difficult for a company to survive or to make progress, the key role of corporate governance should be the improvement and protection of corporate reputation.

Hendrikse and Hendrikse (2012:104) report that the influences of corporate governance include the following:

- Corporate governance changes one's attitude to business which needs to be taken seriously.
- Corporate governance changes one's responsibility to business.
- Corporate governance helps one recognise that leadership is a privilege and a responsibility affecting the lives of many and therefore, requires a strong sense of responsibility.
- Corporate governance leads one to be sensitive to the needs of all affected persons.
- Corporate governance controls and maintains the balance of interests of shareholders, stakeholders and society at large.

Ljubojevic and Ljubojevic (2008) state that good corporate governance is recognised as essential for maintaining attractive investment climate that is characteristic of highly competitive companies and efficient financial markets.

Hendrikse and Hendrikse (2012:107) add that the benefits of corporate governance are:

- Increases the value of the organisation.
- Nurtures a spirit of enterprise.
- Gives confidence to the market.
- Enhances the reputation of the organisation.
- Enhances empowerment of all stakeholders.
- Improves efficiency.
- Encourages innovation.
- Enhances competitive advantages.
- Meets financial, legal and statutory obligation.

Corporate governance is the foundation of good business (Moss and DeSantos, 2011: 160). A good reputation is the key condition of stakeholders' support to a company in competitive relations, and it is an important factor of the value of an organisation on the financial markets (Ljubojevic and Ljubojevic, 2008).

The Organisation for Economic Co-operation and Development (OECD), (2008:166) provide the following recommendations on how to improve governance at public schools in South Africa:

- While respecting the Constitutional position of concurrent legislative competence, an administrative model based on 'constructive oversight' should be devised in the interests of more accountable implementation of policy. It could beneficially include a revitalised professional inspectorate to ensure greater educational quality for pupils at the school level.
- Within the policy cycle, more provision should be made for partnership representation of provinces in the design of policy and more attention paid to feedback on the implementation of policy into policy revision.
- Focused training programmes are required in building capacity and expertise of staff at provincial and district levels.
- Consideration should be given to periodic staff transfer arrangements from the national Department of Education to the provinces and vice versa to help greater coordination of the policy design and its implementation, in an on-going way.
- In devising a new policy or project it is desirable that a 'road-test', or pilot phase be undertaken in the course of which appropriate 'resonance groups' of field workers would be asked about the impediments that need to be overcome to make such a policy generally operational.
- More attention needs to be paid to the effective communication of policy initiatives.

The DBE should strive to apply King III to achieve the principles of sound governance, namely, responsibility, accountability, fairness and transparency in the interest of the substance rather than the mere form of sound governance (PricewaterhouseCoopers, 2012). By approaching compliance and governance with this view in mind the DBE will have a positive effect on public schools and their stakeholders.

CONCLUSION

This chapter has examined the relationships and factors that contribute to the DBE's corporate reputation. Fourie (2014:156) states that in today's connected world it is easy to make a mistake that can destroy a reputation that may have taken years to develop. Both corporate identity and corporate image are interrelated and help shape the reputation of a company (Moss and DeSantos, 2011: 164). Managing a corporate reputation can become a difficult task if trying to manage every possible factor, but a corporate brand must look at its competitive advantage and situation to establish which elements are critical to the brand reputation and to see what it can leverage through its marketing and positioning (Fourie, 2014:157). The subsequent chapter will focus on the media and its impact on an organisation's reputation.

Chapter 3

THE MEDIA AND ITS IMPACT ON AN ORGANISATION'S REPUTATION

INTRODUCTION

This chapter focuses on the objective that determines how the media affects the reputation of the DBE. The media plays a pivotal role in society with the power to effect changes on the social and governmental level. The media as a powerful social system play an important role in creating an image and contributing to an organisation's reputation (Gergen, 1999:19). The Department of Basic Education has been plagued by negative media reports in South Africa. Prew (2013) highlights that now of course, with constant media reports about incompetence, unethical behaviour, failure to attend classes, shocking results and below-standard qualifications, the negative perception has been exacerbated and hinders the reputation of the schooling system in South Africa. These media frenzies have played a significant part in dampening the corporate reputation of the DBE. Warin *et al.*, (2013) claim that currently a corporate reputation is an essential asset to publicise but also protect. The DBE must find ways of utilising the media to create a favourable image and promote quality education in South Africa. Argenti (2003:101) asserts that the media is both a constituency and a conduit through which stakeholders receive information about and develop images of a company. According to Hanson (2015:48), due to the rise of society and the rapid growth of the mass media, many have raised questions about the effects various media may have on society and individuals. The kind and amount of information the media release about the DBE will have a significant role on the perception held about this Department and its services. This makes the media a powerful tool that can make or break the reputation of an organisation. Therefore, this chapter deals with the media and its impact on an organisation's reputation.

DEFINING THE MEDIA

The media are often blamed for almost everything that goes wrong when delivering through mass communication. Media is a term used when referring to a medium used to deliver a message to a large, anonymous, diverse audience (Pearce, 2009). Organisations often complain that the mass media only focus on the negative aspects about them.

Mass communication is a process of delivering information, ideas and attitude to a sizeable and diversified audience through a medium developed for that purpose (Steinberg and Angelopulo, 2015:251).

Steinberg and Angelopulo (2015:251) highlight that the mass media are the technologies and social institutions (newspaper, radio, television and Internet) involved in the gathering, production and messages to large audiences. By regularly conveying information about the schooling system in South Africa the media plays a role in shaping public debate.

Deephouse (2000:1097) states that the media reputation of a firm is defined as the overall evaluation of a firm presented in the media. This evaluation results from the stream of media stories about the organisation. It is vital to understand how the mass media operate and how audiences respond to media messages because the media affect our social, political, economic and cultural systems (Steinberg and Angelopulo, 2015:251). The mass media effects have an impact on an audience's behaviour, emotions, attitudes and their cognition.

FUNCTIONS OF THE MEDIA

Fourie (2011:185) asserts that since the beginning of the academic study of mass communication and mass media, scholars have concerned themselves with exactly what the functions of the mass media are or ideally should be, commonly referred to as functionalism.

Functionalism is a view of society as an integrated, harmonious and cohesive whole (Fourie, 2011:186).

The GCIS Chief Directorate: Policy and Research (2012) states that:

A media overview shows that the Department of Basic Education attracted the most coverage of all five government priorities. Between 2008 and 2010, education coverage enjoyed a remarkable level of positivity, but since then the trend has changed as textbook delivery in Limpopo, and the Eastern Cape temporary teachers' problems made headlines. The overall findings show a range of reactions on Government's progress in providing quality education and clearly indicate that more needs to be done.

All parts of society, be it government, non-governmental organisations, privately-owned corporations, educational establishments, the military, economic structures, and cultural institutions function to maintain equilibrium, consensus and social order (Fourie, 2011:186).

Einwiller *et al.*, (2010) assert that stakeholders depend more on the news media to learn about reputation dimensions that are difficult to directly experience or observe and for which the news media are the main source of information.

Fourie (2011:186) acknowledges that as powerful socialisation instruments, the media contribute towards integration, harmony and cohesion through information, entertainment and education.

Infant, Rancer and Womack (2003:294) discuss five basic functions of mass communication:

- Surveillance of the environment – the media provide information that is diverse in content from various geographical regions.
- Correlation – refers to the selection, assessment and interpretation of events that impose structure of the news.
- Socialisation and cultural transmission – the process of integrating people with society and attempts to create common bonds among society members.
- Entertainment – the media's ability to present images which provide amusement, relaxation and escapism.
- Mobilisation – designed to reflect the widespread application of mass communication to political and commercial propaganda.

The status of the Department of Education due to all the media attention and the ensuing salience within the mind of the public, can be explained with the mass media's agenda setting function. McCombs and Shaw (1972) discuss that the relevance of a certain issue leads to the rise in its media salience (i.e. a greater amount of news coverage concerning this issue) and thus to the issue's increased salience on the public agenda. Frequent exposure to a specific issue allows people to integrate this information into their cognitive systems. The awareness process is the first-level agenda setting, that is, what issues to think about.

The second-level agenda setting refers to the description of objects on both cognitive and affective dimensions as mentioned by the media, referring to how we think about these issues (McCombs *et al.*, 2000). Therefore, all the attitudes formed about the DBE via the mass media, be it the drop in matric pass rate or the service delivery saga, contributes to the reputation of the organisation.

Einwiller *et al.*, (2010) argue that stakeholders are more dependent on the news media to learn about those attributes of a firm's reputation that are important to them and on which they feel the need to gain information compared to those that they find less important. They argue, furthermore, that dependency is also a factor of availability of information, meaning that stakeholders depend more on the news media to learn about such aspects that are difficult to directly experience or observe (example: corporate strategy or social responsibility).

The media provide a forum where firms and stakeholders debate what constitutes a good firm and which firms have good reputations (Hynds, 1994). Alfred and Poku (2013:13) add that the

media is very significant since it has the potential to influence the impression of a corporate organisation which would form the reputation of the organisation.

MEDIA INFLUENCE ON AN ORGANISATION'S REPUTATION

Orbe (2010) suggests that many messages that people get from the media are taken in unconsciously and people do not realise that the media influence their thinking.

Alfred and Poku (2013:14) outline that:

The media is often damned on the one hand as pollutants, filling heads with specious trivia, beclouding perception and feeding confusion in the ranks through rising decibels of noise. On the other hand, media are often heralded as catalysts of the social organism – offering ever changing, ever multiple views of both fantasy and reality that enrich our lives and bring us to the brink of truth or self-understanding. The media are regarded as both guardians of the status quo and radical vehicles of change.

The media exerts its influence in four possible ways, namely acquiring, triggering, altering and reinforcing. Potter (2012:43-44) discusses the four media-influenced functions:

- **Acquiring:** individuals acquire information and store it; the media are creating something in a person's mind that was not there before the exposure. All these effects are essentially cognitive. Here society gathers information about the schooling system in South Africa, which they had little or no knowledge of.
- **Triggering:** whilst being exposed to the media, the media activates an effect that results in society creating an attitude. This process steers society to develop an impression about the DBE.
- **Altering:** during the media exposure, the media can alter something that is present in an individual. Individuals have a positive attitude about a school within the DBE but this is altered when a racism scandal was publicised in the media.
- **Reinforcing:** through repeated exposures, the media gradually and continually add greater weight to something already existing in a person, thus making it more fixed and harder to change. Repeated reports of bullying and sexual harassments at certain public schools further tarnish the reputation of not only the school but the DBE.

Deephouse (2000:1096) states that the assumption that media coverage records and influences public knowledge and opinions is applicable to reputation, because media coverage are a reasonable indicator of the public's knowledge and opinions about firms within a few months of publication date.

Reports by the mass media on the DBE can create perceptions and contribute to the image and ultimately affect the reputation of the DBE, as illustrated below:

- Four KZN educators were arrested for allegedly beating a pupil so severely he needed surgery to one of his testicles (John, 2012).
- The Democratic Alliance (DA) highlighting the plight of school pupils near Nkandla, saying that pupils at the Ensingweni Primary school near the president's private homestead are forced to learn in classrooms with broken windows and leaking roofs in the middle of winter (Eyewitness News, 2015).
- The Mail and Guardian (2015) reported that an estimated half a million children with disabilities have been shut out of South Africa's education system in a report released by the Human Rights Watch (HRW).
- Areff (2015) stated that schools in Port Elizabeth's northern areas will boycott this year's annual national assessments because the Education Department has allegedly failed to respond to their concerns about a shortage of teachers and non-payments of those who are already employed.
- Low fee independent schools are sprouting up in poor areas largely as a result of the governments' continued failure to provide an adequate number of schools (Nkosi, 2015).

The DBE utilises the following platforms to get information out to stakeholders via the media:

- Media releases
- Speeches by government officials
- Newsletters
- Multimedia videos via YouTube
- Opinion pieces by the ministry
- Responses to parliamentary questions
- Website with a media team responsible for media relations
- Social media: Facebook and Twitter

Media images are an important source of information for people, especially in terms of cultural groups with whom they may not have frequent, meaningful interactions (Squires, 2009:237). For a firm to have a reputation, it must be thought about by the public (Carroll and McCombs, 2003). This means gaining exposure, as exposure will be a measure taken by the public or of

the media. Fombrun and Shanley (1990) pointed out that firms with more positive and non-negative news coverage enjoyed higher rankings.

WAYS TO IMPROVE AN ORGANISATION'S REPUTATION BY USING THE POWER OF THE MEDIA

Yoon (2005) suggests that the function of media relations is often part of the strategy that organisations use for building their reputation.

With the emergence of the new media landscape, it is suggested that the corporate world is moving away from a competitive market towards a society of reputation, where participants estimate each other based on past behaviour and anticipation of future behaviour. This paradigm shift creates new challenges for corporate organisations, as their survival and success are no longer dependent on economic performance only, but also on stakeholder perceptions (Alfred and Poku, 2013:13). The media act not only as vehicles for advertising and mirrors of reality reflecting firms' actions but also as agents that shape information through articles (Fombrun and Shanley, 1990:240).

Fombrun (1996) asserts that:

The media provide information to stakeholders reducing information asymmetry, some stakeholders lack direct experience with a firm. Instead they rely on information intermediaries, such as government, rating agencies and the media, who screen spin to make better sense of the companies thereby affecting the company reputation.

Alfred and Poku (2013:13) point out that an important element in the creation of a reputation is the media through which information would be disseminated to the public. The media is Therefore, very vital for the establishment of a corporate organisation.

Khodarahmi (2009:535) states that businesses and organisations need the media for a rainy day; therefore, effective and intimate relationship, in which respect and understanding of each party's interest are carefully considered, must be exercised. This is a vital task which needs extreme care and skills to establish and manage effective media relations (MR).

Wells and Spinks (1998) mention that it is crucial to businesses and organisations to remember that they operate within communities, in which they have substantial audiences where the media is one of their key audiences. Thus, cooperation with the media is essential and the key to succeeding in establishing as well as maintaining relationships with the media.

One way of maintaining good media is to keep updating available data and to evaluate the organisation's performance constantly. Thus, enhancing effective communications is essential;

nothing can replace the need for strategically planned communications (Khodarahmi, 2009:537).

The DBE needs to create a favourable presence by being online, in papers, on TV and radios accompanied by positive comments. Nevertheless, it is not always possible to have good news; dissemination of bad news needs to be well structured and justified to save the organisation image and reputation in the public's minds (Khodarahmi, 2009:538).

Zikmund and D'Amico (1995) argue that press releases create a favourable image in the minds of the public, which would benefit the long-term strategic vision of an organisation. Effective media relations play a valuable role as this will enable the DBE to get across its messages to the public. The media has been divided into 'traditional media' and 'new media' by many scholars and practitioners (Cutlip *et al.*, 2006). Christian (2014) outlines that traditional media incorporates the use of television, newspaper, radio and magazine ads whilst new media refers to content that is easily accessible via many different forms of digital media.

According to Digitalstore (2007), despite incredible growth of interactive and digital media, there are still some traditionalists who want to read about organisations' activities on hard copies rather than going online or press the 'red button' on their digital TV. However Christian (2014) expresses that though traditional media is effective, over the course of the last few years we have seen more and more businesses utilising new media to reach its target audiences.

Organisations tend to strengthen corporate identity, gather data, and provide information to their stakeholders and the media via the Internet (Hill and White, 2000). The proliferation of new media alternatives (online advertising, YouTube, social media, mobile, search engines, apps, etc.) has provided a cheaper alternative to traditional media (Thomas, 2014).

Khodarahmi (2009:535) explains that:

Media are now part of almost everyone's everyday life throughout the globe. Rapid growth of new media and impacts of media, in general, is inexorable, particularly by presence of the Internet, interactive and digital media. Once a press release and/or news are aired, it is done and surely would have impacts; however small they are. Technology changed the world and facilitated building up relationship with media and interacting with a wider audience than ever before.

Gorackowski (2015) comments that while both forms of media have their positives and negatives, what several companies do not understand is that it takes a balance between both traditional media and new media to successfully strategize a brand.

Local schools within the DBE need to endeavour to enhance public trust by regularly commenting their positive and fair activities. Worthy media relations would contribute to strategic objectives of organisations; in which various channels need to be utilised by the organisation for fulfilling their strategic purposes (Bland *et al.*, 2001).

The media look for all sources of information to find out about an event which they feel is newsworthy (Djikmans *et al.*, 2015). The DBE being the source to the media is critical, as information will be genuine and immunised from manipulation of outsiders. This is about collaboration with the media and providing them with first-hand news, which inevitably strengthens media relations (Khodarahmi, 2009:538).

The DBE can embrace the use of media as suggested by the Coalition for the International Criminal Court (2003:01) by:

- Conveying general information, serving as a public relations tool.
- Counter popular misconceptions.
- Comment on issues from a different viewpoint.

According to the Coalition for the International Criminal Court (2003:04-05) when issuing a media release it is important to ensure that is well planned by following these steps:

- Identify your media outreach strategy and goals.
- Create a core message.
- Framing the message.
- Timing the message.

Even as traditional media remain valid, being relevant demands a strategic shift towards social-mediated dialogue, engagement, and conversation (Kaul and Chaudhri, 2015). Gorackowski (2015) concedes that blending new media with traditional media in a 'push-pull' tactic is about engaging your stakeholders within the DBE in innovative ways such as:

- Encourage social media participation by advertising it traditionally. Include a contest, sale, special offer to promote your business, while at the same time gaining more followers in the social community.
- Use social media as a customer service base. By responding to all inquiries in a public environment and voicing your solutions to negative feedback, you are showing your care and commitment to stakeholders.

- Pioneer traditional media campaigns by using social feedback from your followers. Knowing what your stakeholders want, directly from them, is a perfect way to build new traditional media campaigns.

The GCIS Chief Directorate: Policy and Research (2012) suggests the following strategies using the media to improve communication in the education sector:

- ***When communicating:*** Speak directly to parents and learners using existing school communication channels with traditional and social media as complementary channels.
- ***Information drive:*** Messaging should be aimed at teachers, learners and parents to explain the curriculum changes and their implications to each audience. Communication in the beginning of the school year should also explain school processes and the role of parents so that they can better support learners. Information must be clear and concise and easy to digest and understand.
- ***Talking to media:*** show the media improvements in the education system. Also, bring media on board regarding the planning and implementation of the delivery of school textbooks and other developments. The media can be used to complement the communication and interaction with parents and learners on ground level.

The DBE should utilise all avenues of available media resources to maximise exposure. This will assist in developing and sustaining favourable relationships with stakeholders.

CONCLUSION

This chapter outlines the importance of mass media and the impact it has on the reputation of an organisation. The DBE needs to adopt MR strategies as an effective tool to manage its corporate reputation with all stakeholders. Khodarahmi (2009:537) suggests that positive media exposure needs to be taken into the core of every organisation's activities, to increase chances of improving the organisation's community image. Evolving patterns of communication, collaboration, consumption, and innovation have created new domains of interactivity for companies and stakeholders through the media (Kaul and Chaudhri, 2015). Mass media play an important role in shaping corporate reputation. Previous studies on mass media showed a relation between media exposure to (positive or negative) information about an organisation and corporate reputation (Djikmans *et al.*, 2015). Negative reports had adverse effects on corporate reputation whereas positive reports increased profits, awareness and improved corporate reputation. Hence the DBE needs to

establish a good rapport with the media to help build and foster a favourable image of the public schooling sector. The ensuing chapter will address crisis management

Chapter 4

CRISIS MANAGEMENT IN BASIC EDUCATION

INTRODUCTION

This chapter focuses on the objective which examines crises within the DBE regarding reputation management. Every organisation is vulnerable to crises. Crisis management is a critical organisational function. Failure can result in serious harm to stakeholders, losses for an organisation, or end its very existence (Coombs, 2007a). Public relations practitioners are an integral part of crisis management teams. According to Khattri (2014:81) the days of playing ostrich are gone, we can play, but our stakeholders will not be understanding or forgiving because they have watched what happened with Bridgestone-Firestone, Bill Clinton, Arthur Anderson, Enron, WorldCom 9-11, the Asian Tsunami disaster, hurricane Katrina and Virginia Tech.

Academic and education commentators agree that the basic education schooling system is in a state of crisis (Westaway, 2015:02). Basic Education Minister Angie Motshekga has called South Africa's education system a 'national catastrophe' and a 'crisis' during a three-day education *lekgotla* (Kammies, 2016). Compounding the challenges in the school system are high dropout numbers, repetition rates, and teacher shortages (TMG Digital, 2016).

Chisholm (2011:50) states that the South African crisis within the schooling system is not new but rather an ongoing problem which was overlooked since the achievement of democracy in 1994. Societal and technological changes swirl around us at a dizzying pace, creating new opportunities and, at the same time, exposing organisations to greater potential for crises (Gainey, 2010:89). Yilmaz and Kucuk (2010:223) expresses that a reputation crisis affects the entire organisation; effective management of risks requires the systematic approach of strategies.

Crisis management contributes to the improvement of corporate reputation, but much depends on setting the right strategy for the Department of Basic Education. Gainey (2009:268) suggests that educational leaders must 'do the right thing' and implement effective crisis-management strategies and plans in their districts. This chapter will discuss crisis management and its necessity in improving the reputation within the DBE.

IDENTIFYING A CRISIS IN AN ORGANISATION

A crisis can be identified as an event that threatens or challenges an organisation's legitimacy or image (Coombs and Holladay, 1996). A reputational crisis involves a threat to reputations Sohn and Lariscy (2014:23). Yilmaz and Kucuk (2010:224) explain that crisis management is defined as the preparation and application of strategies and tactics that can prevent or modify the impact of major events on the company or organisation. A crisis is an incident that has the potential to disrupt organisational operations and potentially destroy the organisation (Coombs and Holladay, 2006:124).

Crisis management proposes strategies for preparing for and handling crisis events and applying public relations strategies and tactics to prevent or modify the impact of a crisis on the organisation and minimise damage to the organisation, stakeholders, and industry (Stocker, 1997). Yilmaz and Kucuk (2010:224) add that crisis management in the face of a current and potential crisis, includes identifying the real nature of such crises and crisis sources risks, intervening to minimise damage and recovering from the crisis with proactive and corporate sustainability-based approach. Experts in crisis management and reputation management agree that, among other hazards, a crisis poses a threat to an organisation's reputation (Coombs and Holladay, 2006:123).

Coombs (2007b) adds that a crisis can create three related threats:

- Public safety,
- Financial loss, and
- Reputation loss.

Chisholm (2011:52) asserts that the 'critical shortfall' of learners passing mathematics and science at higher levels seems to be linked to poor levels of teacher content and pedagogical-content knowledge. Failures in schools are the single biggest reason for continued poverty and inequality trends in South Africa (TMG Digital, 2016). South Africa's education system is poorly regarded by the public and often referred to as being in crisis. The education system does not deliver the skills required by the economy, and there is little evidence to suggest that the system has deepened democratic values and practices (Wedekind, 2013).

Basic Education Minister Angie Motshekga stated that education in South Africa is characterised by 'pockets of disasters' and that she would implement consequence management and no longer tolerate poor performing schools or incompetent teaching staff (Kammies, 2016).

Bloch (2006:8) concedes that education tends to reinforce the social and economic marginalisation of the poor and vulnerable in South Africa, and reinforces their position at the survival end of the second economy with few prospects for movement or further development. Westaway (2015:02) highlights that weak management, ill-equipped teachers, inadequate teaching and under-utilisation of textbooks are some of the factors deemed to produce overall dysfunctionality.

School functionality is linked to a combination of leadership, management and administration, teaching, resourcing and support-related issues, without dismissing all the factors that have a bearing on poor performance, the National Planning Commission's assessment is that 'the main problems in schools lie in teacher performance and school leadership' (Chisholm, 2011:51).

The DBE conceded that the country's already high drop-out/push-out rates in the final three years of high school worsened markedly from 2013 to 2014 (Westaway, 2015:02). A crisis reflects poorly on an organisation and will tarnish the reputation. Companies try to prepare themselves for negative effects of crises through careful planning (Mitroff, 2005:27).

In response to the educational crises, Minister Angie Motshekga placed the Eastern Cape and Limpopo under national administration, in which they were able to stabilise the 2012-2013 budget and helped pay-out salaries to many educators who were not being paid on time. Motshekga indicated that upon reaching stability a return of administration to provincial leadership will be made.

The DBE can also revert to the national executive who itself can intervene to ensure the fulfilment of the state's obligation.

Gainey (2009:268) asserts that challenges dealing with finances, accountability measures, curriculum changes, school climate, or personnel issues can become crises if situations intensify and interfere with the central goal of educating students. The educational sector has been overwhelmed with several incidents which demonstrate its vulnerability to a crisis:

- Matric results show strong racial anomalies: 67.4% of African children passed matric in 2015 compared to 98.8% of white children; these differences can be ascribed to the poor quality of teaching and poor facilities in mainly African schools (TMG Digital, 2016).
- Corruption Watch conducted 10 investigations into allegations of corruption in schools during the past year, making it one of its corruption hotspots for 2015. In all 10 cases

the school principal was found to be the main culprit involved in the corrupt activities (Quintal, 2016). Nine out of the 10 cases dealt with principals abusing school funds for their own personal gain.

- Schools in South Africa are in dire need of fundamental policy reforms to improve the quality of learning. Failures in schools are the single biggest reason for continued poverty and inequality trends in South Africa (Shezi, 2016).
- According to Stellenbosch University's Professor Servaas van der Berg, out of the 1.2 million seven-year-olds who enrolled in Grade 1 in 2002, slightly less than half went on to pass their school-leaving exam, the matric, 11 years later. This is not about a lack of funding. In fact, South Africa spends more on education, some 6% of GDP, than any other African country (Nkosi, 2016).
- High levels of teacher and learner absenteeism, low levels of teacher content and pedagogic knowledge, limited parental involvement, poor levels of administrative and academic support from education authorities, and backlogs in infrastructure are features of a school system that is consistently referred to as being in crisis (Wedekind, 2013).
- The reality is that education is failing some 80% of school-age children, who find themselves trapped in sinkholes of unemployment and poverty rather than on tracks to autonomy and possibility. At their worst, many township and rural schools have been described as sinkholes, where children are warehoused rather than educated (Bloch, 2006:4).

Yilmaz and Kucuk (2010:229) justifies that crisis management, to assist with the corporate reputation within the DBE, provides support to track and evaluate reputation across a wide array of metrics, including:

- Holistic management and organisation
- Strategic planning
- Business continuity planning (e.g., irregular operations, emerging risks)
- Competitive innovation and differentiation
- Corporate culture
- Corporate relationship management
- Sustainability in Triple bottom line concept: social (e.g. corporate social responsibility), financial and environmental (e.g. environmental management systems, policy and procedures)

- Personnel empowerment
- Stakeholder Relationships Management: Stakeholders are the new consumers. Leaving them out of the development and marketing mix is a missed opportunity and a huge risk to success.

Coombs (2007b) advises that effective crisis management handles the threats sequentially and is designed to protect an organisation and its stakeholders from threats and/or reduce the impact felt by threats. The process of crisis management is designed to prevent or lessen the damage a crisis can inflict on an organisation and its stakeholders.

EQUIPPING AN ORGANISATION FOR A CRISIS

There is a clear sense that educational reform has not achieved the intended outcomes that were imagined when South Africa moved into the democratic era after 1994 (Wedekind, 2013). Despite improvements in more equitable spending, relieving poor schools of fee burdens, introducing school nutrition, increasing the number of children attending Grade R classes, achieving near-universal enrolment in the compulsory phase of schooling and dramatically expanding the number of qualified teachers in the system, learning outcomes are still abysmal by any measure (Chisholm, 2011:50). Bloch (2006:4) highlights that education is contributing to marginalisation and inequity rather than social advance and cohesion for many, especially the poor and rural. Yilmaz and Kucuk (2010:224) explains that the implementation of crisis management has both critical and strategic importance to manage corporate reputation crisis situations. One accepted piece of wisdom in crisis management is that the best way to manage a crisis is to prevent one. If a crisis is averted, neither stakeholders nor the organisation is harmed. Crisis prevention is the 'alpha' or starting point of crisis management and crisis communication (Coombs and Holladay, 2012).

Gainey (2010:89) suggests that proactive steps can be taken to improve crisis readiness before, during, and after a crisis event. Reputation crisis requires a logical framework to achieve corporate sustainability via modern crisis management based approach (Yilmaz and Kucuk, 2010:224).

According to Coombs (2007b), crisis management can be divided into three main phases:

- **Pre-crisis:** The pre-crisis phase is concerned with prevention and preparation.
- **Crisis response:** The crisis response phase is when management must respond to a crisis.

- **Post-crisis:** The post-crisis phase looks for ways to better prepare for the next crisis and fulfils commitments made during the crisis phase, including follow-up information.

A crisis jeopardises the ability of the school district to safeguard its mission, students, employees, and other stakeholders, making it essential for districts to transform themselves into crisis-ready organisations (Gainey, 2009:268). Coombs and Holladay (2006:124) assert that an organisation with a more favourable prior reputation will still have a stronger post-crisis reputation because it has more reputation capital to spend than an organisation with an unfavourable or neutral prior reputation. Thus, a favourable prior reputation means an organisation suffers less and rebounds more quickly after a crisis.

Gainey (2010:90) advises that crisis events may:

- Affect and disrupt the entire organisation.
- Negatively affect the organisation's publics, products, and services.
- Jeopardize the organisation's reputation, future profitability, and even its survival.
- Dramatically redefine an organisation, affecting its business and culture.
- Violate the vision of what the organisation is set up to accomplish.
- Inflict long-term damage on the organisation and its relationships with its stakeholders.

Bloch (2006:8) feels that there is one phrase that summarises the failings of the education system, it is – poor quality, in failing to achieve quality delivery and the education system is working only for a proportion of the learners who can access the relevant institutions.

Gainey (2009:272) points out that each school district must construct a crisis plan that addresses its specific threats and opportunities, recognises the leadership style of the principal, and is consistent with the district's organisational culture. School districts can learn a lot from each other; because educational systems in one community have much in common with systems elsewhere in the country.

Educational leaders must recognise that the creation and maintenance of two-way communication and mutually beneficial relationships with key public figures are non-negotiable priorities (Gainey, 2009:272).

Khatti (2014:82) explains that crisis communication refers to the flow of information during a crisis in an organisation, among its employees, in the media, the government, law

enforcement and the public. The work of crisis communication is twofold – preparation and response.

Gainey (2009:272-273) outlines that to ensure that public schools in South Africa are crisis ready; the DBE must take the following measures:

- Evaluate their public relations programme and its leadership. If possible, the DBE should employ a full-time practitioner. To ignore the need for programmes in two-way communication and crisis communication is to invite disaster, for which the DBE will be held responsible for a crisis.
- Re-examine the communication culture of the DBE. Is early identification of potential crises, open communication with groups within and outside the organisation, problem-solving, and a philosophy of caring and concern encouraged? Does the DBE employ a mix of traditional and new media communication strategies and a mix of face-to-face and print or electronic communication? If any of these are lacking, then the district should consider new communication strategies to connect with and engage new and current audiences.
- Assess the value of an ongoing media relations programme.
- Establish external advisory committees. Two-way communication with these key opinion leaders is essential for crisis communication. Communicate with these stakeholders through face-to-face and other traditional communication channels, as well as non-traditional channels such as interactive features on the DBE website.

METHODS OF DEALING WITH A CRISIS

Enhancing the understanding of problem areas, however, to identify strengths and possibilities, and to determine interventions that are creative and innovative at the same time will surely enhance the efforts of the Department to improve education at all levels (Bloch, 2006:3).

Best practices in crisis management and public relations are consistent across organisations as highlighted by Gainey (2009:273):

- Ensure that it has executive support for the integration of crisis management into the DBE's strategic planning process. The crisis plan should not be a stand-alone entity,

but should be embedded in the day-to-day operation and consciousness of public schools.

- Develop and update a crisis-management plan.
- Identify potential threats or weaknesses within the department of basic education using vulnerability audits and potential threats or weaknesses outside.
- Assemble and train a crisis-management team at local public schools to lead planning efforts for the DBE's response in an actual crisis.
- Develop a healthy relationship with the media.
- Build relationships with key stakeholders and a positive reputation in the community. Stakeholders are important to an organisation's survival and success.
- Set up a predesigned website that can be used in a crisis and encourage the public to visit the regular website for current information.
- Pay close attention to the role of leadership in a crisis. Leaders 'frame the meaning of a crisis event, expressing appropriate concern and support, overseeing mitigation, coordinating support and facilitating timely, open communication'.

Yilmaz and Kucuk (2010:235) highlight the benefits of a holistic, proactive and systematic reputation crisis management as it:

- Builds stakeholder trust and confidence
- Maintains 'licence to operate'
- Attracts investment
- Boosts customer and supplier loyalty
- Reduces regulatory intervention
- Enables recruitment/retention of the best
- Provides a store of reputational capital that protects against future crises

Written crisis plans, strategies for engaging stakeholders through advisory councils and other channels, and development of web-based communication are positive steps toward enhancing relationships and communication before crises strike (Gainey, 2009:273).

Taylor and Perry (2005:209) outline that the Internet is emerging as an important tool for organisations to communicate efficiently during a crisis. The advancement of online communication has become an important strategy in any organisation's crisis plan. Today, almost every organisation has some type of web presence that they use to communicate their

brand, image, products, and services. One of the major benefits of the Internet is that it is a controlled channel; the web offers organisations the opportunity to communicate their message without media imposed filters (Taylor and Kent, 2007:140). School leaders must not only have traditional crisis management strategies but also utilise and include web-based crisis plans. The strength of integrating traditional crisis tactics into the Internet response is that such tactics have already been approved and are ready for rapid dissemination.

Taylor and Kent (2007:141-144) propose the following tactics:

- Upload traditional tactics to the website – the use of transcripts of news conferences, news releases, fact sheets, question and answer formats, memos/letters to relevant publics, and transcripts of interviews with organisational leaders appear with varying frequency in crisis communication.
- Integrating innovative tactics – the Internet has a two-way, interactive communication feature, connecting links, real-time monitoring and video/audio effects which allow the organisation to solicit feedback from public to respond to an issue and encourage dialogue. With the mix of traditional and new communication tactics, organisations can provide increased comprehensive crisis communication.
- Using your website to tell your side of the crisis.
- Work with government during the crisis.

Gainey (2009:273) explains that the DBE must ensure that schools and school districts are ready to meet new and continuing challenges to successfully and safely educate the nation's next generation of children. Schools can make a difference in communities if they function as schools should, with all the essentials of good leadership, management, teaching, resourcing and support in place, and, on the other hand, by the performance and outcomes-oriented approach of the government (Chisholm, 2011:57). Educational leaders must recognise that the creation and maintenance of two-way communication and mutually beneficial relationships with stakeholders are non-negotiable priorities.

CONCLUSION

This chapter focused on crisis management strategies aimed at the DBE to promote and heighten its reputation. Integrating crisis management with strategy-setting helps an organisation manage its risks, and protect and develop organisational value. Gainey (2010:93) states that public school systems are charged with promoting the principles of a free,

democratic society as they educate students throughout the nation. Schools must remain open to the opportunities for stakeholder engagement in this crisis-rich environment. Attention to updating crisis management plans must not be put on the back burner. The implementation of effective crisis management within the DBE will support in nurturing the brand of the public schooling sector in South Africa. The next chapter explores challenges of applying reputational management programmes.

CHALLENGES OF REPUTATION MANAGEMENT IN BASIC EDUCATION

INTRODUCTION

The preceding chapter examined crisis management and its intervention in the basic education sector. This chapter focuses on the objective which examines the challenges within the DBE regarding reputation management. Maintaining a strong reputation is critical for the Department of Basic Education's sustained success. Yet, almost every day a new crisis makes the headlines. These developments indicate a fundamental misalignment between the growing reputational risk and its management (Diermeier, 2011). Bonini *et al.*, (n.d.) add that the breadth and depth of today's reputational challenge is a consequence not just of the speed, severity, and unexpectedness of recent economic events but also of underlying shifts in the reputation environment that have been underway for some time. The call for 'Education for All' as well as technological advancements and non-stable economies have clearly threatened the stability of educational institutions in developing contexts (UNESCO, 2010).

Waeraas and Byrkjeflot (2012:189) claim that the reputation management recipe encounters a different context in the public sector than for what it originally was intended. Research points out that running a school is challenging, stressful, difficult and time-consuming (Leithwood and Jantzi, 2005). Miech (1995) recognises that strategic planning originated in the business environment where the focus lay on relatively detached groups of people who are experts in strategy development and implementation; in education, however, it takes a political dimension. This has become a problem because the formulation of strategies in education must appeal to diverse interests and involve the distribution of power and increased community involvement. Conley (1993) maintains that reputation management in schools faces challenges because several school leaders lack knowledge of the strategic planning processes as well as of how to convert strategic reputation management plans into action plans for effective implementation. Also, most stakeholders have limited knowledge on reputation management and its execution. Therefore, this chapter will discuss the challenges that are experienced with the implementation and sustenance of reputation management within the DBE.

AFFORDABILITY

Corporate reputation is extremely precious. Stansfield (2006:470) confirms that while reputation is ‘intangible’, damage to an institution's reputation (and the resulting loss of consumer trust and confidence) can have very tangible consequences. Dholakiya (2011) asserts that it is difficult to quantify customer loyalty; but all organisations, irrespective of their size, are learning to put a value on their corporate reputation. The value of their corporate reputation is directly proportional to their efforts at maintaining it. Also, the revenue and profits generated are in direct proportion to the positive perception of their corporate reputation. There are two facets to corporate reputation management – building a reputation and protecting it. Investing in both these facets plays a significant role in improving organisational performance and crafting the public’s perception. Eisenegger (2009:14) asserts that reputation is always a part of a network of tensions between functional, social and expressive reputation.

Organisations such as the DBE lack the budget for implementation of traditional and online reputation management programmes which can assist in developing building and repairing a damaged image. Bonini *et al.*, (n.d.) suggests that as government respond to the financial crisis and its reverberations in the real economy, the DBE’s reputation has begun to matter more now than it has in decades. Although organisations should devote considerable resources towards enhancing corporate reputation they lack the budget and funding. The financial crisis has underscored just how ill-equipped organisations can be to deal with the important changes in the reputation environment. The stagnant growth of the country’s economy makes it difficult for government organisations like the DBE to spend or include a budget on reputation building.

SUSTAINABILITY

Unrah (2010) indicates that silence around an organisation’s responsibilities can become an untenable reputation vacuum filled by bloggers, critiques, analysts and competitors, just to name a few. But managing a ‘brand’ and managing a ‘reputation’ for being a sustainable and responsible company are quite different tasks, as the case of oil giant BP illustrates. To break free from the generally negative public perception of oil companies, BP launched an ambitious re-branding effort in 2000 but critics cried ‘green washing’ (Unrah, 2010). Most organisations, even the DBE are in a similar situation to BP. They have products and services they cannot change overnight. Any step forward to a more sustainable strategy can always be contrasted with the unsustainable legacy segments of the organisation. The reason products are scrutinised holistically in this manner lies in the nature of sustainability itself. Sustainability is a holistic

systems condition, something that activists will not let you forget. Unrah (2010) asserts that anything less than a sustainability 'full-Monty' may leave you open to questions, criticism and charges of 'green washing'. True sustainability of corporate reputation management will not happen overnight, but the DBE must understand the ultimate gain – and the investment. The schooling sector has got to be in it for the long haul to sustain and maintain a favourable reputation.

Waeraas and Byrkjeflot (2012:187) remark that public organisations are not as 'complete' as their private sector counterparts because they lack the autonomy necessary to operate as independent organisational actors. As such, they can be compared to subsidiaries of large corporations. The context in which public organisations find themselves, presents obstacles to enforcing reputation management that deviates from those that normally are encountered by for-profit organisations and, consequently, tends to be ignored or overlooked in reputation management. The dimensions of corporate reputation may also be distinguished on the base of a company's strive for corporate sustainability. Smaiziene and Jucevicius (2010:52) add that reputation management with an objective to build reputational capital treats corporate reputation as a driver and instrument for seeking corporate success and sustainability. Branco and Rodrigues (2006) distinguish between three sustainability pillars that organisations are challenged with:

- Economic sustainability
- Environmental sustainability, and
- Social sustainability

Smaiziene and Jucevicius (2010:52) justify three dimensions of corporate reputation regarding the three sustainability pillars:

- Economic reputation presenting stakeholders' attitudes and perceptions of an organisation's economic viability;
- Environmental reputation related to stakeholders' attitudes and perceptions of an organisation's environmental politics and management; and
- Social reputation related to public attitudes and perceptions of an organisation's politics and actions in conformity with social norms in a network.

The DBE is challenged with addressing the three dimensions of corporate reputation. However, the Department must be willing to build and sustain its reputation.

ETHICS AND VALUES

Negative images of the DBE are mirrored in and strengthened by writers who point to a general decline in levels of trust in South Africa's public schooling system (Kennedy, 2009:59).

Schultz and Werner (2005:11) reveal that:

Corporate ethics cannot be separated from reputational management, as a damaged reputation is often the result of what is perceived as unethical conduct on the part of the organisation. Organisations that have successfully demonstrated the importance of ethics have linked ethics to real organisational issues and actual processes. Ethics refers to the study of moral principles or values that determine whether conduct or actions are right or wrong. Although most people have a fair idea of what is regarded as ethical or not, many grey areas exist that could potentially cause conflict. Ethics relates to how small or large a gap exists between actual corporate culture (enacted values and behaviour) and the behaviours an organisation must demonstrate to meet compliance requirements (desired values and behaviours).

The Ethics Resource Center (2011:08) explains that stakeholders regard ethical behaviour as an essential part of organisational conduct. Stakeholders expect trust organisational leadership to behave with integrity. Corporate performance and ethical conduct are the substantive building blocks of reputation. Smaiziene and Jucevicius (2010:48) highlight that in the context of reputation managing decisions, developing management instruments and practice, both scholars and practitioners face the necessity to recognize the construct of reputation (as an object of reputation management) seriously. Farnsworth (2003, 2–3) points out that the civic image of public schools is surrounded by a 'pessimistic fog of distrust, cynicism, and contempt'. Stakeholders want to rely on a credible schooling system that will help grow the country. Credibility refers to the extent to which entity-specific information is believable (Fischer and Reuber, 2007:65).

Fischer and Reuber (2007) express that by making signalled information more believable, source and commitment credibility increase the likelihood that valence information will have an impact on organisation's reputation. Emphasizing multiple stakeholders' values, standards and expectations towards public schools in South Africa and upholding the view that these perceptions can have a detrimental effect on the Department's performance. This leaves stakeholders questioning and challenging whether the importance of corporate reputation is not overestimated, as the ethics and values of organisations such as the DBE remains abysmal.

RELATIONSHIPS WITH STAKEHOLDERS

A corporate reputation defines the stakeholders' judgment about an organisation's characteristics. It includes stakeholders' emotional reactions and the knowledge they possess regarding the identity of the company and what it stands for. Christian (2015) concedes that stakeholder's perceptions of an organisation's behaviour are now the lead driver of organisational value. Bromley (2000) explains that stakeholders use various criteria to assess corporate reputation and therefore, have different organisational expectations.

The DBE has highlighted that an independent view of the challenges facing the sector comes from the Dreams to Reality Foundation. According to the National Development Plan (2015) these independent researchers and education specialists seem to have made just the right diagnoses similar to what our developmental blueprint suggests. The foundation has also offered what they believe is a correct diagnosis of challenges facing our education system. In a twelve point list of challenges they pointed out the following:

- Children are coming out of the schooling system without having mastered the three basic R's of education that is the ability to Read, wRite and do basic aRithmetics.
- South African teachers do not have the basic pedagogic and content knowledge competencies needed to impart the skills needed by our learners.
- Resources are being used in a non-efficient manner with little accountability and transparency.
- Inadequate organizational support to teachers and bureaucracy in the educational department.
- Constant shift in South Africa's educational curriculum.
- Failure of the Provincial Education Departments to deliver on their core responsibilities.
- South African learners do not have a culture of reading and a lack the motivational push to learn from their community and families.
- Teacher late-coming, absenteeism and an inability to enact the basic functions of teaching are endemic in many South African schools.
- Power dynamics at play between a seemingly all-powerful teachers' union (SADTU) and the State.
- Lack of basic amenities, infrastructure and learning resources in South African townships and rural schools.

- Many learners in South African townships and rural areas come from families affected by poverty and hunger. Compounding the problem of course is that the majority of these learner's parents are themselves having little or no education themselves.
- A lost generation of learners (drop outs) who are not educated nor working because of the state of South Africa's education system.

Poor management and mediocre teaching and learning initiatives in most schools are a great challenge at public schools. Chisholm and Vally (1996:1) indicate that the features of a poor culture of learning and teaching in schools include the following:

Weak/poor school attendance; educators who do not have the desire to teach; tensions between various elements of the school community; vandalism; gangsterism; rape; alcohol and drug abuse; high dropout rate; poor school results; weak leadership, management and administration, general feelings of hopelessness, demotivation and low morale; disrupted authority, and the poor state of buildings, facilities and resources.

Groenland (2002) highlights the effects of corporate reputation on various stakeholders:

- The trust and loyalty of customers,
- Desirable investment opportunities for investors,
- Job security for employees, and
- Environment responsibility for society.

Fauchart and Cowan (2014) concede that:

Indeed very challenging situations arise in which schools share a 'reputation commons' because their stakeholders are unable or unwilling to distinguish among schools but instead make a 'common assessment of their character'. Unfortunately, this tends to occur when the bad actions or performance of one or a few schools are enough to induce stakeholders to form a bad opinion of the entire Department of Basic Education. When this happens, events localised in one school can lead to punitive damages for all the schools, irrespective of their individual performance and/or behaviour. This situation raises great challenges for the Department of Basic Education attempting to manage its reputation because, in this context, reputation becomes a public good.

Fischer and Reuber (2007:65) propose that the relationship between stakeholders' evaluations of information and the valence of an organisation's reputation will be positively moderated by perceived signal credibility. If stakeholders do not view the organisation as credible, this poses a challenge for positive image building for an organisation. This sometimes results in an organisation being placed in a 'sticky' position. Fischer and Reuber (2007:67) describe

reputational ‘stickiness’ as evaluations (positive or negative) that become entrenched such that they have an ongoing impact on the organisation’s performance.

Hartshorne (1993:340) explains that:

The schooling system is now experiencing much more than the earlier crisis of trust, acceptance and legitimacy; what is now being experienced is a crisis of authority, a shift of power. It is a direct consequence of the diminishing authority of a country which has not been prepared to address the fundamental issues at stake in education and in society.

The loss of public trust is only the beginning of a company’s troubles (Diermeier, 2011). A corporate reputation lives in a fragile and highly competitive eco-system (Dholakiya, 2011). It is important that you nurture it and protect it from external and internal threats. Christian (2015) adds that an organisation’s constellation of stakeholder and influence relationship is its reputation ecosystem. Reputational risk is the risk arising from negative perception on the part of stakeholders that can adversely affect the DBE’s ability to maintain existing; or establish new relationships and continued access to sources of funding. Matuleviciene and Stravinskiene (2015:75) state that the relationship between an organisation and stakeholders is mutually important in the context of benefit and harm or rights and obligations. Neville *et al.*, (2005) add that it is also observed that stakeholders make a greater impact on the organisation than the organisation can make on stakeholders.

Krstic (2014) suggests that:

The interrelationship between stakeholders and the organisation has not only a positive but also a negative expression in terms of profit, persistence, relationship and corporate reputation. There is a threat against corporate reputation when the relationships between stakeholders and the organisation are one-sided, unsupported with responsibility, transparency and accountability. Collaboration between stakeholders and the organisation enables the organisation to reduce the reputational risk, to increase the availability of resources, to solve the arising problems, to achieve the organisational goals, to facilitate certain business processes and to improve the quality of products and services.

Neville *et al.*, (2005) assume that the stakeholders have an impact both on the financial performance and on corporate reputation when the organisation is dependent on stakeholders. The stakeholders possess the resources that are necessary for the organisation.

Krstic (2014) elaborates that:

Some stakeholders often arise a higher reputational risk than the remaining. They are shareholders, customers, employees and non-governmental organisations. Furthermore, one

of the stakeholders, which unconsciously involves in disruption or development of corporate reputation, is media. The media contributes to forming public opinion about organisations, from which the corporate reputation arises. The media can be considered as the riskiest and the most uncontrollable stakeholder group, which has the impact on corporate reputation. However, it cannot be regarded as the most dangerous stakeholder.

Stakeholder perceptions

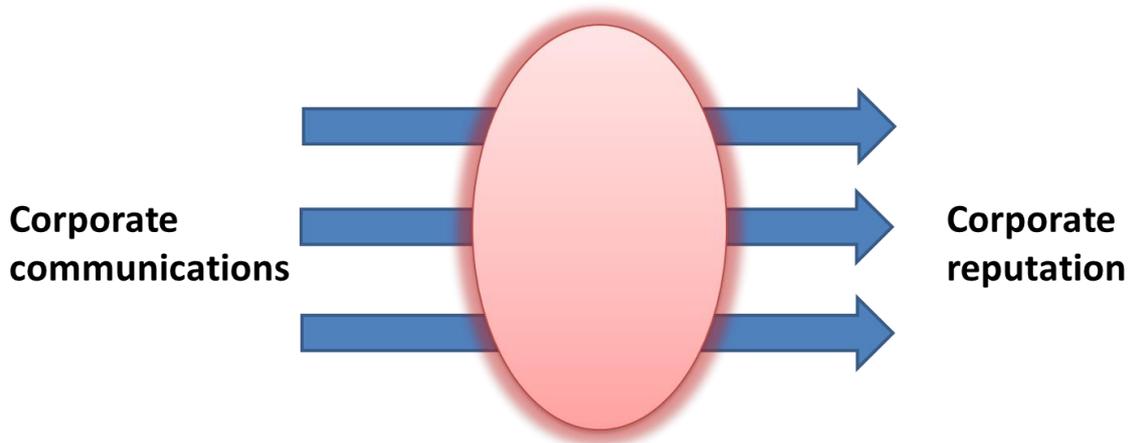


Figure 3: The traditional relationship between communications, perceptions and reputation

Source: Bunting and Lipski (2000:172)

Bunting and Lipski (2000:172) demonstrate in figure 3 that as corporate communications filter through the lens of their stakeholders' experiences, reactions and preconceptions, corporate reputations are forged and/or undermined. Stakeholders often do not dismiss the new negative information from a crisis; the negative information does affect the view of the organisation resulting in the ruining of the corporate reputation.

However, the effect of the Internet has been to shift the power of 'voice' in the formation of corporate reputations away from organisations themselves and towards their stakeholders. As new opinion leaders emerge via the Internet, and as corporate voices become less dominant, corporate reputations are increasingly likely to be defined by external stakeholders' views rather than by what the organisation says, as shown in figure 4 (Bunting and Lipski, 2000:174).

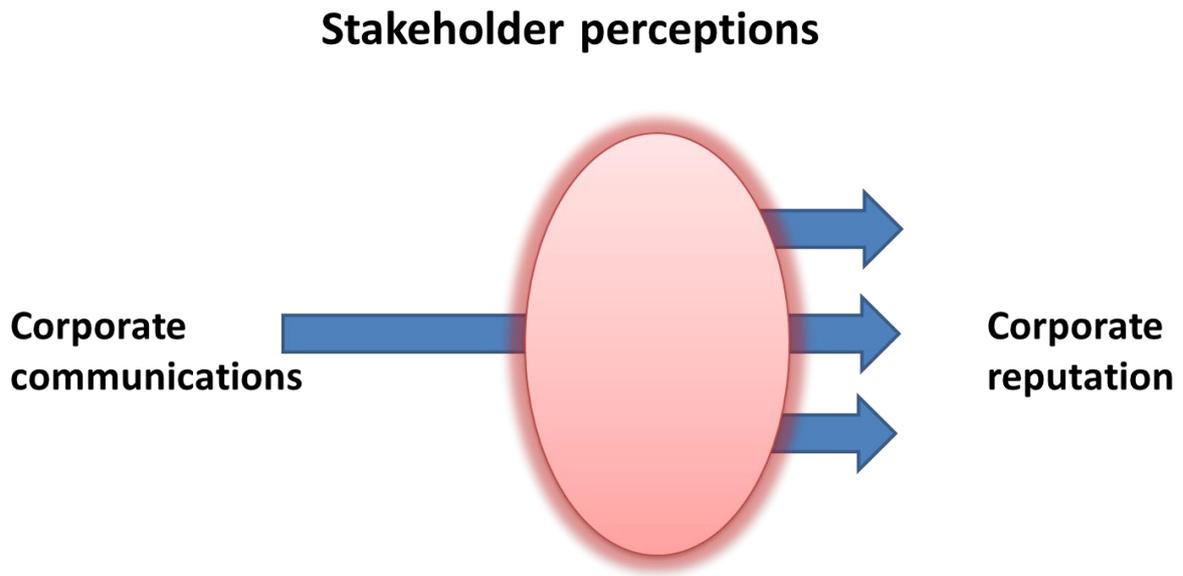


Figure 4: The new relationship between communications, perceptions and reputation
Source: Bunting and Lipski (2000:174)

Matuleviciene and Stravinskiene (2015:81) explain that some stakeholders, such as shareholders, customers, employees, non-governmental organisations, the media, lobbyists, arise a higher reputational risk than the remaining.

Traditionally (as represented in Figure 3) an organisation would be able to filter out and address the negative views by stakeholders. However today with the fast paced technological interventions that are thrown at stakeholders, they have further utilised this platform to air their views (as represented in Figure 4). The media has used its various media platforms to supplement the current status of the education system in South Africa. Organisations such as the DBE find themselves under constant scrutiny by stakeholders affecting their reputation. The DBE should deal with constant blows from stakeholders as various crises across the country further influences the views of stakeholders on the state of public schools in South Africa. To achieve a positive stakeholder assessment of corporate reputation, the DBE needs to become transparent through its organisational performance, its employees' interactions with external constituents and its media visibility.

NEW TECHNOLOGIES AND SOCIAL MEDIA

Bonini, Court and Marchi (n.d.) highlight that the proliferation of media technologies and outlets, along with the emergence of new web-based platforms, has given individuals and

organisations the new tools they use to subject companies to greater and faster scrutiny. Dholakiya (2011) explains that the Internet emerged as a definitive game changer with respect to how a corporate can manage its reputation. It has provided organisations, both big and small, with a way to keep working on their customer's perceptions. The concept of online reputation management is taking hold of the imagination of organisations. The thinking is that, if you can manage your online corporate reputation, some pressure can be taken off from the traditional means of reputation management. But this is not always the case as organisations online media platforms can be hacked into, causing more havoc than intended which is why many organisations are sometimes hesitant to utilise this platform. The knock-on effect can be unsalvageable due to the way in which the stakeholders' trust is damaged upon learning of an incident. Trust and reputation management can be useful in safeguarding against online fraud.

Wadsworth (2016) asserts that:

With cyber-criminals on the rise over the years, as we move into 2016 it is only becoming more important to protect your organisation from the damage a hack could inflict. Not only could it seriously harm your reputation, it could seriously damage your organisation in the long run.

An organisation is no longer catering to an audience of its choosing. They can target an audience, but their online presence is now reaching a sophisticated and powerful global audience who are watching every move they make and scrutinising these moves on various parameters. The risks to the corporate reputation can come from various quarters and from all corners of the globe. Dholakiya (2011) clarifies that today, a critical article published in Hong Kong is available to readers in the United States in a matter of seconds. Such a critical commentary can have global consequences for your organisation's prospects, irrespective of where it's published from. The fact that it is on the Internet means it can reach anybody, anywhere.

Yet another risk of having an online presence is of an organisation's need for secrecy. Dholakiya (2011) adds that the popularity of the social networking sites and the fact that information can be published anonymously, means hiding organisational secrets becomes a full-time, difficult and thankless job. A bad word here and there and your corporate reputation can be in tatters.

The reduction of the constraints on the communication of geography, access, time and resources has helped to reduce the significance of corporate assets by making it easier for

stakeholders to communicate independently. Bunting and Lipski (2000) explain that is why the Internet is so important for corporate reputation management; organisations are losing some of their dominance over information flows as their critics have exploited the new freedoms created by the Internet. The communications playing field is becoming more level.

CONCLUSION

According to Smaiziene and Jucevicius (2010:53), the challenge of reputation management is to balance expectations related to functional and social reputations, as well as seek for a company's personality, uniqueness and distinctiveness. The challenges discussed require a change in mind-set as well as actions. New threats and challenges need to be met with new tools and solutions. This will help the DBE to become more nimble-footed as far as meeting the challenges to their reputation is concerned (Dholakiya, 2011). It has become imperative that schools within challenges reform their operations to adapt to the multiple changes and turbulent educational environment and to effectively respond to the educational exigencies. Strategic planning has been identified as a valuable framework for effective implementation of school reforms and empowers schools to effectively respond to their needs (Steyn and Wolhuter, 2010). Without change, the traditional structure of educating and training leaders of tomorrow at South African public schools will be surpassed and disregarded in this increasingly diverse and technological global economy. Hence the following chapter will address strategies for reputation management that can be applied by the DBE.

STRATEGIES FOR REPUTATION MANAGEMENT PROGRAMMES

INTRODUCTION

This chapter focuses on the objective that explores the reputation management strategies of the DBE. The previous chapter outlined the various challenges faced with implementing reputation management at public schools. This chapter will discuss strategies for utilising reputation management. Veriava (2016) reveals that at the beginning of the year 2016, Section 27 welcomed the characterisation of the system of basic education by the Minister of Basic Education as being in a state of crisis and of the 'former African schools' existing as 'a Cinderella system deprived of resources and characterised by pockets of disasters'. Xaba (2006) explains that education authorities need to play a key role in building the capacity of school leaders to effectively implement reforms they desire these reforms, though usually well-intended, are poorly implemented, resulting in more chaos in schools.

Bradshaw and Buckner (1994:79) believe that significant changes demanded of schools can only be attained through shared decision making that encourages people to change and to address educational problems. Successful organisations are aware of the importance of a reputation. A positive reputation brings trust, confidence and increase in brand awareness which will ultimately affect the growth of an organisation. The Ethics Resource Center (2011:05) implies that organisations must understand that responsible organisations attract the best talent, earn valuable trust and generate more positive word of mouth. Communications are vital to a building reputation because key audiences need information about organisations. Bloch (2006:03) advises that to identify strengths and possibilities and to determine interventions that are creative and innovative at the same time will surely enhance the efforts of the Department of Basic Education to improve its reputation at all levels.

THE NEED FOR REPUTATION STRATEGIES AND PROGRAMMES

Stansfield (2006:470) asserts that:

Reputation is an amorphous concept. It is intangible. It can change over time (for better or worse). It is difficult to define. It is difficult to measure. It is difficult, if not impossible, to value (and is assigned no value by our accounting conventions). Yet it is, without question, among the most valuable assets of any company.

Many education systems are implementing radical reforms in order to adapt to a changing world (Pretorius, 1998:109). An organisation's reputation is its most relevant asset. The perceptions of the various audiences with which an organisation interacts both, directly and indirectly, can enhance or destroy that reputation (Cwaik, 2014:324). The Ethics Resource Center (2011:03) finds that among all an organisation's assets, a good reputation may be the most important; it is also the easiest to lose and the most challenging to maintain. Okur and Akpinar (2012) add that leaders are expected to play key roles in gaining and managing organisational reputation. Pfarrer *et al.*, (2010:1134) suggest that organisational reputation serves as an intangible asset that allows stakeholders to differentiate an organisation that has a high reputation from organisations without this asset. Dalton (2012:225) maintains that if reputation can be viewed as a form of assessment of a corporation's behaviour and performance, then understanding and identifying risks and issues— that may at a later stage damage this asset— must be an active part of any reputation management structure and process.

Sagir *et al.*, (2014:144) comment that:

Reputation mediates students' and teachers' preferences. There are such schools with high level reputation and have recently become a brand that many students and teachers want to be there thanks to their well accepted reputation. However, there are some schools in which no one can change its image created long years ago and neither students nor teachers want to participate in those schools. Corporate reputation is formed by the organisation's various publics on the basis of information and experience. There are measures to be taken to collapse these prejudices and build a new future for the school; this can be said as reputation management.

Smaiziene and Jucevicius (2010:49) maintain that the fundamental maxim of corporate reputation management claims that everything that an organisation does or does not do, makes an impact on the perception of the organisation, its products, services, and opportunities to attract financial and human resources and partners for reaching organisational goals. Thus, corporate reputation management should be integrated into all the practices, actions and standards of the organisation. The reputation of a firm is built through its credible actions. It is also fragile because the impact of a bad action on the stakeholder is much stronger than that of a good action (Nguyen and Leblanc, 2001:229). Pfarrer *et al.*, (2010:1138) stress that an outstanding reputation can provide an organisation with specific advantages, such as better access to resources, the ability to employ high-quality workers, and greater chances of financial success.

Veriava (2016) informs that:

Education researchers also note that our schooling system is 'fundamentally bifurcated' or a 'dual education system'; the first being the well-resourced, wealthy independent and former model-C schools, and to a lesser extent the former Indian schools; the second schooling system catering for poor, predominantly African pupils, and being the majority of public schools, existing along a continuum of under-resourcing and dysfunctionality. Now that we all now agree there is a crisis is therefore, a good thing. We must now pool our collective strength together and find a solution to enhance the system and reputation. This is the tough part.

Increased stakeholder participation also includes the possibility of engendering increased enthusiasm, interest, commitment and effectiveness among stakeholders (Dimmock and Hattie, 1994:37). Cwaik (2014:324) mentions that as reputation is socially constructed, in that stakeholders' perceptions become their reality and that reality can positively or negatively affect an organisation's reputation, understanding and being responsive to internal and external stakeholders is critical to reputation management. Sagir *et al.*, (2014:143) advise that reputation in every sense must be analysed as a phenomenon with the help of multi- parameters. De Chernatony (1999:191) states that an organisation's success is often linked with how well their employees have internalised the brand and company values and how well their actions and activities are aligned with the brand promise. The nature of an organisation's reputation depends on the results of its perceived actions in this period. If the organisation repeatedly succeeds to fulfil its promises, it should have a favourable reputation; and inversely, the organisation's failure to respect its expressed intentions may create a negative reputation (Herbig and Milewicz, 1993:06).

The Ethics Resource Center (2011:03) expresses that building and maintaining a good reputation requires persistence; in a way, reputation is a perpetual work in progress. It demands the attention from all parts of an organisation to guard against reputational loss from ethical lapses, bad decisions or simple neglect. Smaiziene and Jucevicius (2010:49) identify the growing acknowledgement of corporate reputation as an important organisational asset. Its significance for an organisation's survival and success lead to the necessity for managing an organisation's reputation systematically. Reputation management advocates for strategic planning as a viable process to lead school reforms and change the way people work as its approach is pegged on the involvement of the whole school community (Fullan, 2004).

Oracle (2012) states that implementing and managing a reputation programme can give you some control over the social dynamics within your community. Yang (2007:94) finds that

effective relationship building is crucial to public relations practices as it indicates the likelihood of maintaining long-term relationships, as well as positive reputations of a given organisation. Lee and Park (2013:188) consider that it is essential to identify methods to establish and manage relationships with target publics. The Ethics Resource Center (2011:04) stresses that a good reputation also can serve as a firewall that limits damage when something goes wrong. When stakeholders think highly of an organisation, it is more likely to receive the benefit of the doubt when addressing controversy or crisis. Wanjala and Rarieya (2014:19) insist that strategic planning goes beyond a school simply demonstrating that it complies by developing a strategic plan, it should be a declaration of a school's dedication to ongoing improvement.

The NDP (2015) explains the developments and prospects for the DBE. The Basic Education Sector Priorities 2014-2019 spells out the following interventions:

- Information and Communications Technology (ICT): President Jacob Zuma first announced Operation Phakisa. The President indicated that the methodology was designed to answer fundamental implementation questions and find solutions, as the country tries to address poverty, inequality and unemployment, among other challenges.
- The Operation Phakisa Lab focusses on four main strategic objectives namely, a) Electronic content resource development and distribution, b) ICT professional development for management, teaching and learning, c) Access to ICT infrastructure and lastly d) Connectivity.
- DBE iCloud and TV: Some other exciting developments happening at DBE include the digitalisation of our workbooks/textbooks, imminent launch of the Department of Basic Education (DBE) iCloud and DBE TV.
- Classrooms of the Future: The launch of the virtual school represented the most important innovation in the South African education system. UKUFUNDA Virtual School offers a wide range of free and open Curriculum Assessment Policy Statements (CAPS) aligned learning resources that can be accessed on more than 8000 mobile devices. The school contains a wide range of digital resources, tools and applications that support teaching, learning and teacher professional development.
- LTSM : A total revamp of the manner in dealing with the provision of Learning and Teaching Support Material (LTSM) is in the offering.

- Infrastructure: On infrastructure a closer look at costing, maintenance and management of all school buildings and physical plant to enable more effective use of infrastructure funds including development and transparency of unit costs.
- Immediate Interventions: Through the Annual National Assessment (ANA) the DBE has identified areas for challenges throughout the different phases with the senior phase being your killer phase
- Inclusive Education: In the area of Inclusive Education, the DBE has established the District Based Support Teams (DBST) to promote inclusive education through training; curriculum delivery; distribution of resources; addressing barriers to learning; leadership and general management.
- Curriculum: The curriculum has also been benchmarked against leading nations in the world and found to be comparable, in which the DBE confirms that standards are comparable to the best in the world.

Oracle (2012) suggests that reputation programmes have several purposes and goals:

- Promoting high-quality content by assigning value to content generated within the community. (Members may be more interested in reading, or may put more credence in content created by those with high reputations.)
- Building trust and strengthening loyalty of members.
- Motivating members to participate by rewarding and recognising the quantity and quality of their contributions. Many members are motivated, at least to some degree, by increasing their reputation within the community and reaping whatever rewards may come with that.

The Ethics Resource Center (2011:05) comments that reputation is about building trust, that an organisation lives up to a set of core values, acts with integrity, takes responsibility for its mistakes by fixing them quickly, provides quality service, treats employees well and returns fair value to its stakeholders.

The reputation of a firm is developed based on the expectations of stakeholder groups by means of the main six factors of corporate reputation perception, i.e. emotional appeal, quality of goods and services, vision and leadership, results of the financial activity, working conditions and social responsibility.

The significance of the factors changes against each group of stakeholders as highlighted below (Table 2).

Stakeholder groups	Complex of factors to perceive corporate reputation (CR)	
	Primary factors to perceive CR	Secondary factors to perceive CR
Customers	Quality of goods and services	Vision and leadership; Emotional appeal.
Investors	Results of financial activity	Vision and leadership; Quality of goods and services; Emotional appeal.
Employees	Working conditions	Social responsibility; Results of financial activity; Vision and leadership; Quality of goods and services.
Supplies	Results of financial activity	Quality of goods and services.
Society	Results of financial activity	Emotional appeal.

Table 2: Summary of factors for perceiving Corporate Reputation (CR)
Source: Petrokaite and Stravinskiene (2013:498)

Petrokaite and Stravinskiene (2013:498) note that even though corporate reputation is a result of the intangible collective perception; it should be noted that separate groups of stakeholders are oriented towards different perception factors of corporate reputation and their importance cannot be made absolute in a generic sense.

According to Siano *et al.*, (2007) the right perception of stakeholder groups that is related to the organisation and its historic nature, depends on the ability of the organisation to communicate. Thus, the communication, maintained by the organisation, builds a confidence-based relationship with separate groups of stakeholders. If an organisation does not change itself and its performance, its reputation might change because of changes in stakeholder groups, reputations change consequently with dynamic stakeholders' expectations and changing values (Smaiziene and Jucevicius, 2010:54).

With increasing opportunities for public relations practitioners to engage in direct communication with various publics' online, strategic use of contingent message interactivity may increase positive assessments of relationship management and reputation perceptions (Lee and Park, 2013:201). Online channels such as corporate web sites or corporate blog sites allow

the public to inquire about corporations, and provide companies with the opportunity to respond to publics' questions and concerns in a timely manner. Lee and Park (2013:201) remark that with the additional advantage that organisations have complete control over their contents and feedback, online communication platforms can serve as ideal outlets to engage in active two-way communication and facilitate relationship building between the organisation and the public.

The power of web networks has increased extraordinarily the speed, reach and interactivity of social communication (Jones *et al.*, 2009:928). Considering stakeholders' increased reliance on the Internet as a source of information, organisations 'concerns over their reputation and social media users' newfound ability to ruin those reputations in an instant (Dennis, 2013:19).

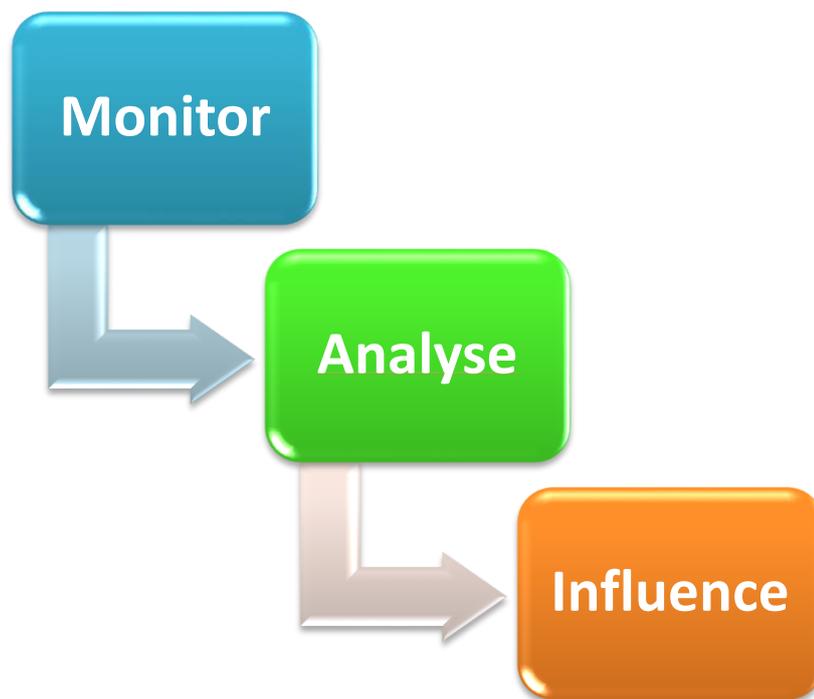
Jones *et al.*, (2009:928) explain that organisations increasingly need to put in place procedures and practices to manage their reputation and the risks involved as they set out to engage with the wider community on the social web. The need for online reputation is important as many stakeholders' use the Internet to gather information about an organisation. The need for online reputation management and monitoring is growing, and organisations are now realising this. Through the combination of search and social media, all mentions of an organisation are only a quick search away, whether they are positive or negative. Social media are in one of the spaces where a brand or individual can easily respond to mentions, create a stir, or find ways to further their own agenda (Stokes, 2014:410). In this new environment, effective branding and reputation management requires businesses to work in partnership with diverse stakeholder groups (Jones *et al.*, 2009:928).

Bunting and Lipski (2000:177) outline that:

Organisations can use the Internet to build bridges with their stakeholders in a way that is practically difficult and expensive online. They have new opportunities to reach highly targeted niche audiences. Successful online corporate reputation management will rely on identifying and proactively building relationships with relevant online communities, based not on commercial relationships, but on organisations utilising their resources and expertise to work with their online stakeholders for mutual benefit.

The goals of online reputation management are high rankings and indexing in the search engines for all positively associated websites and corporate communications. The result is an increase in your overall positive web presence, which will help you own the top spots in the search engine rankings for your organisation. Organisations like the DBE can use social media

to manage their online reputations – by monitoring what customers and fans are saying to identify issues proactively and as a means of communicating and getting their side of the story out. Online reputation management enables you to protect and manage your reputation by becoming actively involved in the outcome of search engine results through a three-step process (Elixir systems, 2006:03). The three steps involved in online reputation management are illustrated in figure 5 below.



***Figure 5: The three steps involved in online reputation management
Source: Elixir systems (2006:03).***

Elixir systems (2006:04-05) explains that an organisation should use these three steps to online reputation management to:

- Monitor and track what is being said online about the organisation by stakeholders.
- Analyse how the visible information online affects the organisation's reputation.
- Influence the results by participating in the conversation with stakeholders and eliminate negative sites.

THE STRATEGIC PLANNING PROCESS

Steyn (2002:267) suggests that the process of change consists of certain essential characteristics indicating where a school is at present and where it would like to be. This process can be depicted in a model (refer to figure 6).



Figure 6: A model for change
Source: Pretorius (1998:110)

Pretorius (1998:111-113) evaluates the characteristics of the model as follows:

- ***Where are we going?*** This question forms the point of departure for any change to occur and refers to the aims and goals of a school, and includes the desired destination or 'ought to'.
- ***What are we doing?*** This question refers to the reason for being a school.
- ***Where are we now?*** This question evaluates the effectiveness of current practice.
- ***How do we get there?*** The question refers to the developmental processes necessary to attain the identified aims and goals.
- ***Beliefs and values:*** This step characterises the school's value system and is regarded as the point of departure for strategic planning. Effective schools require leaders who are willing to express their values which must become shared goals so that the entire community shares a vision.
- ***A vision is a mental image of the future.*** It is the deepest expression of what a school desires. The vision statement, with its accompanying guiding principles, says: 'This is

where we want to be in years to come, and this is how we will conduct business in order to get there’.

- **Mission:** From the vision statement a mission statement is developed. A mission statement is simply a statement of the organisation's vision of itself that serves to guide planning, development and evaluation.
- **External and internal analysis:** Since schools do not operate in vacuums and are part of specific communities, various factors might influence their activities.
- **Objectives:** This step includes a range of specific outcomes that reveal commitment to achieving this.

STRATEGIES TO ASSIST IN PROMOTING AN ORGANISATION’S REPUTATION

Sagir *et al.*, (2014:145) recommend that principals need to analyse their schools deeply in an organisational context to reveal all hidden facts, especially the social image of schools to draw a pathway in reputation building. Reputation is a more appropriate external assessment of a brand than image. De Chernatony (1999:159) concedes that by auditing the gaps between brand identity and brand reputation, managers can identify strategies to minimise incongruency and develop more powerful brands. Sagir *et al.*, (2014:145) suggest a new local oriented educational reputation management systems approach be implemented which will allow each district and school to develop local strategies and apply them with the help of all stakeholders. Jones *et al.*, (2009:930) articulate that management’s task is to determine the level and type of communication strategy to be employed in each situation. The outcome will in part be determined by how well the organisation engages with their audience.

DEALING WITH THE MEDIA

Eyitayo (2016) provides a few strategies that schools can employ for effective reputation management when handling the media:

- Schools should set up a department or unit solely for reputation management to deal with the media with trained personnel in that regard.
- An alternative to setting up a reputation management department in schools is to hire a capable organisation or individual to manage the situation by addressing the media.
- Schools should release official report addressing the situation at hand within 48 hours. On no account should schools stall or delay as this contributes to assumptions by members of the public.

- Schools should employ a public relations officer, and key members of the school management should be available to make statements at the required platform.
- Schools should have a working relationship with the media houses, the police or relevant agencies that will protect their images or control events around their brands.
- The manner of handling situations and occurrences in schools will determine whether the bandwagon that results from the incidence works for your brand or against it. There is a need for schools to live up to expectation and not delay in addressing sensitive issues.

INTERNET REPUTATION MANAGEMENT PROGRAMME

Tennie *et al.*, (2010:484) reveal that as information flows ever more rapidly and efficiently because of the worldwide web, we can observe evolving strategies of reputation management. Grunig (2009:06) recognises that the new digital media have dialogical, interactive, relational, and global properties that make them perfectly suited for a strategic management paradigm of public relations.

Brandprotect (2012) asserts that one of the primary objectives of any programme is to assist in establishing long-term policies, strategies and processes involving cross-functional participation to improve Internet reputation management. With a long-term corporate focus on risk management and prevention, organisations will be able to minimise the damages resulting from online criminal activity, intellectual property rights abuses and defamatory discussion. Jones *et al.*, (2009:930) note that well managed and orchestrated, online conversations can help organisations to build and maintain a presence, reputation and brand image.

Stokes (2014:406) explains that social media channels are communication channels that can be used to solve organisational, marketing and communication challenges. As more time is spent by consumers online, and that time is increasingly dominated by social media usage, organisations need to incorporate social media into their marketing strategies. Social media environments offer potential benefits for reputation management by providing new ways to reach different stakeholders directly.

The critical components of an effective Internet reputation management programme are illustrated in the diagram below:



***Figure 7: Components of an Internet Reputation Management Programme
Source: Brandprotect (2012:05)***

By filtering through all the processes to assist with managing a corporate reputation within the final stage of prevention, the key elements are as follows:

- The formation of an Internet Reputation Management Council
- The development of policies and procedures
- Training and communicating with staff
- Measuring progress against objectives

Managing corporate reputation has become increasingly challenging and important. Dennis (2013:18-19) adds that the following are recommended to preserve online reputation:

- Engage in proactive reputation management by developing positive online content. Many organisations now maintain social media profiles, including on LinkedIn and Facebook. Building a strong online presence can help to reduce the impact of any negative online onslaught.
- Monitor and respond to online criticism appropriately. React to false statements positively. Any responses should be professional and intended to both mitigate the reputational damage and appease the stakeholder.
- Maintain a company social media policy that requires employees to be respectful, honest, and appropriate in social media and other online communications. Train employees on the policy.
- Consult with legal counsel. In egregious circumstances, such as when the online statements cause significant economic loss.

Brandprotect (2012:07) explains that setting up an Internet reputation management council is a collaborative process; therefore, an organisation should instil a philosophy of Internet reputation management by:

- Identifying key internal stakeholders and inviting them to participate in a meeting to establish the guidelines of Internet reputation management within the company.
- Planning to meet regularly to keep abreast of industry and technology changes as well as emerging forms of Internet-based threats.
- Establishing goals and targets such as building a structure and policies to set up a 'Best of Breed Governance Policy'; setting metrics to track performance from the outset.
- Establishing emergency response protocols.
- Implementing training policies and communication within the organisation.
- Reviewing, measuring, evaluating and managing progress against objectives.

STAKEHOLDER AUDITS

Building a strong reputation helps an organisation perform more effectively in the present and builds a reservoir of goodwill to draw upon in future crises.

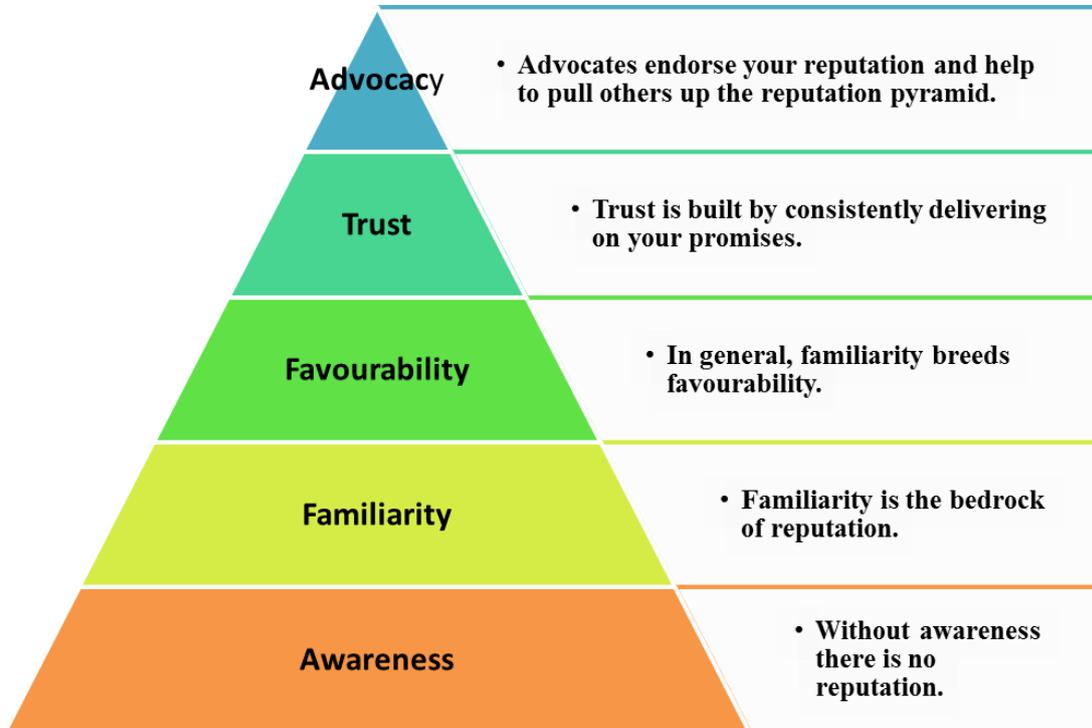


Figure 8: Ipsos Reputation Pyramid
Source: Ipsos Public Affairs, 2011

According to the Ipsos Public Affairs (2011:05), stakeholder audits help define a stakeholder matrix for your organisation and understand the attitudes of different stakeholder groups toward your sector. The Ipsos Reputation pyramid represents a consistent model for comparing the attitudes of often very different stakeholder groups. It shows different levels of stakeholder engagement with your organisation. Moving stakeholders up the pyramid tends to strengthen corporate reputation and make it more resilient when challenges and difficulties arise. The Ipsos Public Affairs (2011:05) insists that engaging with stakeholders is the best way to influence their attitudes toward an organisation and foster an environment in which a strong reputation can develop. Stakeholder audits can help an organisation determine the effectiveness of stakeholder engagement and identify areas where this engagement needs to be improved.

CREATION OF AN ETHICAL CULTURE

Schultz and Werner (2005:11) imply that employees are often the first to know of any unethical, immoral or downright illegal dealings that go on within an organisation. However, they also tend to be the last to speak out, fearing the loss of their job, rebuke from their friends, or forfeiture of their potential for promotion.

Schultz *et al.*, (2003:30) recommend the following guidelines for establishing an ethical culture:

- Develop a comprehensive code of ethics for all relevant parties (managers, employee groups, human resources management, salespeople, accountants, suppliers, customers, society in general, etc.).
- The code should highlight specific unethical practices such as receiving paybacks, doctoring facts or data, withholding information, breaching confidentiality, etc.).
- The code should be communicated to all relevant parties.
- The code should be enforced consistently through rewards for compliance and penalties for non-compliance.
- Top management and other role models should set the example with exemplary conduct.
- Provide training in ethical issues.
- Provide mechanisms to deal with ethical issues, such as surveys, audits, confidential reporting mechanisms and whistle-blower protection systems.

POLICY CREATION AND REPUTATION REVIVAL

Veriava (2016) provides the following strategies to address the crisis facing the Department of Basic Education:

- A need to respect the prioritisation of the right to basic education in our constitutional democracy and this must be reflected in policy and planning.
- Set up a public process to review the existing school funding model.
- Establish benchmarks or standards for quality education in all areas of basic education resourcing.
- Implement an efficient and functioning system of basic education.
- Imbue the teaching profession with the integrity that the profession deserves and requires.

Schwartzman (2010) advises the following steps in reviving a reputation:

- Maintain a policy of 'bad news first'. Inform all stakeholders of what is going on and indicate what steps or measures will be implemented.
- Meet regularly with key staff to review all problem areas. Read the papers, watch television news, and talk to your peers – what has gone wrong at other schools should be on your list.
- For each thing that could go wrong, make a corresponding list of what you do right. This becomes your defence and the basis for your key messages in a time of crisis. Up to date statistics and fact sheets that reflect your track record in key areas.
- Make sure your key constituents know what you do right. Keep them informed of your policies and procedures that should be followed and govern your reputation.
- Maintain good relations with stakeholders.

CONCLUSION

This chapter gathered an insight into strategies which the DBE can use to build and maintain its reputation. Bloch (2006:13) emphasises that it is crucial to mobilise a great society wide consensus around educational goals and priorities, neither the blame game nor ideological solutions will help. A massive effort is needed by all South Africans to intervene and assist in augmenting the image of basic education in the country. Moloji (2007:467) avers that strategic reputation management and planning represent a radical culture shift for schools that previously focused on short-term tasks and adopted a culture of dependency. Strategic reputation management planning for any organisation is useless if not applied. Implementation is therefore, an essential component in this process. Schultz and Werner (2005:11) indicate that complete and effective reputation management requires a multi-disciplinary approach. The next chapter will focus on the reputation management success in other countries.

BENCHMARKING

INTRODUCTION

The previous chapter highlighted strategies for reputation management. However, in order to ascertain and develop strategies that will enhance the image of the Department of Basic Education in South Africa, an insight into countries that utilise reputation management successfully can aid in establishing a framework to work with. Hence this chapter will focus on organisational reputation management success in the following countries – Canada, Sweden and Switzerland. Shamma (2012:151) insists that corporate reputation is more important than ever, the highly turbulent business environment, increased public expectations, and pressure from different stakeholder groups have all contributed to the increased importance of examining and managing a company's reputation. Adeosun and Ganiyu (2013:222) explain that reputation may not be identified as an asset on the balance sheet but it affects investor confidence, staff recruitment, supplier attitudes and a myriad of other stakeholders in its capacity as relationship capital. Reputation represents a principal risk to any organisation and falls within the strategic issue that must be given top priority. There is no doubt that reputation will play an increasingly important role in all decisions concerning in whom to place trust. Solutions to reputational challenges start with a change in mindset. Adeosun and Ganiyu (2013:222) further add that organisations must therefore, engage the world that surrounds them rather than try to manipulate it through contrived communications.

METHODS USED TO SUCCESSFULLY MANAGE A REPUTATION

Shamma (2012:151) outlines that in today's highly competitive, dynamic and turbulent business environment, organisations strive to search for ways to differentiate their offerings and build favourable relationships with an organisation's stakeholder groups.

According to the Reputation Institute (2011):

Canada has the best reputation in the world, says a study measuring public perceptions of 50 countries around the world, released on Tuesday. The Reputation Institute study measures the trust, esteem, admiration and good feelings the public holds towards 50 countries, as well as perceptions of peoples' quality of life, safety and attention to the environment. Results from 42,000 respondents worldwide ranked Sweden next, followed by Australia, Switzerland and New Zealand.

The aim of management should be to enhance a good reputation and build it into the marketing strategy of the organisation; this requires an understanding of the factors which contribute to a good reputation in the eyes of stakeholders (Adeosun and Ganiyu, 2013:223).

Moos *et al.*, (2011:224) reveal several factors which seemed to be important for principals to sustain their success. These factors included actively engaging with others to arrive at a consensus about what a school should do (what they termed as building the 'better argument'); personal qualities and beliefs such as resilience, commitment to making a difference, and engaging the school and wider community; balancing discourses (e.g., social justice and high achievement); utilising both transformational and instructional leadership practices, such practices being especially important for schools in challenging contexts; continuing their own professional learning (whether it be through compulsory or voluntary programmes); and, managing accountability expectations.

Where reputation is regarded as a liability then the objective should be to contain or reduce the threat of damage. This leads to a protection policy and ultimately a turnaround of fortune (Adeosun and Ganiyu, 2013:223). Shamma (2012:151) informs that examining corporate reputation is becoming more important today than ever. This is due to many factors such as: increased public awareness about corporate actions and issues, increased requirement for transparency, higher expectations by multiple stakeholder groups, word of mouth and online communication, customers' personal experiences with a company's products and services, effect of the influence of opinion leaders, growth in interest groups and increased attention from media have all contributed to the importance of assessing and actively managing a company's reputation.

Day *et al.*, (2010:04) point out eight dimensions of successful leadership practice. Successful leaders:

- Define their values and vision to raise expectations, set directions and build trust
- Reshape the conditions for teaching and learning
- Restructure parts of the organisation and redesign leadership roles and responsibilities
- Enrich the curriculum
- Enhance teacher quality
- Enhance the quality of teaching and learning
- Build collaboration internally
- Build strong relationships outside the school community.

Managing organisational reputation has always been a key objective and successful brand management is about developing and maintaining corporate reputation, conveying the right image, and creating a clear and recognisable identity (Adeosun and Ganiyu, 2013:223). Leithwood *et al.*, (2006:49) described four core dimensions of effective school leadership that are followed by successful countries in the development of positive corporate reputation:

- Building vision and setting direction
- Understanding and developing people
- Redesigning the organisation
- Managing the teaching and learning programme

Drysdale *et al.*, (2011:25) acknowledge that a range of interventions that impacted directly on individuals and groups, and indirectly through programmes and processes in addressing reputation management. Key programmes that made a positive impact included programmes such as ‘Quality in Schools’, ‘Restorative Practices’, developing social competencies, and a clear code of conduct that emphasised communication rather than sanctions. Developing networks, collaborations and partnerships were a key feature of the success for the countries to be discussed.

CANADA

World Data on Education (2007:01) discusses that education in Canada seeks to attain what are generally defined as the four major goals for schooling: the cultivation of mind; vocational preparation; moral and civic development; and individual development.

Concerns related to the fast and sweeping changes taking place in Canadian society through globalisation and internationalisation, growth in information and communications technology, immigration and population shifts toward urban centres, and fundamental changes in the nature of work and in the labour market, have led ministers of the various provinces and territories to step up their efforts to introduce major changes in education. These changes, centred around five features (i.e. accountability, high-quality education, accessibility, mobility and responsiveness to learners’ needs), have been initiated over the 1990s (World Data on Education, 2007:01).

World Data on Education (2007:02-03) highlights the following educational priorities being addressed and reinforced in Canada:

- *Curriculum renewal:* Curricula have been overhauled to better prepare graduates for the new era of information, communication and globalization. In recent years, there has been a return to core subjects such as languages and mathematics, as well as increased emphasis on science and technology. Themes of globalisation, competitiveness and productivity have guided many administrations in this effort.
- *Performance assessment:* With their vision of responsibility and accountability, governments have placed great emphasis in recent years on the importance of reporting to students, parents and taxpayers on outcomes achieved by educational institutions and administrations. To do this, all administrations have adopted strategies and programmes to assess student performance.
- *The emergence of information and communication technologies (ICT) at all levels:* Canada has set itself the challenge of taking action to get all schools in Canada connected to the Internet. This objective was achieved in 1999. A new objective consists in ensuring high-speed, regular access to the Internet for all students and ensuring improved operation of the new education technologies.
- *The transition to the job market:* Initiatives to help learners make the transition from their studies to the job market include changes in vocational and technical education, apprenticeship programmes, vocational guidance, and cooperative education programmes. Emphasis is also being placed on programmes that promote partnerships between the post-secondary education system and industry, so that students gain relevant skills. Elsewhere, the emphasis is on community programmes intended to increase community participation in decision-making with respect to vocational training and retraining. Access to training programmes through ICT is also taking on increased importance.
- *The quality of education:* Improving students' performance and preparing them for globalisation and the information age require ongoing improvement in the quality of education. In addition to steps taken to overhaul programmes and institute student testing, most administrations have adopted strategies to upgrade and improve supervision and professional development for teaching staff.

SWEDEN

According to World Data on Education (2011:02), the national school system is based on democratic foundations. The new Education Act of 2010 specifies that education in the school

system aims at pupils acquiring and developing knowledge and values. It should promote the expansion and learning of all pupils, and a lifelong desire to learn.

World Data on Education (2011:13) highlights that:

The reform of the 1990s shifted the responsibility of a number of issues traditionally associated with curriculum (e.g. the content of teaching and how it is organized) to the school. Every school must determine how to organize activities in order to fulfil the national goals. The teacher and the institution decide what materials and methods will be used. While the government issues the basic principles of educational objectives and guidelines, the subject and course curricula are drawn up by the National Agency for Education (NAE) in accordance with governmental directives. The Agency publishes special commentaries explaining the purpose and motives of national objectives and gives examples of how they can be concretized.

The general government approach has been to give great autonomy to agencies and just to draw up an annual governing letter to set the framework of what each agency should look at. For example, for the Swedish Schools Inspectorate this would be to inspect municipalities on a regular basis. This leaves space for the Inspectorate to set priorities. Representatives of the Ministry of Education and Research see the forthcoming revised Education Act as a first attempt to establish a more coherent framework (OECD, 2011:98). The major role for monitoring the extent, to which the goals for the Swedish education system are being achieved, lies with the NAE – this is an independent agency under the Ministry of Education and Research (OECD, 2011:98).

Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. The school should strive to be a living social community that provides security and generates the will and desire to learn (World Data on Education, 2011:15). The national curricula and syllabi include both academic and democratic goals. National tests to assess student performance strive to be as well aligned as possible with the syllabi by incorporating more ‘cultural’ goals in indirect ways, example: Using context of testing items and including attitudinal components. The tests are also complemented by a three-yearly national survey of student and parent attitudes towards their education (OECD, 2011:100).

The OECD (2011:98) asserts that there is active collaboration among key stakeholders in system evaluation. The Swedish Schools Inspectorate collaborates on a regular basis with the NAE. In conducting its thematic quality evaluations, the Swedish School Inspectorate tries to

select both schools where there are known concerns and schools with good practices. The aim is to use the results of the evaluation to stimulate schools with poorer results to improve, by learning from practices in more successful schools.

The OECD (2011:104) explains that the Ministry of Education and Research has a policy to improve links between the research society and policy by, for example, collecting reviews of research on different thematic areas. Further, the Ministry of Education and Research prioritises the use of research results to inform better practices in schools to increase stakeholder awareness and improve its reputation.

SWITZERLAND

Since the creation of the federal government in 1848, education has always been highly valued in Switzerland. The Swiss educational system is strongly decentralised since each district has its own legislation concerning education, they are to a certain degree free in defining the school curriculum. Public schools are funded and controlled by the local government and generally of a high standard. Regarding policy performance, Switzerland must be regarded as extremely competitive (Armingeon *et al.*, 2014:02).

Armingeon *et al.*, (2014:15) add that Switzerland's education system is strongly influenced by the country's federal and decentralised structure, as education policy falls under the jurisdiction of the districts and municipalities. The system provides a high-quality education. In general, the quality of the Swiss education system is outstanding.

According to Huber (2011:471) since 2006, when the new education Act for elementary schools was put into practice, schools have been asked to:

- Reorganise the responsibilities on the three mentioned levels; in small communities (see above) there is little to distribute.
- Write their individual school programmes.
- Start self-evaluating on a low scale; this is to prepare for the external evaluation. These are means to improve school quality.
- Take first steps to parent and student participation.

The following functions of school supervision can be exercised by the school inspection as reported by Huber (2011:473):

- **Monitoring school quality for accountability.** A system for monitoring the quality of the schools and the system has been established for the purpose of accountability using systematic external evaluation conducted according to research-based criteria. The monitoring function has two levels of focus. The first level is the school itself. The evaluation of the school provides information about the school's quality according to defined areas using a quality framework model. The second level is the system. By aggregating the results of the individual schools on a district level, system monitoring is an instrument for accountability, which provides information on the quality of the entire public school system in the district to professionals and the public.
- **Providing feedback for improvement.** By reporting the results of the external evaluation back to the schools, information is provided about their level of performance, focusing on the school's strengths and weaknesses. Through this process, so-called 'blind spots' may be uncovered that a school was unable to identify by means of an internal evaluation. Moreover, in some districts, schools gain information about where they stand compared to other schools. Thus, the individual school is offered external information for quality development that adds to the internal quality assurance. Ideally, this feedback results in an internal quality improvement process that is integrated into other school development processes. The education authority can also use the resulting data to support individual schools. By aggregating the monitoring data, the education authority also gains information, which it can use to improve the overall school system.

THE IMPACT OF REPUTATION COMMUNICATION IN ORGANISATIONS

Corporate image can be created but corporate reputation must be earned. The whole organisation needs to be part of this and it, therefore, involves all employees. Building a positive, sustainable reputation requires a holistic and integrated approach to all communications (Phillips, 2008:05). Adeosun and Ganiyu (2013:223) state that any incident that reduces trust among any single stakeholder group has the possibility to create reputation damage; the severity of this damage and the cost will depend on the influence of the stakeholder group and its impact on the organisation. Gurr (2015:138) assures that for successful school leaders, distributed leadership is almost assumed as they will openly say that the success of

their school is due to the leadership of many, and they genuinely value the contribution of teachers, parents and students. Building a positive reputation undoubtedly requires companies to deliver excellence in their performance and the highest standards of communications. Phillips (2008:05) avers that engaging all employees through best practice, internal communications is a key component and yet often not enough attention is paid to this.

Leithwood *et al.*, (2006:51) note that successful leadership, then, is best thought of as layered and multidimensional, with, for example, instructional leadership influence distributed within a school, and having multiple foci such as academic improvement, satisfying accountability policies, and promoting democratic education.

Fullan (2010) examines that:

There is a recent and rapidly growing appetite for figuring out and accomplishing 'whole system reform', a way on how to improve all schools in a district, a region, a state, or province of a country. For a long time, there has been the realisation that better education is the key to societal and global productivity and personal and social well-being. Only recently are we beginning to see that interest turns into specific questions about how you actually go about whole system reform.

Better regarded companies build their reputations by developing practices which integrate social and economic considerations into their competitive strategies. Gurr (2015:139) understands that acting with integrity and being transparent about their values, beliefs and actions, modelling good practice, being careful to ensure fairness in how they deal with people, involving many in decision making, are qualities and practices that engender respect and trust. Because of this, the school communities rarely challenge the principals if sometimes they must make important decisions with little consultation; the foundation of respect and trust meant that top-down decisions could be accepted. Mass media is a key communication tool of modern society. It determines what is generally perceived as social reality. Mass media provides certain images and interpretations of things that people cannot know and test based on personal experience (Voswinkel, 2008:07).

The success of organisational reputation management in Sweden, Switzerland and Canada illustrate the ability of a country to effectively manage its reputation. Within South Africa specifically the uThungulu municipality, these practices need to be incorporated into the DBE so that we can regain a positive image. According to Hills (2015) the nine dimensions of

reputation management have been researched by the Branding Institute in Switzerland and recommend the following which the DBE should encompass:

- management quality
- organisational performance
- social responsibility
- ethical organisational practices
- transparency
- employer attractiveness
- innovation
- quality of products and services

Adeosun and Ganiyu (2013:223) assert that this paradigm of reputation management is that the organisation's reputation is dependent on its behaviour as a corporate citizen, part of the societies in which it operates and not above or separated from these. Therefore, reputation strategy should be considered as an inevitable part of the corporate strategy and should target transforming corporate reputation into reputational capital.

THE ROLE OF CORPORATE SOCIAL RESPONSIBILITY (CSR) IN COMMUNITY DEVELOPMENT

Andersson and Törngren (2009:07) add that one sign of the increased importance of corporate reputation and living up to the external pressure on organisations; is the increased focus on corporate social responsibility (CSR). Du *et al.*, (2010:09) inform that a company's CSR message can pertain largely to a social cause itself or to a company's specific involvement in a social cause. Kayondo *et al.*, (2015:383) maintain that as CSR has become a corporate fundamental issue to establish a good corporate reputation over time, corporations have assigned considerable resources in managing diverse stakeholders such as local communities.

The definition of CSR, developed by the World Business Council for Sustainable Development (Moir, 2001) echoes an alternative, multi-stakeholder, implicitly multidisciplinary and more proactive view of CSR that is gaining popularity:

CSR is the continuing commitment by business to behave ethically and contribute to economic developments while improving the quality of life of the workforce and their families as well as the local community and society at large.

Power (2007:133) claims that CSR has evolved from an internal issue, to be close to the centre of the corporate strategy to handle the demands and expectations from stakeholders. Zairi (2000:177) recommends that given the proven impact of social responsibility on business performance and corporate image, CSR should be included in business excellence models. By extrapolation, it can be argued that CSR impacts on factors including company reputation and corporate image, that it shares characteristics with.

For many years organisations have used CSR to burnish corporate reputation, improve corporate reputations and support good works (Doorley and Garcia, 2015:338). Du *et al.*, (2010:08) mention that CSR occupies a prominent place on the global corporate agenda in today's socially conscious market environment. Organisations with good reputations, perceived to have high source credibility, will probably find the positive effects of their CSR communications to be amplified, whereas the effects of CSR communication in the case of organisations with poor reputations will be dampened or even backfire (Yoon *et al.*, 2006). Organisations with a neutral ethical reputation are likely to reap greater business benefits from CSR communication than organisations with a positive ethical reputation (Strahilevitz, 2003). The close link between an organisation and a community is an aspect of CSR's role in community development as it creates a sustainable development of a community. Baron (2001) explains that the use of CSR to capture value is referred to as strategic CSR, who further points out that 'it is the motivation for the action that identifies socially, as opposed to privately, responsible action'. Kayondo *et al.*, (2015:383) report that corporate reputation can be improved by implementing stakeholders' CSR activities and initiatives.

The increasing importance of the constructs of CSR and corporate reputation has, in recent years, been recognised within the strategic management literature by a proliferation of conceptual and empirical work (Hillman and Keim, 2001:126). Cornelius *et al.*, (2007:117) concede that CSR has also risen the corporate agenda, as society is increasingly demanding that corporations act responsibly. An essential component of CSR is ethical behaviour. Empirical research has found links between CSR, return on equity, business image and performance (Zairi, 2000:174). Du *et al.* (2010:08) note that since creating stakeholder awareness of, and managing stakeholder attributions towards a company's CSR activities, are key prerequisites for reaping CSR's strategic benefits. It is imperative for managers to have a deeper understanding of key issues related to CSR communication. Bauhofer (2008:02) claims that an organisation should understand corporate social responsibility (CSR) as an integral part of the company's core business. Other than philanthropy, CSR is a strategic decision strictly based on business parameters and not

individual benevolence. Rather than donating money, e.g. to a charity organisation, a stakeholder value company should be concerned about how to enhance its contribution to society and environment while raising its profitability and its value as a corporate citizen (Bauhofer, 2008:02). Du *et al.*, (2010:08) uphold that these unprecedented CSR efforts are driven not just by ideological thinking that corporations can be a powerful and positive force for social change, but more by the multi-faceted returns that corporations can potentially reap from their CSR endeavours. Organisations can gain strategic advantage by understanding and developing a rapport with the local community to effectively operate at optimum. Jones (1995) insists that corporate reputation reflects an organisation's morality and therefore, is a reliable indicator of a tendency towards opportunism, such that a reputation for trustworthiness is actually a reputation for not being opportunistic.

Brammer and Millington (2005) reveal that there is a positive relationship between corporate social responsibility and reputation of an organisation. Du *et al.*, (2010:09) remark that by being a good corporate citizen, a company can foster consumer loyalty and turn consumers into company/brand ambassadors and champions who engage in advocacy behaviours.

CONCLUSION

Abdullah (2009:170) asserts that reputation management is being used as strategic tactical and managerial roles within an organisation. Schultz and Werner (2005) discuss that today's enlightened organisations have come to realise that reputation is an asset that needs to be managed proactively. Educational institutions in countries such as Canada, Sweden and Switzerland have realised that the scrutiny under which organisations operate today and the amount of information in the hands of stakeholders, make reputation a vital asset, and in some areas, the most important asset. This chapter highlighted organisational reputation management in the countries. It also discussed the role of CSR in developing a community and sustaining a reputation. The subsequent chapter will address the conceptual framework for this study.

CONCEPTUAL FRAMEWORK

INTRODUCTION

The previous chapter discussed the success of reputational management in Canada, Sweden and Switzerland; it also included the use of Corporate Social Responsibility (CSR) in enhancing a reputation. This chapter intends to establish a conceptual framework along with unpacking the communication theories which guided the literature review of this study. This study is based on the following theories:

- The Stakeholder theory; and
- The Uses and Gratification theory (U&G).

FOUNDATIONS OF THE STUDY

When conducting research, it is important to consider the relevant theory underpinning the knowledge base of the area being researched. Swanson (2013) asserts that theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. The conceptual framework is the structure that can hold or support a theory of a research study. Swanson (2013) further adds that the conceptual framework introduces and describes the theory that explains why the research problem under study exists. The stakeholder theory and the uses and gratification theory were the drivers of the literature review of this study. These theories will be discussed and assist in developing the conceptual framework.

A CONCEPTUAL FRAMEWORK

A conceptual framework can be thought of as a map or travel plan. Miles and Huberman (1994:18) defined a conceptual framework as a visual or written product that explains, either graphically or in narrative form, the main things to be studied — the key factors, concepts, or variables – and the presumed relationships among them. Jabareen (2009:50) mentions that a conceptual framework is not merely a collection of concepts but, rather, a construct in which each concept plays an integral role. As McGaghie *et al.*, (2001) put it: the conceptual framework ‘sets the stage’ for the presentation of the research question that drives the investigation being reported, based on the problem statement.

Levering (2002:38) acknowledges that a conceptual framework provides not knowledge of hard facts but, rather, soft interpretation of intentions. Miles and Huberman (1994:440) further add that a conceptual framework lays out the key factors, constructs, or variables, and presumes relationships among them. Jabareen (2009:57) outlines that:

A conceptual framework is defined as a network or plane of linked concepts that together provide a comprehensive understanding of a phenomenon. Each concept of a conceptual framework plays an ontological or epistemological role in the framework. Conceptual frameworks are not merely collections of concepts but, rather, constructs in which each concept plays an integral role. They provide not a causal/analytical setting but, rather, an interpretative approach to social reality. Finally, they are not determinist frameworks.

The conceptual framework evolves and develops until it becomes refined and burnished, to emerge as a robust outcome of the research. Conceptual frameworks have been described as the map for a study, giving a rationale for the development of research questions or hypotheses (Fulton and Krainovich-Miller, 2010). LoBiondo-Wood (2010) further accentuate that the framework is the design and added that the research question, purpose, literature review and theoretical framework should all complement each other and help with the operationalisation of the design. Polit and Tatano Beck (2004) suggested that the role of conceptual and theoretical frameworks is to make the research findings meaningful and generalisable.

STAKEHOLDER THEORY

Freeman (1984) laid the groundwork for the development of the theory. The concept explains the structures on an organisation and how it should be conceptualised. Freeman (1984) chose the word 'stakeholder' as opposed to the traditional term 'stockholder' which is more inclined towards an economic point of view of an organisation. Andriof *et al.*, (2002:09) avers that the stakeholder relationship is assumed to consist of interactive, mutually engaged and responsive relationships that establish the very context of doing modern business, and create the groundwork for transparency and accountability.

The traditional definition of a stakeholder is any group or individual who can affect or is affected by the achievement of the organisation's objectives (Freeman, 1984). Friedman and Miles (2006) state that the organisation itself should be thought of as a grouping of stakeholders and the purpose of the organisation should be to manage their interests, needs and viewpoints. Freeman (2004) defines stakeholders as those groups who are vital to the survival and success of the corporation. Fontaine *et al.*, (2006:15) explain that the stakeholder concept gave rise to heterogenic theoretical developments which have been summarised in Donaldson and

Preston's article, 'The Stakeholder Theory of the Corporation: Concepts, Evidence, and Implications'. Donaldson and Preston (1995:65) suggested that the stakeholder theory literature can be seen as three branches:

- Descriptive: The aim is to understand how managers deal with stakeholders and how they represent their interests.
- Instrumental Approach: Study the organisational consequences of taking into account stakeholders in management examining the connections between the practice of stakeholder management and the achievement of various corporate governance goals.
- Normative: Identification of moral or philosophical guidelines linked to the activities or the management of corporations.

Morsing and Schultz (2006:324) stress that while Freeman framed and demarcated stakeholders as elements of corporate strategic planning, he most importantly demonstrated the urgency of stakeholders for the mission and purpose of the organisation and in doing so, also suggested the positive financial implications of better relationships with stakeholders. Andriof *et al.*, (2002:08) indicate that in recent years, the stakeholder theory has developed a focus on the importance of engaging stakeholders in long-term value creation.

Freeman provided a way to conceptualise an organisation by a graphically modelled concept of stakeholders as impacting actors on the firm and on whom the firm impacts (refer to figure 9).

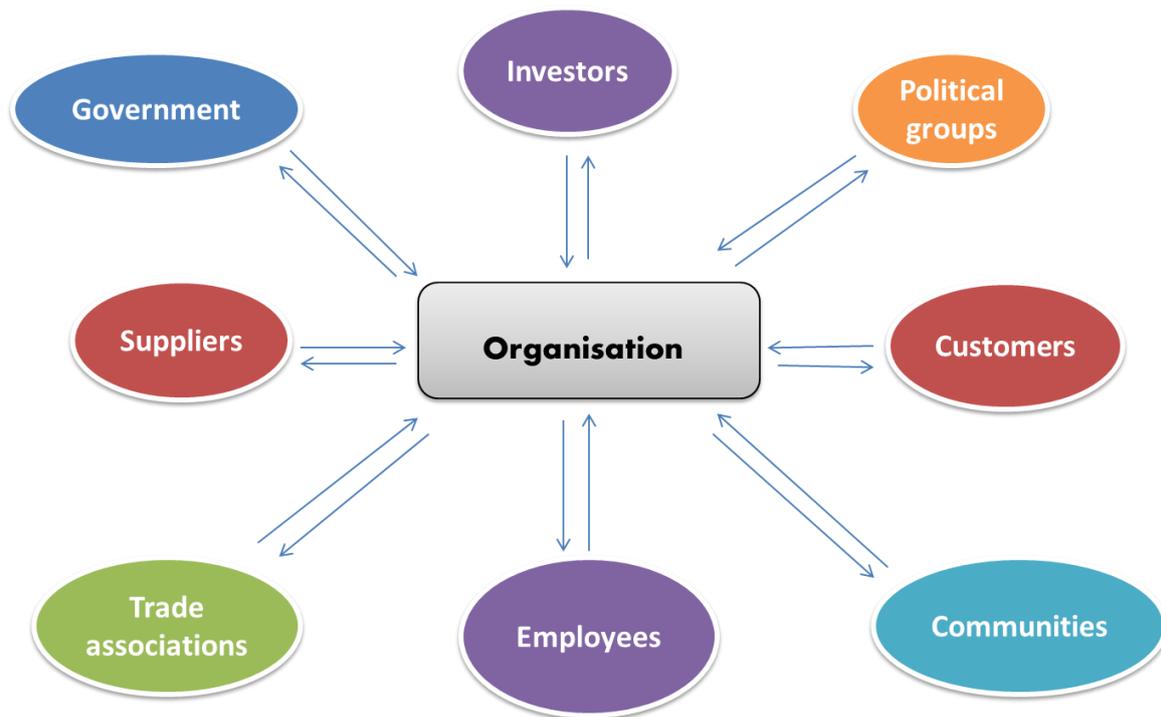


Figure 9: Stakeholder model of strategic management

Source: Cornelissen (2014:43)

The stakeholder model assumes that all persons or groups who hold a legitimate role in the organisation do so to obtain benefits and there is in principle no priority for one set of interest and benefit over the other. The arrows between the organisation and its stakeholders run in both directions. The model recognises the mutual dependencies between the organisation and the various stakeholder groups which are affected by the operations of the organisation but can equally affect the organisation, its operation and performance (Cornelissen, 2014:43). Stakeholder management may act as a reputational buffer and increase transactions with stakeholders. Cornelissen (2014:43) further states that one stakeholder group delivers reputational returns which are easily carried over and may impact the views of other stakeholder groups. While the interest of stakeholders is intricately varied and at times even at odds with one another, it is important that an organisation provides each stakeholder group with specific information and builds a strong reputation across exchanges with these stakeholders (Cornelissen, 2014:46). The stakeholder model emphasises the importance of developing trusting and cooperative relationships with stakeholders (Jones, 1995). It provides frameworks for describing how corporations manage, balance, and respond to the simultaneous needs of multiple stakeholders (Rowley, 1997:907). Ulmer (2001:610–611) suggests that an

organisation's assumptions and understanding of its stakeholders' behaviour shape that organisation's success in managing crises.

GAP IN THE STAKEHOLDER THEORY

Neville *et al.*, (2005) claim that although the scientists state that the relationship between organisation and stakeholders is mutually important in the context of benefit and harm or rights and obligations it is also observed that stakeholders make a greater impact on the organisation than the organisation can make on stakeholders. Therefore, there is an importance of stakeholders for corporate reputation on the ground of this interrelationship. The Stakeholders theory lacks to place emphasis and importance on the effect and impact that stakeholders have on the reputation of the organisation. Also, even though the model recognises the mutual dependencies between the organisation and the various stakeholder groups, it does not emphasise feedback loops in the communication process. The DBE needs to establish effective feedback loops with stakeholders as they play a major role on the reputation of local schools.

USES AND GRATIFICATION THEORY

What mass communication scholars today refer to as the uses and gratifications (U&G) approach is generally recognised to be a sub-tradition of media effects research (McQuail, 1994). Uses and gratification theory are based on the notion that media cannot influence an individual unless that person has some use for that media or its messages (Rubin, 2002). This theory delves into how people use media for their need and gratification. When an audience actively seeks out media, they are typically seeking it in order to gratify a need. Katz *et al.*, (1973) saw the mass media as a means by which individuals connect or disconnect themselves with others. The theory places more focus on the consumer, or audience, instead of the actual message itself by asking 'what people do with media' rather than 'what media does to people' (Katz, 1959).

Nnamdi (n.d.: 90) asserts that uses and gratification studies straddle the two domains of media effects and people's employment of the media. The uses and gratifications theory is an approach that tends to examine the effects of media in society. The uses and gratifications theory typically considers that different users of media have reasons for utilising it in the first place as it further provides them with contentment and gratuity that fulfils their various needs (LaRose *et al.*, 2001).

Even for communication (say interpersonal) people refer to the media for the topic they discuss with themselves. They gain more knowledge and that knowledge is got by using media for reference. Katz *et al.*, (1973), saw the mass media as a means by which individuals connect or disconnect themselves with others. They developed five needs taken from the largely speculative literature on the social and psychological functions of the mass media and put them into five categories (refer to table 3).

NEED TYPE	DESCRIPTION
Cognitive	Acquiring information or knowledge
Affective	Emotional or aesthetic experience
Personal Integrative	Enhancing credibility, confidence, and status
Social Integrative	Enhancing connections with family, friends
Tension Release	Escape and diversion

Table 3: Needs gratified by the media
Source: Study Blue (n.d.)

The theory assumes that participants are fully aware of the motives behind their use of certain media types (Lonsdale and North, 2011). Communication Studies (2016) discusses that through media consumers' self-reporting; researchers have identified several types of needs that motivate people to seek media for gratification: The same form of media or content can fulfil different needs among consumers. For instance, a scientific TV show can provide cognitive gratification for one viewer while providing tension release for another. Developmental maturity, personality, background, class and social roles determine the types of needs individuals have.

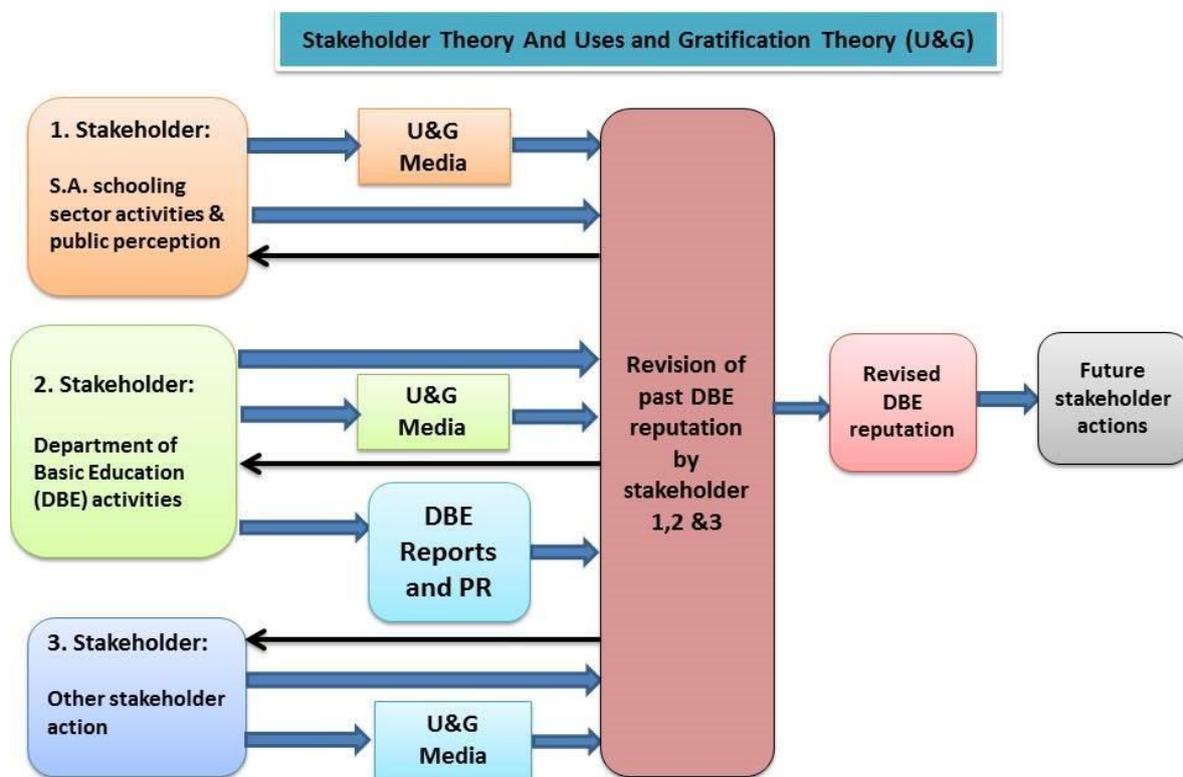
GAP IN THE USES AND GRATIFICATION THEORY

The U&G theory only justifies the individual physiological gratification derived from individual media use. The social context of the media use is overlooked. Society does not have control of what the media publicises. The U&G theory lacks to place emphasis on the power and influence the media has on society. The DBE is unable to control the negative publicity

received through the media which in turn influences the negative perception by stakeholders who utilise the media to gain a sense of understanding and clarity.

CONCEPTUAL FRAMEWORK

Stakeholders play an important role in the survival of an organisation. The use of the media by stakeholders depends on the need they are gratifying. All stakeholders utilise the media to shape and form an opinion of the Department of Basic Education (DBE) which results in its overall reputation. This conceptual model is not merely a blend of Stakeholders theory and the Uses and Gratification theory but it fills in the missing components to draw upon a discussion for the DBE.



*Figure 10 : Reputation formation – a stakeholder perspective
Source: Adapted from Tuck (2012)*

Figure 10 details a conceptual model to explain the formation of the South African schooling sector’s reputation which can be applied to all stakeholder groups. In summary, each stakeholder group revises its previously held industry reputation based upon:

- The Department of Basic Education activities, viewed directly, reported through the media or reported directly by the DBE or schools.
- Government (public) versus independent (private) school activities, viewed directly or through the media.
- Other stakeholder group activities, viewed directly or through the media.
- Current expectations of the schooling sector.

The communication route focuses on the encoding and decoding of messages. Encoding entails creating a message to be communicated to another. Decoding involves interpreting the message and assigning meaning to it. Within the concept of this study, the various stakeholders as highlighted in figure 10 encode a message that they want to convey, which will be transported through a communication medium, such as mass media to stakeholders. The recipient stakeholders will interpret and understand the message. Feedback allows the sender to determine whether the message has been received and understood. The communication process is continuous, as the recipient will now become the encoder to send a message via mass media to stakeholders, this is known as two way communication. The stakeholders become the recipient. This ensures an efficient feedback mechanism.

The views and communication reported through the media via various platforms and by different stakeholders, be it positive or negative, connotations are taken in and cognitively given meaning by the recipient. This meaning or interpretation contributes to the reputation of the DBE. Reports, grievances and concerns raised by parents and community members (other stakeholder's actions) are also reported in the media. The use of the media plays a vital role in contributing to the image of the DBE. Plagued by reports of violence, misappropriation of funds, service delivery and sexual harassment are just some of the few reasons the education sector in South Africa is being referred to as a 'state of crisis' and a 'national disaster'. In comparison to private schools, the DBE has a challenge of trying to address and meet the level of superiority that usually comes with the image of private schools.

The impact of the negative publicity impacts the view of the stakeholders on the DBE. The relationship, when viewed by the stakeholders, does not seem mutually beneficial and many stakeholders consider withdrawing from their relations with the DBE. The Department of Basic Education must find means of correcting its image so that stakeholders view the relationship as equally beneficial and valuable. Once there is a reciprocal need to invest, all stakeholders will ensure that they contribute to effectively improving the image of the DBE.

The model views the various opinions of stakeholders which are carried and portrayed by the media, along with communication that comes directly from the DBE which uses its communiqué to deliver messages and information as well to stakeholders. All this information is used by society to gratify a need, along with their past view of the education sector; once interpreted their perception contributes to the reputation of the DBE in South Africa. This has led to the present view of the South African education system which is currently referred to as ‘a national catastrophe with pockets of disaster’.

This calls for an overhaul of the DBE. It must view the challenges and crises faced not only in the present but also in the past, which has led to a downward spiral of its reputation. A review of the current reputation will aid in developing strategies and effectively address the problem areas currently challenging the reputation of the education system. This will require the intervention of all stakeholders, who can assist in strategies as this will bring in a perspective from all avenues. The media can be used as a platform to ensure that all stakeholders’ needs are addressed. Once the reputation has been revised and intervention strategies developed, this will result in future actions to be taken by stakeholders. This will ultimately result in the formation of a revised reputation, enhancing and improving the reputation of the DBE.

Tuck (2012) outlines that this revised reputation then determines future actions by the stakeholder group, which in turn impacts upon the future of the DBE’s activities and future reputation formation by other stakeholder groups.

This conceptual framework aided in identifying the areas of crises and challenges along with the factors that affect the DBE reputation. A closer look at the results reveal that the Department of Basic Education must give greater attention to:

- **Stakeholder Input:** Greater interest must be given to stakeholder viewpoints,
- **Feedback:** Feedback must be considered from stakeholders for improvement,
- **Participation:** Decisions must involve collective participation and collective decision making,
- **Collective Bargaining:** Regulations must be collectively agreed upon to counteract adverse attacks upon institutions,
- **Active Implementation:** Participatory governance is important and should not be merely “political statements” but actively implemented,

- **Communication Distractors:** Reduce unnecessary local political interference or other issues which distract people from the core purpose of the institution,
- **Active Accountability:** All stakeholders must be accountable for upholding the image of the institution. This is not a passive process but it requires effort in implementing. It cannot be done theoretically, but a by implementing a deliberately planned process of developing a sense of loyalty within stakeholders to be proud of the institution. One cannot expect this process to “happen” by luck or chance. Ideas on how to make stakeholders feel proud of the organisation must be brainstormed and implemented. Many companies such as Microsoft & Deloitte have taken active steps to develop a sense of loyalty among their stakeholders.
- **Uses & Gratification:** Finally, we need to consider that people will gain a sense of appreciation if what they use/apply that which adds meaning and a promise of success in their lives.

My final recommendations will take these inferences, which stems from the respective theories above.

CONCLUSION

Communication is vital in any situation. However, importance must be placed on effective feedback loops that the DBE lacks, this hinders an effective two communication process by the DBE and stakeholders. If the basic education’s sector communicates through the correct channels and uses the feedback they receive appropriately, they can help manage and maintain its reputation. As discussed in this chapter, two theories were used to examine this research and to develop a conceptual framework, which gives a clear guide to this research. The following chapter will provide an overview of the research procedures that were used in this research project.

RESEARCH METHODOLOGY

INTRODUCTION

The conceptual framework provided an insight to this research but the processes and techniques to be used are also important. This chapter details out the research methodology of the study. It explains the research objectives and a suitable methodology used to achieve the objectives. It also stipulates the ethical requirements towards the respondents that were used in the research.

RESEARCH OBJECTIVES

The literature review aided in understanding and supporting the objectives. The objectives of the study are as follows:

- To determine whether the Department of Basic Education has any reputational management plans or policies in place.
- To examine what crises and challenges are faced by the Department of Basic Education about reputation management.
- To determine how the media affects the reputation of the Department of Basic Education.

RESEARCH DESIGN

Kumar (2011:96) states that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. Through a research design you decide for yourself and communicate to others your decisions regarding what study design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analysed, and how you are going to communicate your findings. Kumar (2011:96) further explains that through a research design you:

- Conceptualise an operational plan to undertake the various procedures and tasks required to complete your study;
- Ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions.

RESEARCH METHOD

This project employed a mixed method approach. The thesis utilises a conceptual analysis of literature on managing reputation and applies these in engaging how reputational management could be used to promote the image of the DBE. The other method of data collection is the administered questionnaire. Mixed methods research involves both collecting and analysing quantitative and qualitative data (Creswell, 2003:05). By mixing the datasets, the researcher provides a better understanding of the problem than if either dataset had been used alone. Creswell (2003:05) explains that there are three ways in which mixing occurs: merging or converging the two datasets by bringing them together, connecting the two datasets by having one build on the other, or embedding one dataset within the other so that one type of data provides a supportive role for the other dataset. Figure 11 presents a diagram that visually depicts these differences. It is not enough to simply collect and analyse quantitative and qualitative data; they need to be 'mixed' in some way so that together they form a more complete picture of the problem than they do when standing alone. This research combined and mixed the views of staff members (internal stakeholders) and community members (external stakeholders) within the uThungulu area.

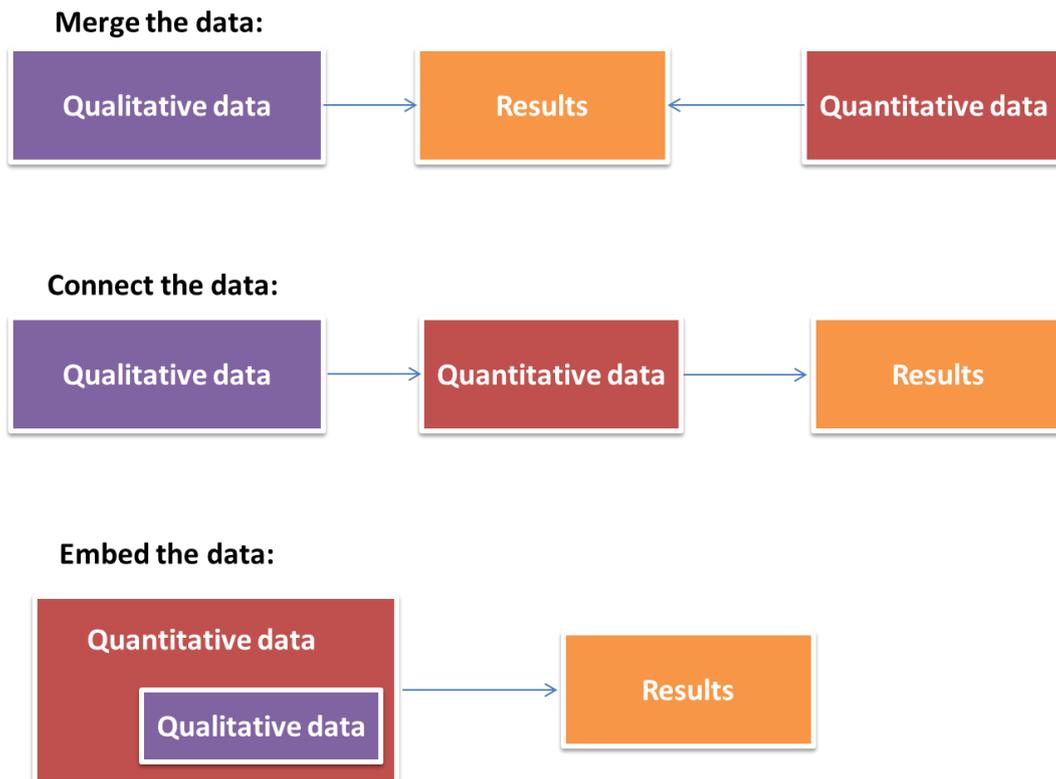


Figure 11: Three ways of mixing quantitative and qualitative data
Source: Creswell (2003:07)

Creswell and Plano Clark (2007: 05) state that:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

Webb *et al.*, (2000:03) explain that once a proposition has been confirmed by two or more independent measurement processes the uncertainty of its interrelation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes.

The philosophical approach for this study is constructivism. Cohen and Manion (1994:36) explain the constructivist approach to research as being based on understanding the world of human experiences. The constructivist paradigm traditionally follows qualitative research

methods, although quantitative methods may also be used in support of qualitative data (Mackenzie and Knipe, 2006). Denzin (2012) advises that mixed method studies that are rooted in constructivist paradigm have greater potential to provide findings that can address the social good; mixed methods that begin in the constructivist paradigm afford the opportunity to assess the interpretive, contextual level of experience where meaning is created and provides a roadmap to address social justice.

ETHICAL CONSIDERATIONS

It is important that the research is conducted in an ethical manner in order to maintain credibility. Gibson and Brown (2009:60) assert that in making decisions about the design of a portion of the research, it is vital to consider the ethical dimensions of the approach to be taken and the specific ethical issues that may be raised in working through the project. According to Gibson and Brown (2009:60) the general issues that need to be thought through are:

- Informed consent
- Confidentiality
- Avoiding harm
- Integrity and professionalism

A letter of consent was sent from the researcher to prospective respondents explaining the focus of the research project. Wassenaar (2012:72) explains that the standard components of consent are:

- Provision of appropriate information
- Participants competence and understanding
- Voluntariness in participating and freedom to decline or withdraw after the study has started; and
- Formalisation of consent, usually in writing.

This letter was accompanied by a statement to be signed by each participant indicating that they understand the nature of the research. Respondents were informed that participation is voluntary, and that they may withdraw from the project at any time. Participants were not discriminated against and all relevant parties were given an opportunity to participate in the research. Anonymity and privacy were observed. The ethical principles that applied to this study were:

- Ethical approval from the university

- Informed consent
- Anonymity and confidentiality

Ethical approval had to be obtained from the Research Ethics Committee of the University of Zululand. The researcher received ethical clearance to conduct the study in November 2015.

RESEARCH SAMPLE

Research sample includes the sample size, composition of the sample and sampling techniques:

- The sample size: 500 respondents Sekaran and Bougie (2010:296) state that sample sizes more than 30 but less than 500 are appropriate for a research to assist in meeting the objectives of the study. A total of 392 respondents participated in this study.
- Composition: Staff and community members within the uThungulu district municipality. The target group selected was chosen to adequately provide an insight of the DBE by gaining the perspectives of internal and external stakeholders.
- Sampling technique: Random sampling was used so that all members in the area had an equal opportunity of being selected. Kumar (2011:43) avers that random sampling gives each element in the population an equal probability of being part of the sample; and all choices are independent of one another.

Welman *et al.*, (2005:59) emphasise that simple random sampling allows each member of the population a chance of being included in the sample.

Bertrand and Hughes (2005:65) accentuate that sampling is perceived as a positivist term for selecting a smaller group to represent a larger group thus allowing generalisations from the results.

A representative sample as outlined by Du Plooy (2002:119) will be surveyed. The table below can be used to select a sample size that provides a 95% confidence level (Du Plooy, 2002):

Population size	Sample size
Infinity	384
500 000	384
100 000	384
50 000	381
10 000	370
5 000	357
3 000	341
2 000	322
1 000	278

Table 4: Sample size at 95% confidence level

Source: Du Plooy (2009:119)

The main tool for collecting data will be the questionnaire. A questionnaire will provide the appropriate information required for the research, as questions will be asked to staff in the Department of Basic Education and local community members within the uThungulu area. Respondents will be given an option to fill in the questionnaire in either English or isiZulu. Data will be analysed using MoonStats.

RELIABILITY

Welman *et al.*, (2005:145) inform that reliability focuses on the findings of the research and relates to the credibility of the outcomes. Trochim (2006) upholds that reliability must do with the quality of measurement; in its everyday sense, reliability is the ‘consistency’ or ‘repeatability’ of your measures.

The researcher explained the concept of reputation management to the respondents for a better understanding. The researcher also explained terms and clarified questions posed by the respondents.

VALIDITY

Wassenaar (201:70) highlights that the research design, methodology and data analysis applied in the study must be rigorous, justifiable and feasible and lead to valid answers in the research. Validity deals with the research findings which must be accurate and represent the outcome of the research that is done. Silverman (2013:285) acknowledges that validity refers to the concerned with the meaningfulness of research components and interpretations.

The validity of this study can be seen through the research's objectives which were guided by the questionnaires. The purpose of the public and staff being questioned was to gather an insight by both internal and external stakeholders in addressing the state of crisis of the basic education sector in South Africa. Questionnaires were handed to the local communities within uThungulu. Questionnaires were also given to staff at schools and district offices within the uThungulu district.

INSTRUMENTATION

The instrument utilised was an administered questionnaire: A questionnaire provided the appropriate information required for the research, as questions were put to staff and community members within the uThungulu district municipality. Hannan (2007) acknowledges that questionnaires are employed as devices to gather information about people's opinions, often asking respondents to indicate how strongly they agree or disagree with a statement given, but sometimes posing a question and giving respondents space in which to formulate their own replies.

The researcher pre-tested the questionnaire on 20 respondents within the uThungulu district municipality – ten community members and ten educators. Everybody answered the questions and no changes were made to the questionnaire following the pre-test.

Welman *et al.*, (2005:148) stress that the purpose of a pilot study or pre-test can be summarised as follows:

- To detect flaws in the measurement procedures.
- To identify unclear or ambiguously formulated items.
- An opportunity for researchers and assistants to notice non-verbal behaviour.

All respondents were given a letter of informed consent (Appendix B), discussing the nature and objectives of the research. Permission was requested from the Department of Education to

conduct this research project within the uThungulu district municipality. Dr SNP Sishi, the Head of Department: Education: KwaZulu-Natal granted permission to conduct this research. The respondent statement (Appendix C) followed, giving signed consent to participate in the research.

The questionnaire was administered to staff and community members. Respondents were given the opportunity to answer the questionnaire in English or isiZulu (Appendix D or E).

It consisted of closed-ended 'yes/no' questions and Likert scale type questions. It is made up of 4 sections as follows:

- Section A: Information about the respondent such as demographics, gender, age and racial grouping.
- Section B: This section gave the researcher a clear insight of impact the media has on the reputation of schools by reporting news and incidents that occur at public schools.
- Section C: The researcher could determine the various reputational crises and challenges faced by schools through this section. This made it easier for the researcher to draw up possible solutions.
- Section D: This area provided insights of how successful local school's management teams are in their operational activities and using reputational management in education. This section provided the researcher with an understanding on what areas can be addressed with the implementation of reputational management.

COLLECTION OF DATA

The type of questionnaire survey used was face-to-face survey interviews. The questionnaires were personally distributed by the researcher. Face-to-face interviews allowed instantaneous responses to the questions. Interviewing is a commonly used method of collecting information from people (Kumar, 2011:137). A total of 392 responses were received by the researcher.

Gibson and Brown (2009:49) state that:

A survey involves using questionnaires of some form which may be self-administered or delivered by face-to-face interviews. Normally, questionnaires are administered to quite a many people as the aim is typically to gain an understanding of a cross section of people.

Conducting surveys allowed the researcher to explore the responses of the respondents to gather more and deeper information (Sincero, 2012). It also gave the researcher an opportunity to clarify any misunderstood questions. The data was collected over a period of two months by visiting and administering the questionnaire at various schools, district offices and communities in uThungulu. The researcher contacted the various schools and set up appointments in advance to avoid any disturbances of instruction time at the schools.

ANALYSIS OF DATA

Once the data was collected, it was organised and analysed. A statistical computer programme called MoonStats was used for the analysis. Frequency tables were extracted from MoonStats and used to create graphs using Microsoft Excel for both sample groups. The researcher provided an interpretation of selected questions using graphs. A comparative bivariate analysis was employed to discuss the significant relationships between both sample groups. The use of chi square test was used to determine whether there is a significant association between the two variables.

CONCLUSION

This chapter presented the research methodology used in this study which comprised of a mixed methods approach. The survey method was used to gather an insight into how reputation management can be used to enhance the image of the DBE in uThungulu. The survey method utilised was an administered questionnaire. Selections of respondents were done by using the simple random sampling. Once the research was complete, the data was analysed and findings were recorded. The data analysis and interpretation will follow in the next chapter.

Chapter 10

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

The previous chapter provided the actual process that was used to conduct the research. In this section displays the results of the findings and analyses the data using graphs and tables. MoonStats and Microsoft Excel were used for statistical analysis of data regarding the respondents' information and graphical analysis of data, to generate tables and graphs. Random sampling was used to distribute questionnaires. A total of 500 questionnaires were distributed to staff in the DBE and community members within the uThungulu district municipality. Respondents were given the option of answering the questionnaire in English or IsiZulu. A total of 392 questionnaires were returned and analysed. There were no spoiled responses.

OBJECTIVES

This chapter is guided by the following objectives:

- To determine whether the Department of Basic Education has any reputational management plans or policies in place.
- To examine what crises and challenges are faced by the Department of Basic Education about reputation management.
- To determine how the media affects the reputation of the Department of Basic Education.

DATA ANALYSIS

Information about the respondents such as demographics, gender, age and type of stakeholder are captured in Section A as outlined below:

DEMOGRAPHICS

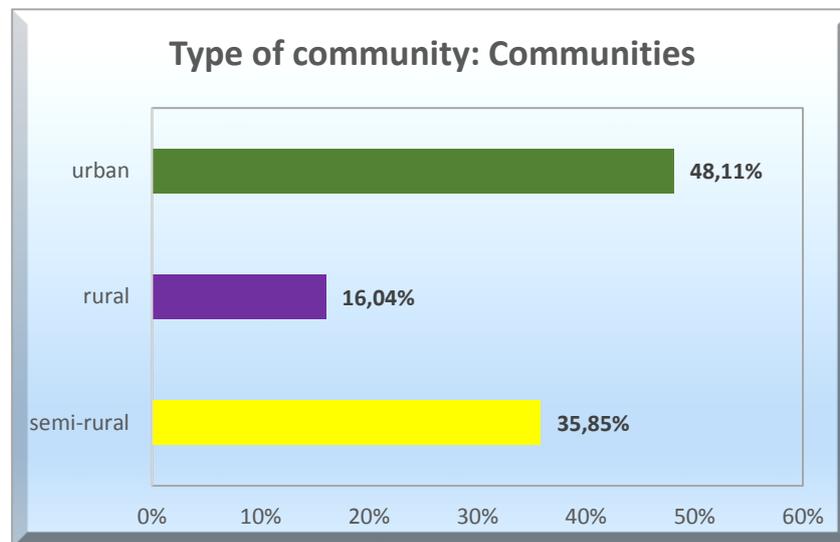


Figure 12: Type of community: Local communities

The graph illustrates the type of community in which the members of the local community lived in. Their responses were as follows:

- Most of respondents, 48,11% (102 respondents) lived in urban areas.
- A significant portion comprising of 35,85% (76 respondents) lived in semi-rural areas.
- The remaining 16,04% (35 respondents) lived in rural areas.

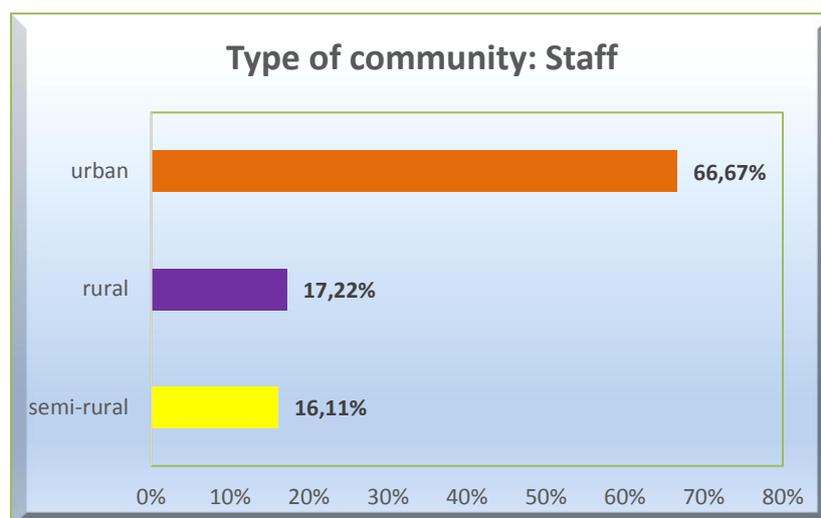


Figure 13: Type of community: Staff

The graph explores the type of community in which the members of staff lived in. Their responses were as follows:

- A large sum of 66,67% (120 respondents) lived in urban areas.
- A smaller group of 16,11% (29 respondents) lived in semi-rural areas.
- The remaining 17,22% (31 respondents) lived in rural areas.

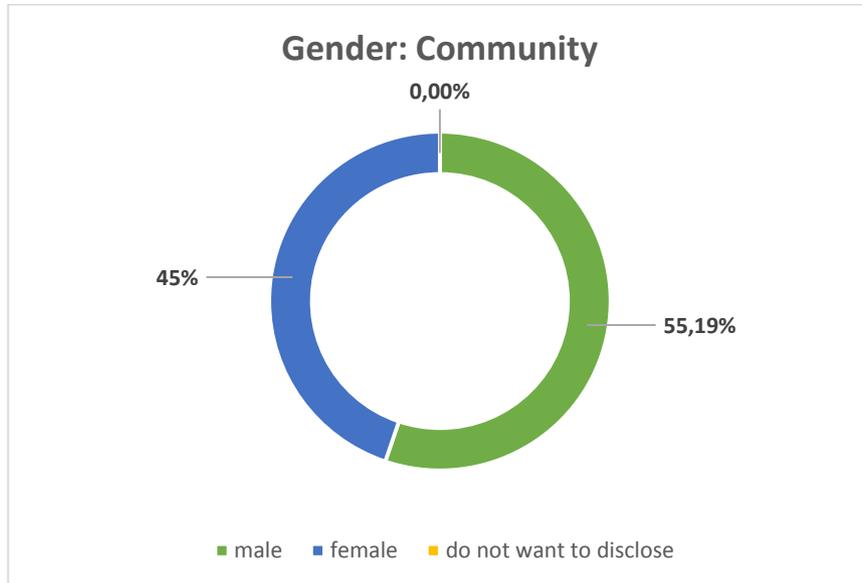


Figure 14: Gender: Community

Figure 14 indicates the gender of respondents within the local communities of uThungulu district municipality. Their responses show that:

- The majority of 55,19% (117 respondents) were male respondents.
- The remaining 45% (96 respondents) were female.

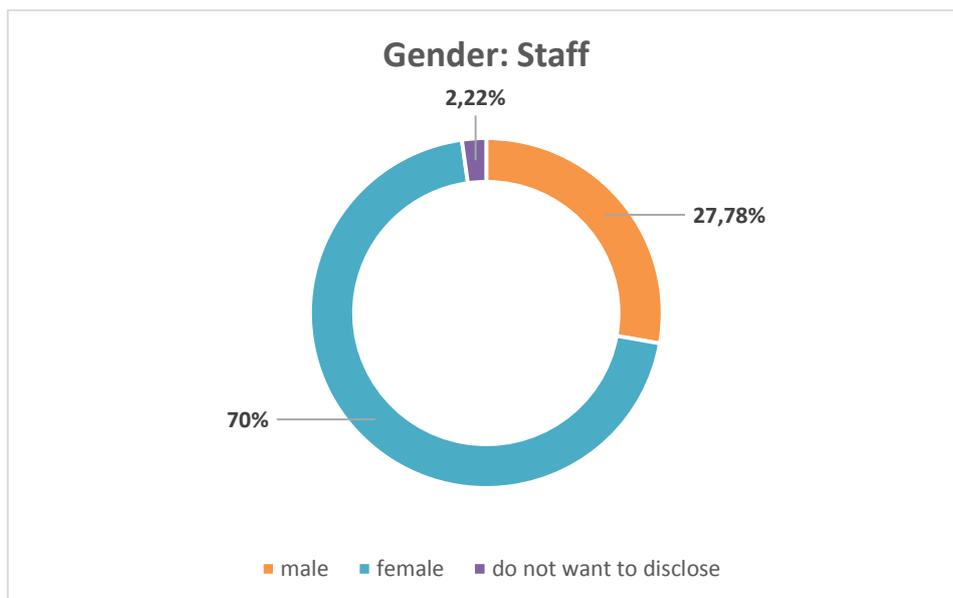


Figure 15: Gender Staff

Figure 15 shows the gender of respondents of the staff of uThungulu district municipality. Their responses indicated that:

- The larger portion of 70% (126 respondents) were female.
- A total of 27,78% (50 respondents) were male.
- Some respondents chose not to disclose their gender which constituted to 2, 22% (4 respondents).

A COMPARATIVE ANALYSIS OF DEMOGRAPHICS

Respondents were asked to indicate the type of community they lived in, an overview of both groups indicate that majority of respondents within both sample groups lived in urban areas. However, is interesting to note about the community sample, there is an indication that respondents hailed from different types of communities. This is significant as the type of area which respondents come from will impact their views in the study depending on the quality of services offered in their area. Regarding the gender of respondents, it is noted that within the community sample, there was a spread of male and female which almost balanced out. Though, when looking at the staff sample, females dominated the sample group. It is noteworthy to ensure that there is an equal opportunity for both genders to participate as to avoid gender biasness in responses to questions.

THE EFFECTS OF THE MEDIA ON THE REPUTATION OF THE DBE

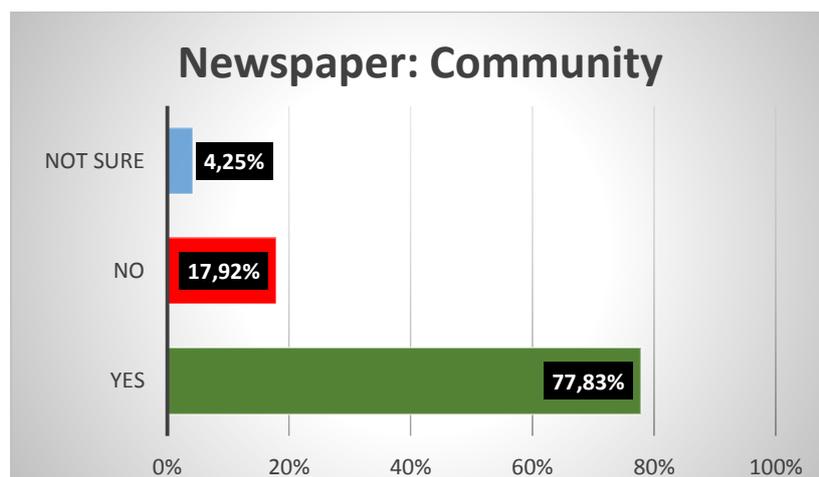


Figure 16: Do the local newspapers publish more BAD news about schools rather than good news?

The graph explores the question, ‘Do local newspapers publish more bad news about schools rather than good news?’ The community responses were as follows:

- A total of 77,83% (165 respondents) believed that the local newspapers publish more bad news about schools rather than good news.
- Whilst 17,92% (39 respondents) disagreed with the statement.
- The remaining 4,25% (9 respondents) were not sure if local newspapers publish more bad news about schools rather than good news.

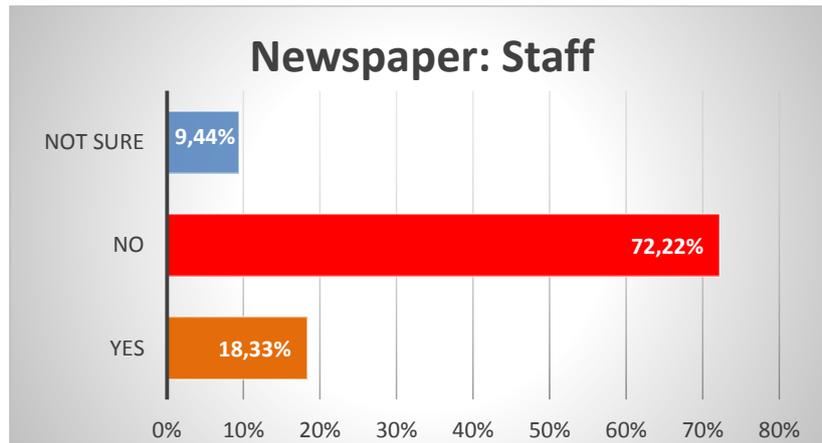


Figure 17: Do the local newspapers publish more BAD news about schools rather than good news?

The diagram highlights the question, ‘Do local newspapers publish more bad news about schools rather than good news?’ The staff responses were as follows:

- Majority of respondents, 72,22% (130 respondents) disagreed with the statement.
- Whilst 18,33% (33 respondents) believed that the local newspapers publish more bad news about schools rather than good news.
- The remaining 9,44% (17 respondents) were not sure if local newspapers publish more bad news about schools rather than good news.

A COMPARATIVE ANALYSIS OF WHETHER LOCAL NEWSPAPERS PUBLISH MORE BAD NEWS ABOUT SCHOOLS RATHER THAN GOOD NEWS

It is evident that the responses received by both sample groups are contradictory. Majority of the community sample; 77,83% believed that the local newspapers publish more bad news about schools rather than good news. Whilst majority of the staff respondents, 72,22% disagreed with the statement. The exposure of the DBE to negative news in the local

newspapers ultimately aids in dampening the image and reputation of local schools. The agenda-setting role of local newspapers helps in shaping public opinion. Therefore, more bad news published results in more negative reviews from the public. Since staff do not feel there is bad exposure they would not see a need to improve their service delivery.

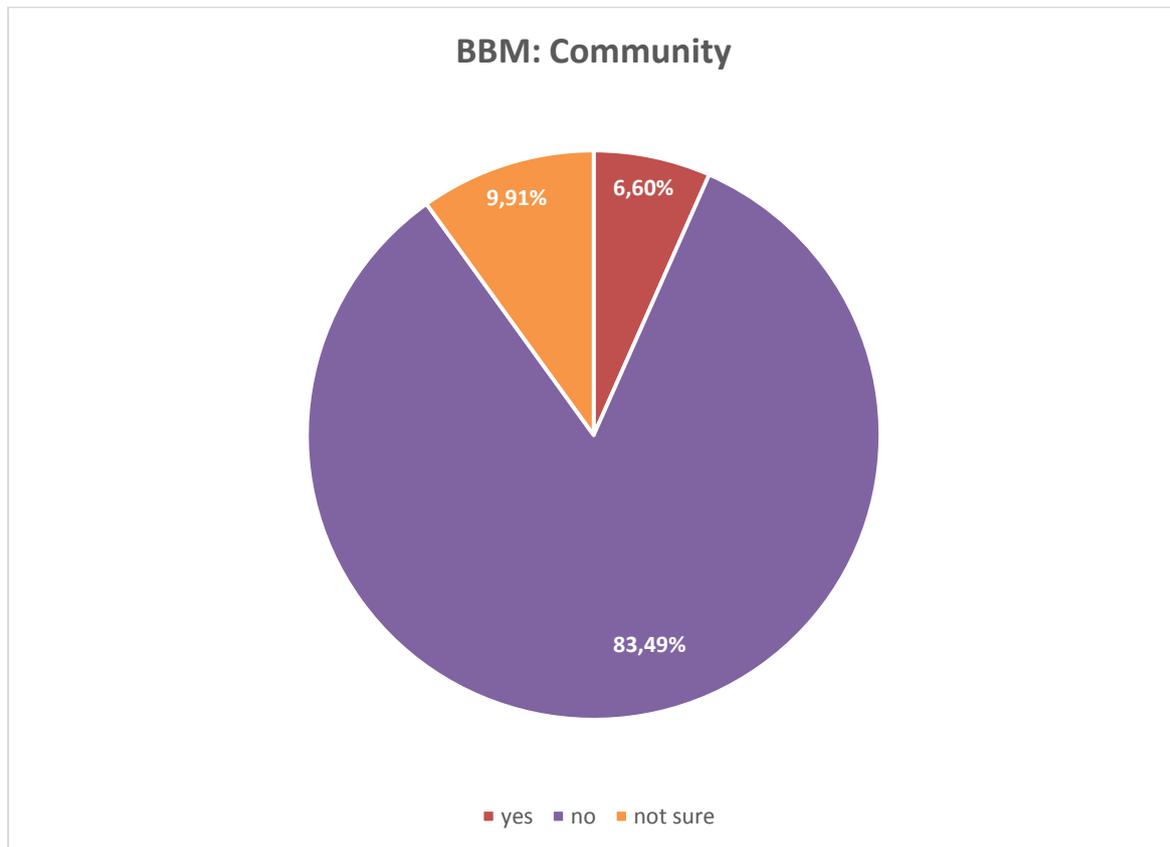


Figure 18: BBM helps promote GOOD news about nearby schools

Figure 18 discusses the statement, 'BBM helps promote good news about nearby schools.' The community responses show that:

- A significant portion, 83,49% (178 respondents) did not believe that BBM helps promote good news about nearby schools.
- Whilst 6,60% (14 respondents) felt that BBM helps promote good news about nearby schools.
- The data suggests that 9,91%(21 respondents) were not sure whether BBM helps promote good news about nearby schools.

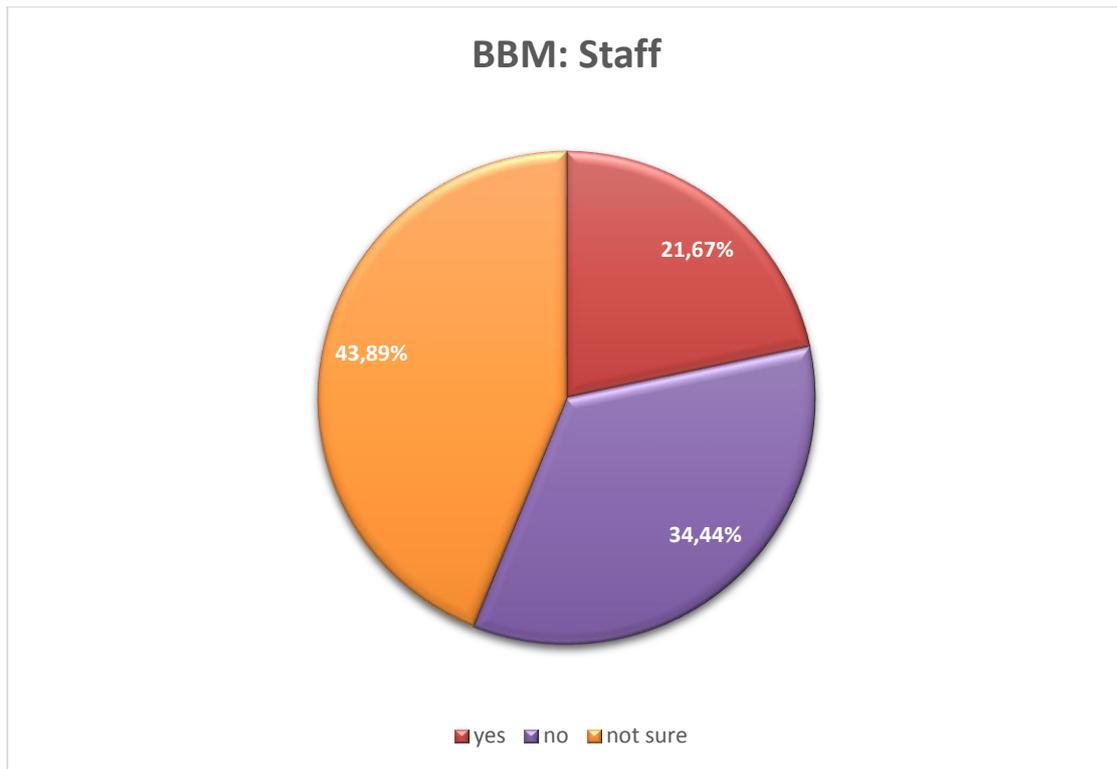


Figure 19: BBM helps promote GOOD news about nearby schools

Figure 19 highlights the statement, ‘*BBM helps promote good news about nearby schools.*’ The staff responses show that:

- A total of 34,44% (62 respondents) did not believe that BBM helps promote good news about nearby schools.
- Whilst 21, 67% (39 respondents) felt that BBM helps promote good news about nearby schools.
- The data suggests 43,89% (79 respondents) were not sure whether BBM helps promote good news about nearby schools.

A COMPARATIVE ANALYSIS OF WHETHER BBM HELPS PROMOTE GOOD NEWS ABOUT NEARBY SCHOOLS

Respondents were asked to indicate whether BBM helps promote good news about nearby schools; an insight into the views of staff show a mixed view, of some respondents in agreement of the statement with others disagreeing. The interactive ability of BBM provides society with an alternative technological communication medium that can support the endeavours of local schools. However, most the respondents from the community sample (83,49% %) indicated that BBM does not promote good news about schools; this negative assessment from external

stakeholders inhibits their participation in building and maintaining a positive reputation of local schools.

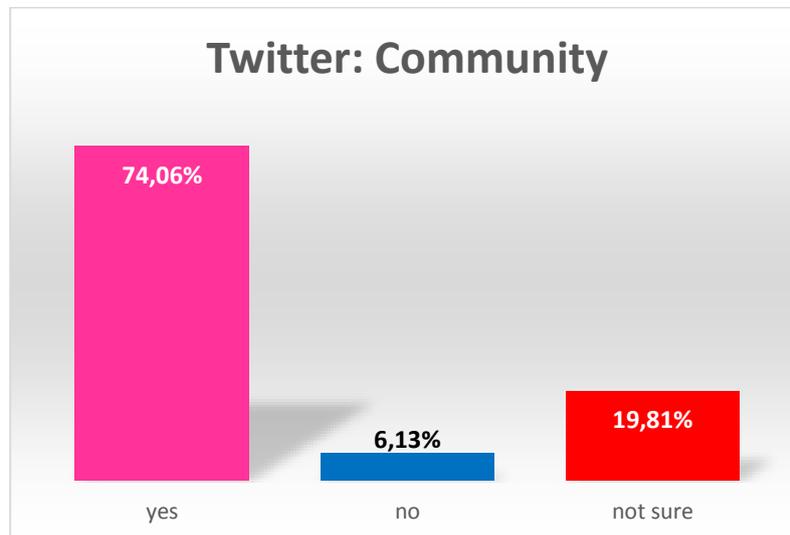


Figure 20: Twitter trends the latest scandals happening at local schools

The figure explores the statement, ‘*Twitter trends the latest scandals happening at local schools.*’ The community responses indicated that:

- Most respondents, 74,06% (157 respondents) agreed that Twitter trends the latest scandals happening at local schools.
- A small sample 6,13% (14 respondents) did not agree that Twitter trends the latest scandals happening at local schools.
- The remaining 19,81% (42 respondents) were not sure whether Twitter trends the latest scandals happening at local schools.

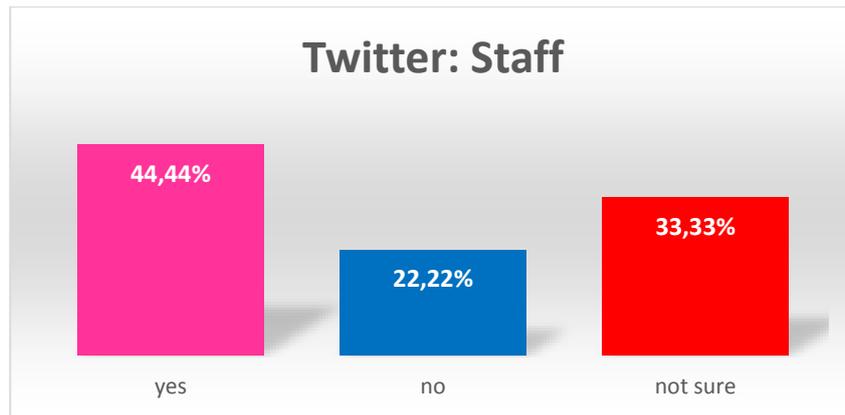


Figure 21: Twitter trends the latest scandals happening at local schools

The diagram responds to the statement, ‘Twitter trends the latest scandals happening at local schools.’ The staff responses showed that:

- The following 44,44% (80 respondents) agreed that Twitter trends the latest scandals happening at local schools.
- A total of 22,22% (40 respondents) did not agree that Twitter trends the latest scandals happening at local schools.
- It is also revealed that 33,33% (60 respondents) were not sure whether Twitter trends the latest scandals happening at local schools.

A COMPARATIVE ANALYSIS OF WHETHER TWITTER TRENDS THE LATEST SCANDALS HAPPENING AT LOCAL SCHOOLS

It is clear that the responses received by both sample groups indicate that Twitter trends the latest scandals happening at local schools. Twitter allows society to gratify the need to acquire knowledge and information using a social media platform. This has been to the detriment of local schools as most the respondents indicated that the latest scandals happening at local schools are trending on Twitter.

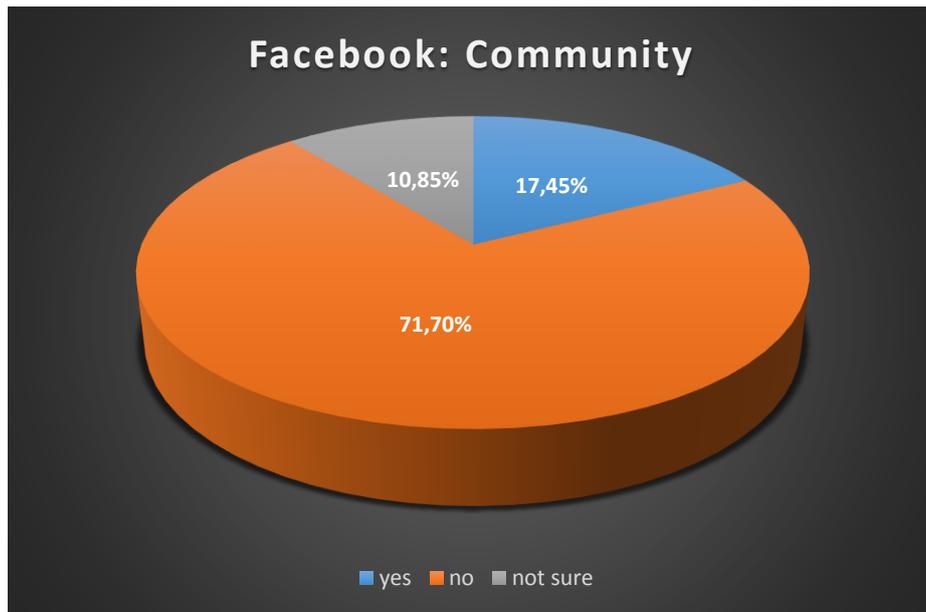


Figure 22: Facebook is used to spread positive news about local schools

Figure 22 displays the response to the question, 'Facebook is used to spread positive news about local schools.' The community responses show that:

- A total of 17,45% (37 respondents) believed that Facebook is used to spread positive news about local schools.
- A larger portion of 71,70% (153 respondents) disagreed with the statement that Facebook is used to spread positive news about local schools.
- The remaining 10,85% (23 respondents) were not sure about the truth of the statement.

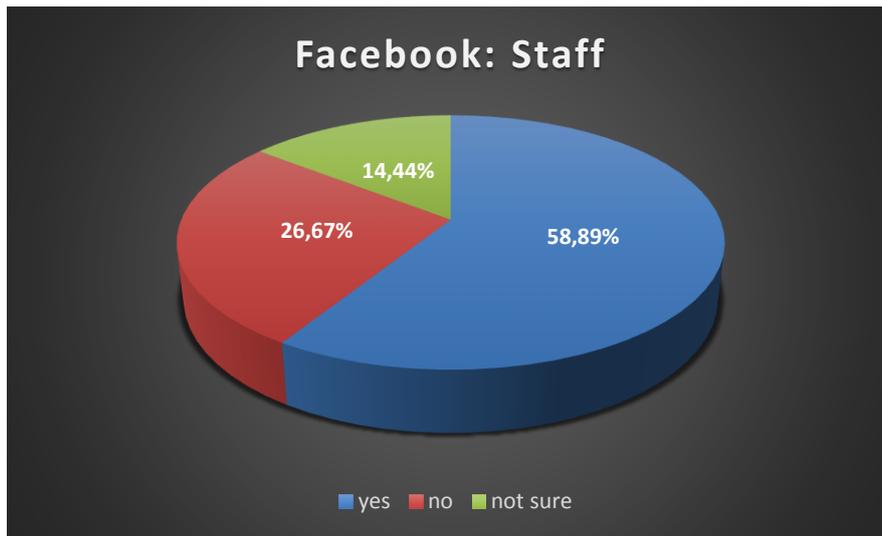


Figure 23: Facebook is used to spread positive news about local schools

Figure 22 shows the response to the question, ‘Facebook is used to spread positive news about local schools.’ The community responses demonstrate that:

- A total of 58,89% (106 respondents) believed that Facebook is used to spread positive news about local schools.
- A larger portion of 26,67% (48 respondents) disagreed with the statement that Facebook is used to spread positive news about local schools.
- The remaining 14,44% (26 respondents) were not sure about the truth of the statement.

A COMPARATIVE ANALYSIS OF WHETHER FACEBOOK IS USED TO SPREAD POSITIVE NEWS ABOUT LOCAL SCHOOLS

A comparison of the two sample groups indicate views which are contrasted, the community sample indicated that they disagreed that Facebook (71,70%) was used to spread positive news about local schools. However in the staff sample, a large portion, 58,89% believed that Facebook is used to spread positive news about local schools. It is interesting to note there is a clear variation in the views of Facebook by both sample groups. Facebook addresses the social integrative need within the U&G theory which embraces and enhances connections and relationships between stakeholders. With the contrast in views by both groups of stakeholders, it is questionable as to whether Facebook spread positive news about local schools.

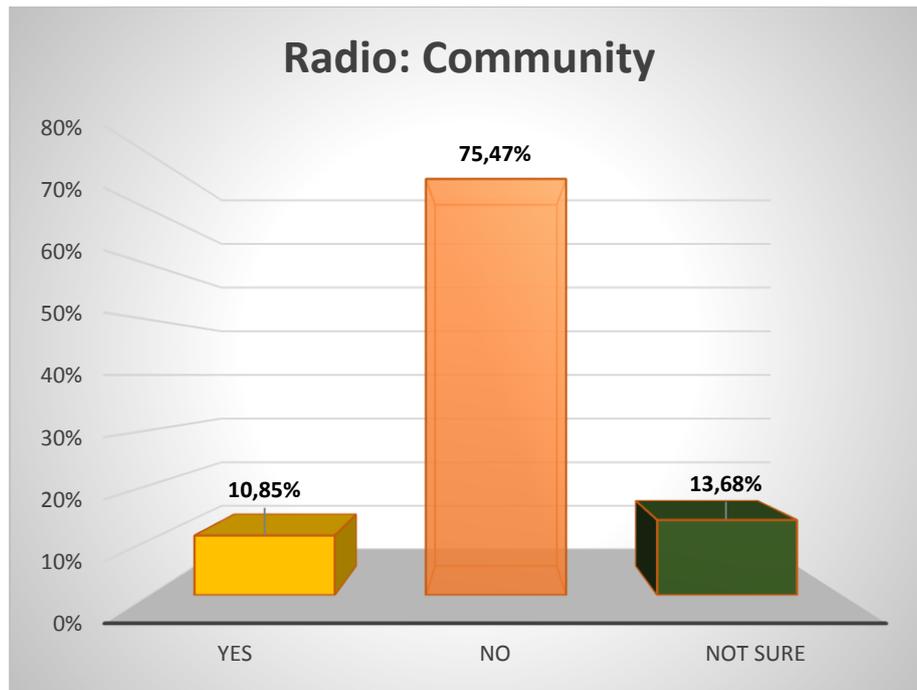


Figure 24: Local schools are featured on the radio receiving positive comments

The diagram presents information on the statement, 'Local schools featured on the radio are receiving positive comments.' Responses by the community show that:

- A total of 10,85% (23 respondents) stated that local schools that are featured on the radio are receiving positive comments.
- Most of the respondents, 75,47% (161 respondents) indicated that local schools that were not featured on the radio were not receiving positive comments.
- The remaining 13,68% (29 respondents) were not sure if local schools that are featured on the radio are receiving positive comments.

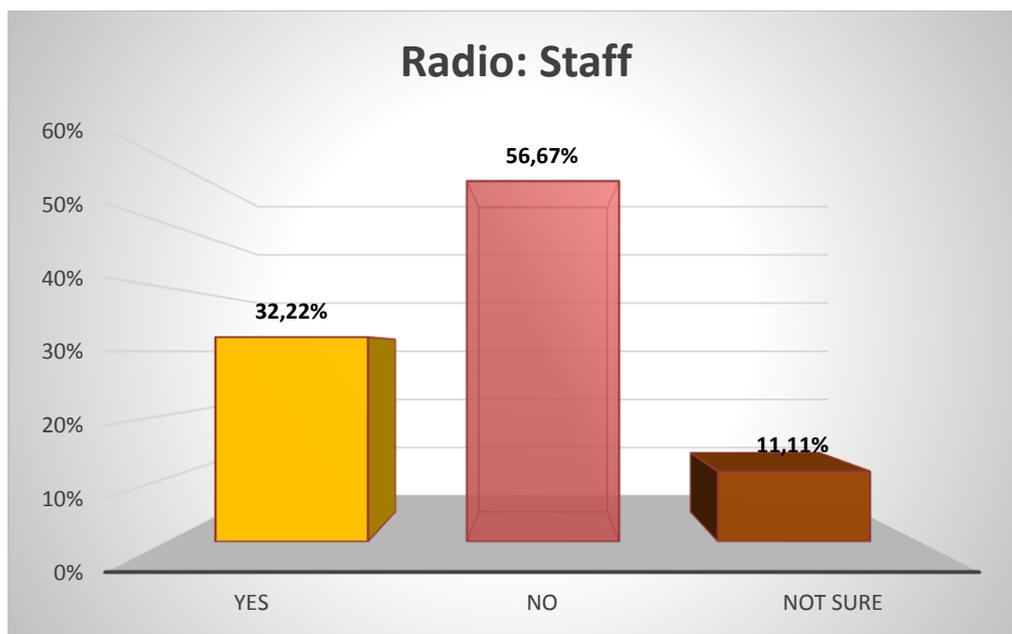


Figure 25: Local schools are featured on the radio receiving positive comments

The diagram responds to the statement, 'Local schools featured on the radio are receiving positive comments.' Responses by the staff indicate that:

- A total of 32,22% (58 respondents) stated that local schools that are featured on the radio are receiving positive comments.
- Most of the respondents, 56,67% (102 respondents) indicated that local schools that were not featured on the radio were not receiving positive comments.
- The remaining 11,11% (20 respondents) were not sure if local schools that are featured on the radio are receiving positive comments.

A COMPARATIVE ANALYSIS OF WHETHER LOCAL SCHOOLS ARE FEATURED ON THE RADIO RECEIVING POSITIVE COMMENTS

Respondents were asked whether local schools featured on the radio are receiving positive comments. A closer look at the results indicate that the larger portion of respondents in both sample groups indicated that local schools receive negative commentary on the radio. The result establishes that the framing effects of the media have an immense impact on public commentary which is unfavourable for local schools.

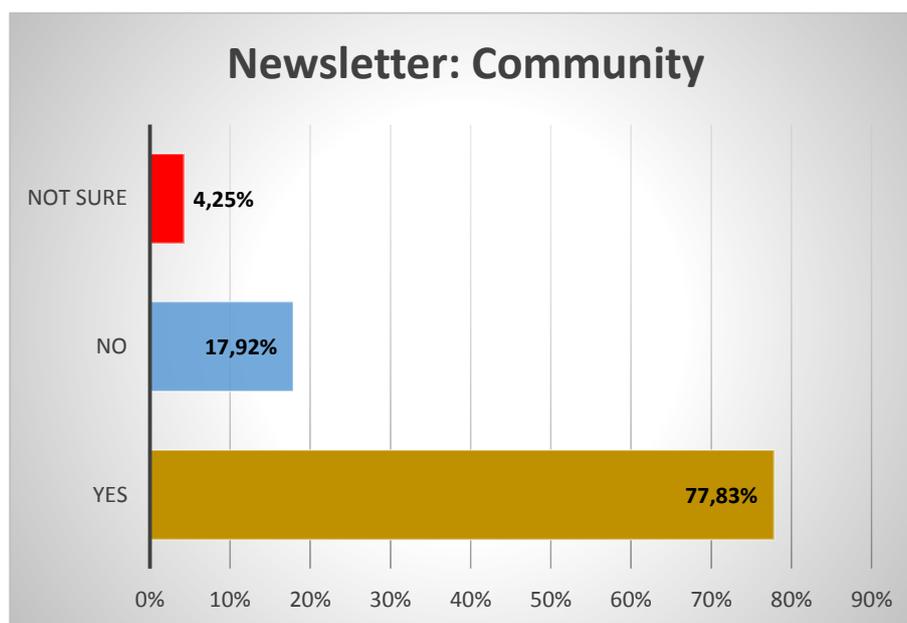


Figure 26: The local school publishes newsletters regularly to boost its good image/works

Figure 26 addresses the statement, ‘*The local school publishes newsletters regularly to boost its good image/work.*’ Responses by the community show that:

- Majority, 77,83% (157 respondents) stated that the local school publishes newsletters regularly to boost its good image/work.
- A small portion 17,92% (41 respondents) showed that the local school did not publish newsletters regularly to boost its good image/work.
- A total of 4,25% (15 respondents) were not sure whether the local school publishes newsletters regularly to boost its good image/work.

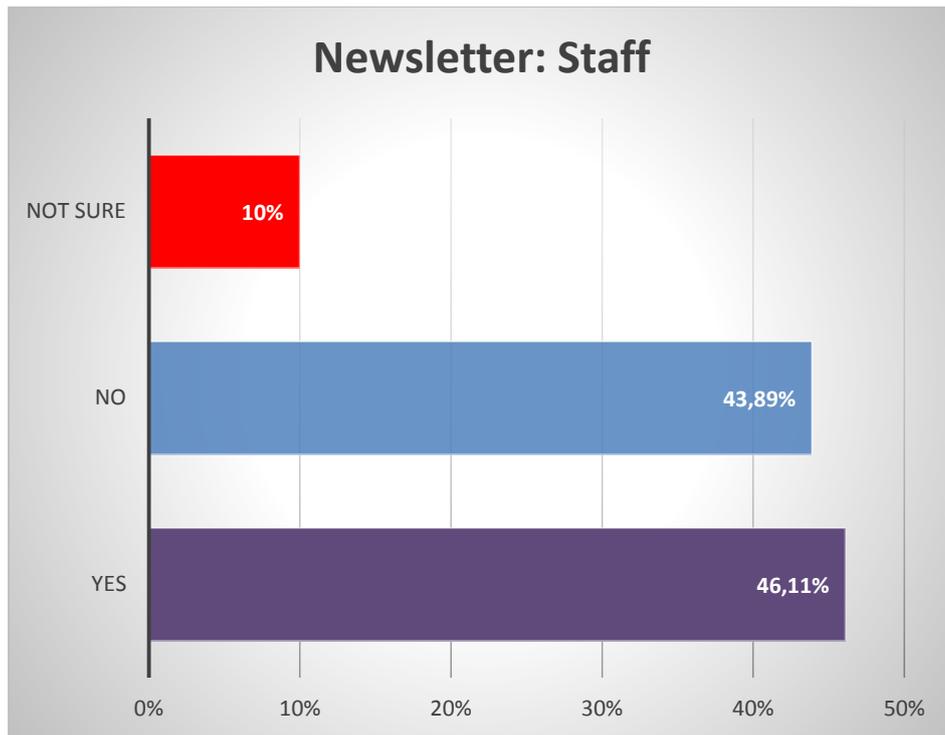


Figure 27 : The local school publishes newsletters regularly to boost its good image/works

Figure 27 addresses the statement, ‘The local school publishes newsletters regularly to boost its good image/work.’ Responses by the staff show that:

- Majority, 46,11% (83 respondents) stated that the local school publishes newsletters regularly to boost its good image/work.
- A substantial portion 43,89% (79 respondents) showed that the local school did not publish newsletters regularly to boost its good image/work.
- A total of 10% (18 respondents) were not sure whether the local school publishes newsletters regularly to boost its good image/work.

A COMPARATIVE ANALYSIS OF WHETHER THE LOCAL SCHOOL PUBLISHES NEWSLETTERS REGULARLY TO BOOST ITS GOOD IMAGE/WORKS

A comparison of the two sample groups indicate views which are varied, however most respondents in both sample groups indicate that the local school publishes newsletters regularly to boost its good image/works. The use of newsletters by local schools as a means of communicating the good efforts and developments of local schools will counteract the negative news conveyed by the media. However, if local schools are not communicating their good work

they cannot be commended or boost their school’s image, so the reputation of a local school remains tainted. It is important to note that, the community felt that they were informed regularly of happenings at local schools, this can assist in reviving the tainted image of local schools through regular communication with stakeholders, but they need to ensure there is a feedback loop for stakeholders to share their insights as well.

CRISIS AND CHALLENGES FACED BY THE DBE

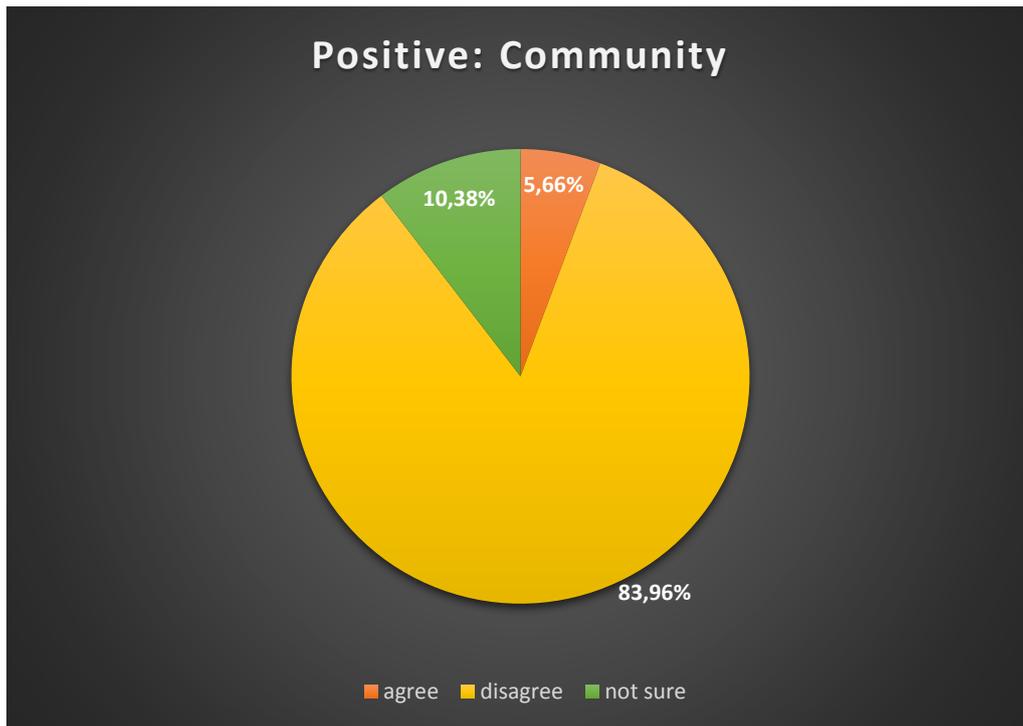


Figure 28: Local schools have more of a positive reputation than a negative reputation

The above graph is in response to the statement, ‘Local schools have more of a positive reputation than a negative reputation.’ The community responses show that:

- A small number, 5,66% (12 respondents) stated that local schools have more of a positive reputation than a negative reputation.
- Most respondents, 83,96% (179 respondents) indicated that local schools did not have more of a positive reputation than a negative reputation.
- The remaining 10,38% (22 respondents) were not sure whether local schools have more of a positive reputation than a negative reputation.

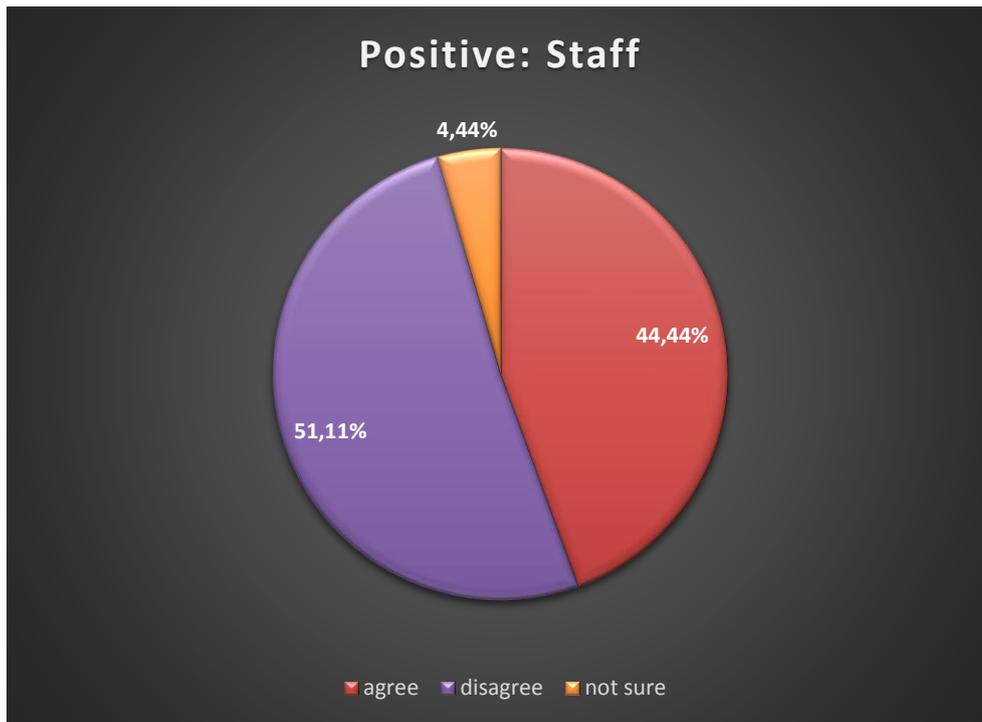


Figure 29: Local schools have more of a positive reputation than a negative reputation

The chart is in response to the statement, 'Local schools have more of a positive reputation than a negative reputation.' The staff responses present that that:

- A significant portion, 44,44% (80 respondents) stated that local schools have more of a positive reputation than a negative reputation.
- A total of 51,11% (92 respondents) indicated that local schools did not have more of a positive reputation than a negative reputation.
- The remaining 4,44% (8 respondents) were not sure whether local schools have more of a positive reputation than a negative reputation.

A COMPARATIVE ANALYSIS OF WHETHER LOCAL SCHOOLS HAVE MORE OF A POSITIVE REPUTATION THAN A NEGATIVE REPUTATION

In response to whether local schools have more of a positive reputation than a negative reputation, the sample groups had distinct views. In the sample comprising of the community, most respondents, 83,96% indicated that local schools did not have more of a positive reputation than a negative reputation. On the contrary, the staff sample had mixed views, with only 51,11% respondents that indicated local schools did not have more of a positive reputation than a negative reputation. A significant portion, 44,44% stated that local schools have more of a positive reputation than a negative reputation. Delving deeper

into the figures overall, it is noted that local schools have a negative reputation. This negative reputation causes adverse effects for local schools as it will result in a limited stakeholder support.

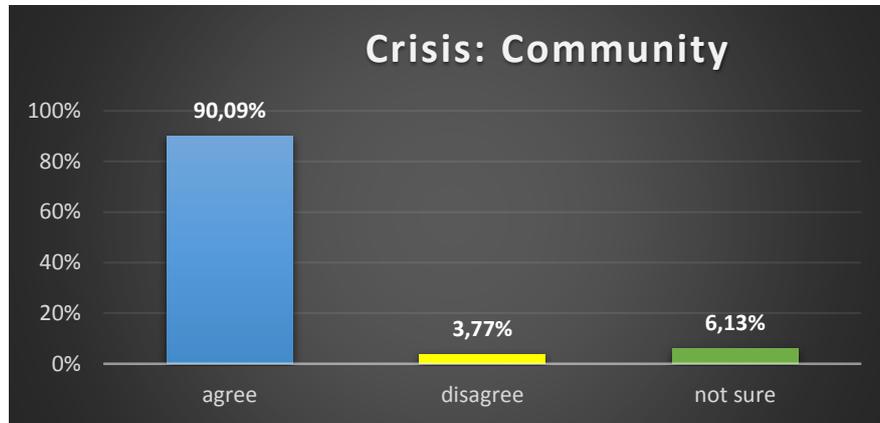


Figure 30: Local schools face many crises and challenges

Figure 30 represents the statement, ‘Local schools face many crises and challenges.’ From the responses of the community :

- A clear indication that 90,09% (192 respondents) agreed that local schools face many crises and challenges.
- Figure 22 indicates that 3,77% (8 respondents) felt that local schools did not face many crises and challenges.
- The remaining 6,13% (13 respondents) were not sure whether local schools face many crises and challenges.

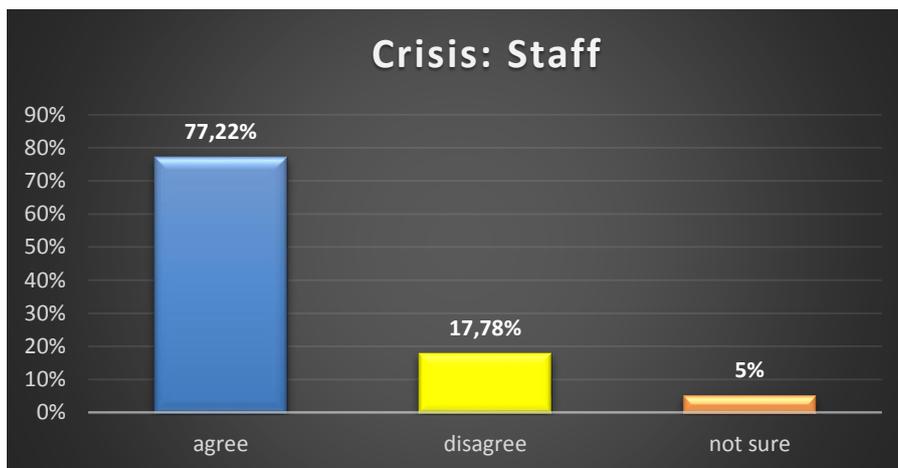


Figure 31: Local schools face many crises and challenges

Figure 30 represents the statement, '*Local schools face many crises and challenges.*' From the responses of the community :

- A clear indication that 90,09% (162 respondents) agreed that local schools face many crises and challenges.
- Figure 22 indicates that 3,77% (7 respondents) felt that local schools did not face many crises and challenges.
- The remaining 6,13% (11 respondents) were not sure whether local schools face many crises and challenges.

A COMPARATIVE ANALYSIS OF WHETHER LOCAL SCHOOLS FACE MANY CRISES AND CHALLENGES

A comparison of the two sample groups indicate views that are similar, both sample groups agreed that local schools face many crises and challenges. This predicament that local schools are in has been referred to as 'pockets of disaster' by the DBE minister. These crises and challenges points out that local schools require intervention strategies to address these problems and help rebuild the reputation of local schools.

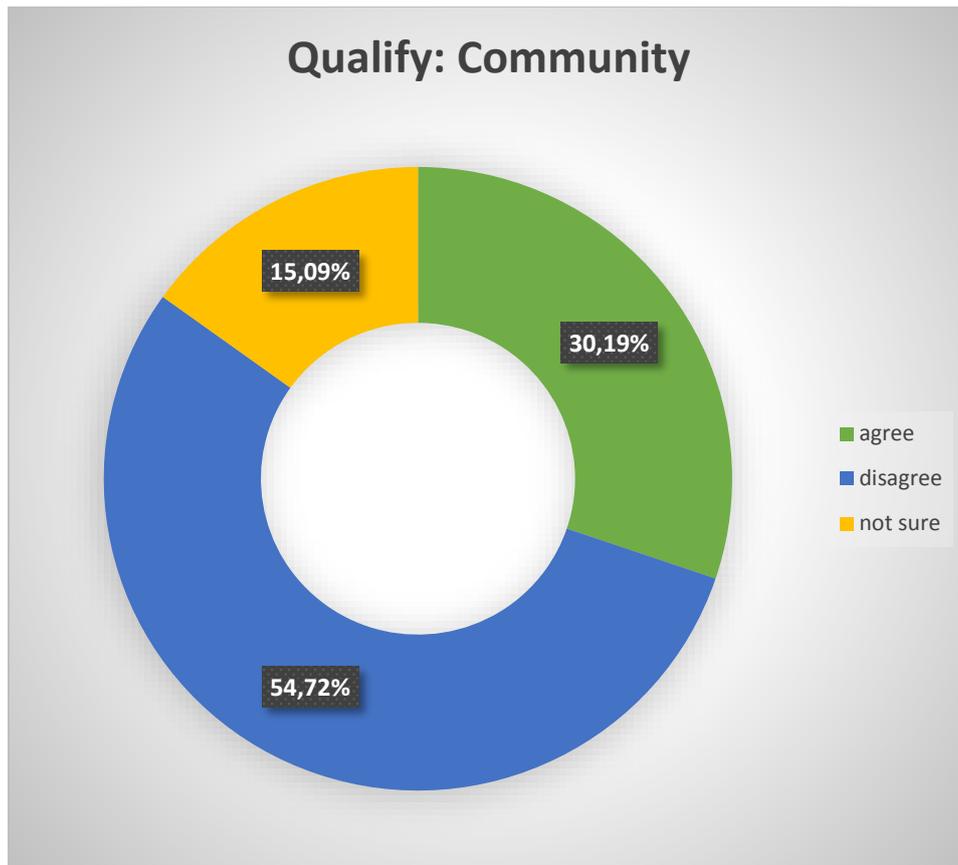


Figure 32: Most of the teachers in local schools are well qualified to teach

The diagram explains the statement, *'Teachers in local schools are well qualified to teach.'*

The responses by community indicate that:

- A total of 30,19% (64 respondents) agreed that teachers in local schools were well qualified to teach.
- Most respondents, 54,72% (117 respondents) felt that teachers in local schools were not well qualified to teach.
- The remaining 15,09% (32 respondents) indicated that they were not sure whether teachers in local schools were well qualified to teach.

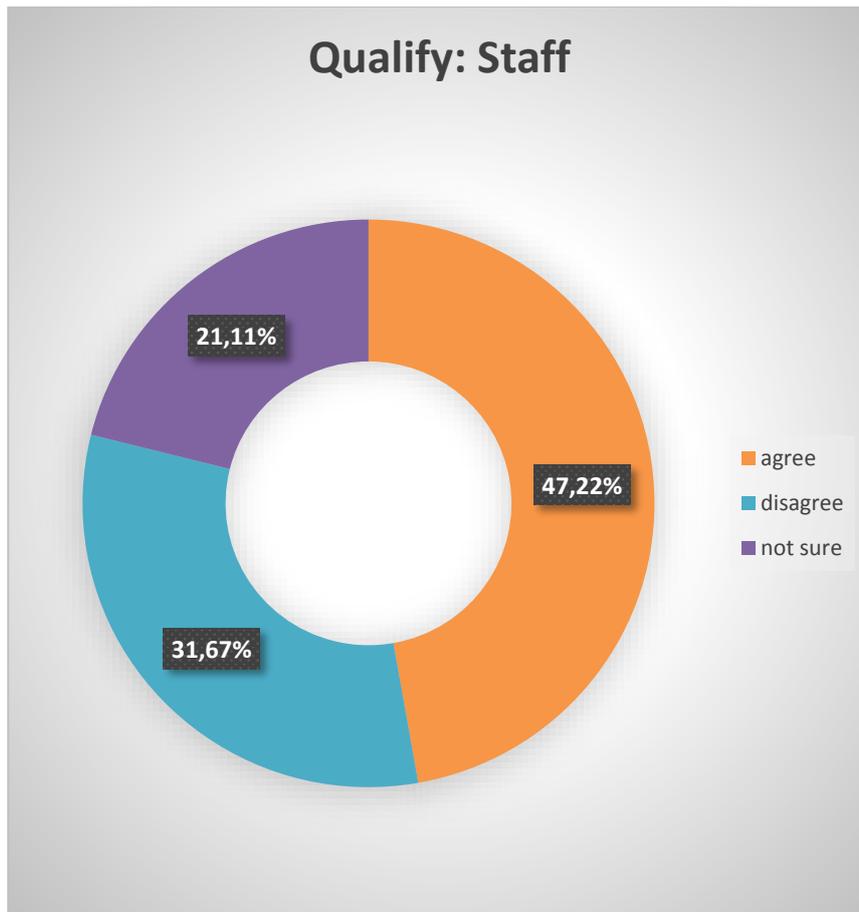


Figure 33: Most of the teachers in local schools are well qualified to teach

The diagram explains the statement, 'Teachers in local schools are well qualified to teach.'

The responses by staff indicate that:

- A total of 47,22% (85 respondents) agreed that teachers in local schools were well qualified to teach.
- Some respondents, 31,67% (57 respondents) felt that teachers in local schools were not well qualified to teach.
- The remaining 21,11% (38 respondents) indicated that they were not sure whether teachers in local schools were well qualified to teach.

A COMPARATIVE ANALYSIS OF WHETHER MOST TEACHERS IN LOCAL SCHOOLS ARE WELL QUALIFIED TO TEACH

It is clear that most responses from the community sample (54,72%) felt that teachers in local schools were not well qualified to teach. However, the staff sample had a different viewpoint, with most respondents (47,22%) who indicated that teachers in local schools were well

qualified to teach. This is an area of serious concern as the viewpoints of the community sample group show that the pedagogic skills of educators at local schools are questionable, whilst staff feel they do have the necessary skills required for the teaching and learning process.

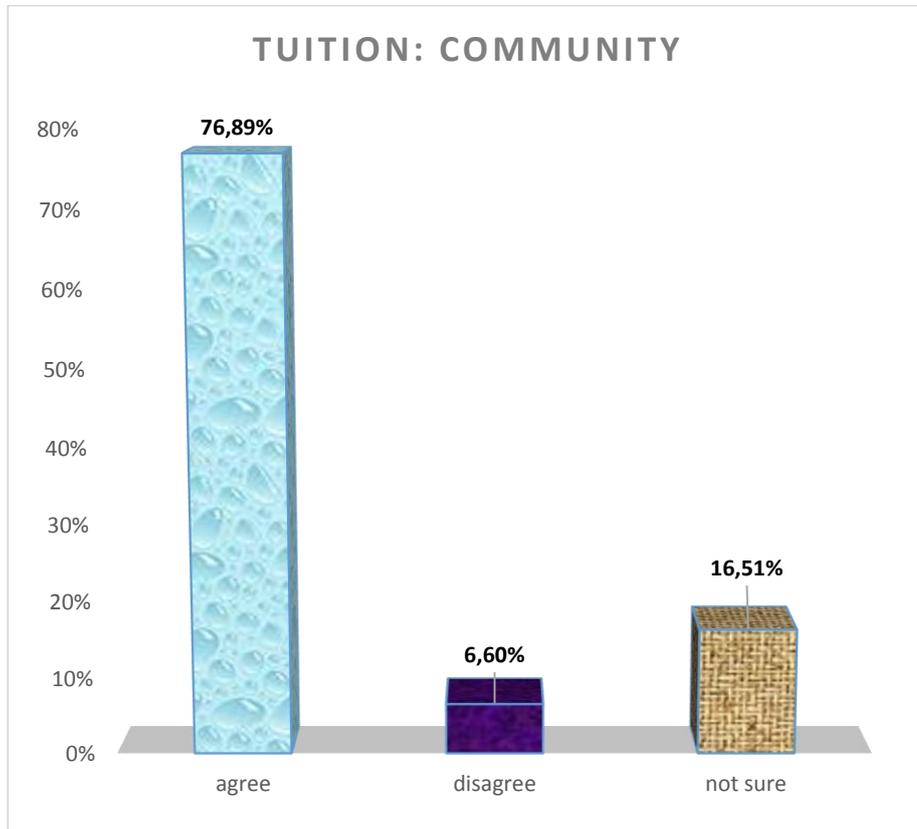


Figure 34: Some students perform well because they go for extra tuition outside the school

Figure 34 is in response to the statement, ‘Some students perform well because they go for extra tuition outside school.’ The views of the community show that:

- A total of 76,89% (164 respondents) indicated that some students perform well because they go for extra tuition outside school.
- The data suggests that 6,60% (14 respondents) disagreed that some students perform well because they go for extra tuition outside school.
- The remaining 16,51% (35 respondents) were not sure whether some students perform well because they go for extra tuition outside school.

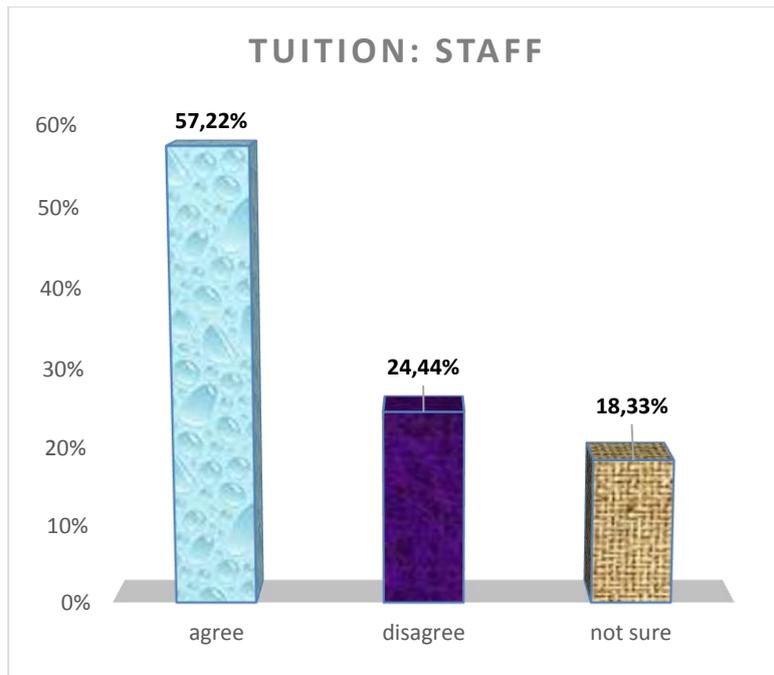


Figure 35: Some students perform well because they go for extra tuition outside the school

Figure 35 is in response to the statement, ‘Some students perform well because they go for extra tuition outside school.’ The views of the staff show that:

- A total of 57,22% (103 respondents) indicated that some students perform well because they go for extra tuition outside school.
- The data suggests that 24,44% (44 respondents) disagreed that some students perform well because they go for extra tuition outside school.
- The remaining 18,33% (33 respondents) were not sure whether some students perform well because they go for extra tuition outside school.

A COMPARATIVE ANALYSIS OF WHETHER SOME STUDENTS PERFORM WELL BECAUSE THEY GO FOR EXTRA TUITION OUTSIDE THE SCHOOL

As can be seen from the data, both sample groups agree that some students attend extra tuition to perform well, this is outside of their school. This interpretation reveals that most respondents indicated that students attend extra tuition to perform well. This shows that more understanding is gained by students when seeking help outside the school to learn. This highlights an area of concern as to whether there are effective communication tools to aid learners within the local school instead of scholars seeking assistance outside the local school.

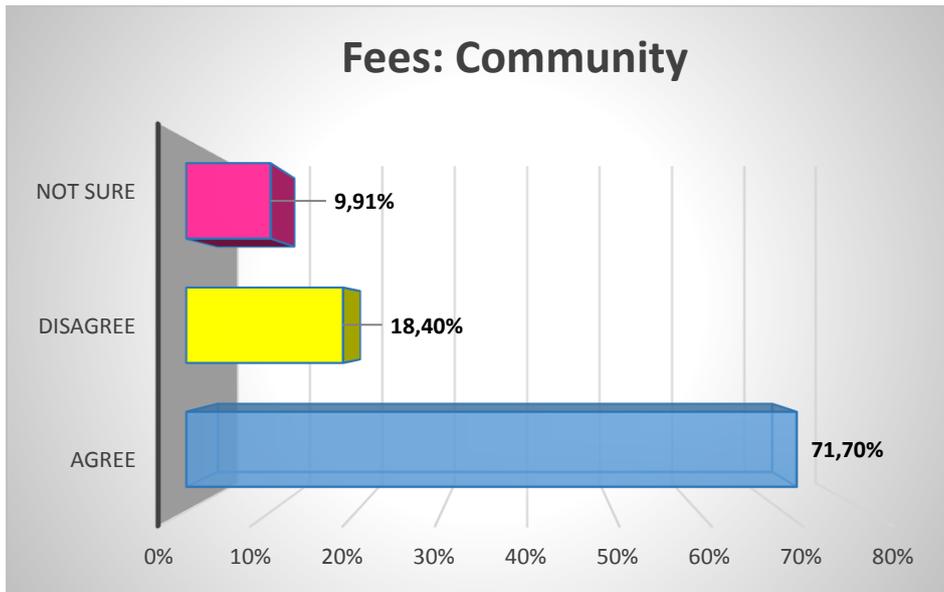


Figure 36: School fees have been a sore issue at our school

This figure is in response to the statement, ‘School fees have been a sore issue at our school.’

The responses from the community reveal:

- The data gathered shows that 71,70% (153 respondents) felt that school fees have been a sore issue at the local school.
- A total of 18,40% (39 respondents) disagreed with this statement.
- A smaller sample 9,91% (21 respondents) were uncertain whether school fees have been a sore issue at the local school.

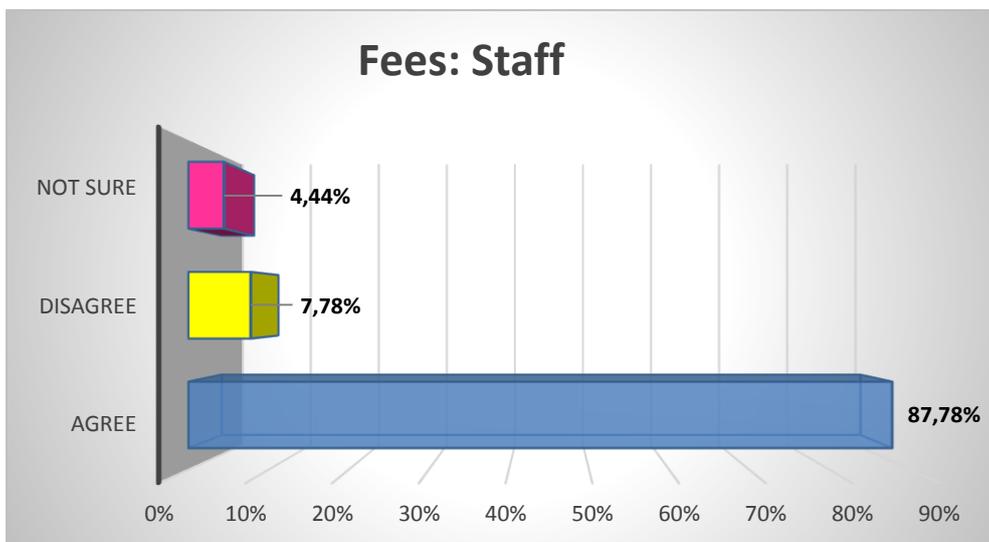


Figure 37: School fees have been a sore issue at our school

This diagram is in response to the statement, ‘School fees have been a sore issue at our school.’

The responses from the staff reveal:

- The data gathered shows that 87,78% (158 respondents) felt that school fees have been a sore issue at the local school.
- A total of 7,78% (14 respondents) disagreed with this statement.
- Respondents of 4,44% (8 respondents) were uncertain whether school fees have been a sore issue at the local school.

A COMPARATIVE ANALYSIS OF WHETHER SCHOOL FEES HAVE BEEN A SORE ISSUE AT OUR SCHOOL

In response to whether school fees have been a sore issue at local schools, there is an agreement by both sample groups that there is indeed an issue with payment of fees by parents. The result establishes the fact that due to school fees being a sore issue, many schools face the challenge of limited funds which limits the access to resources.

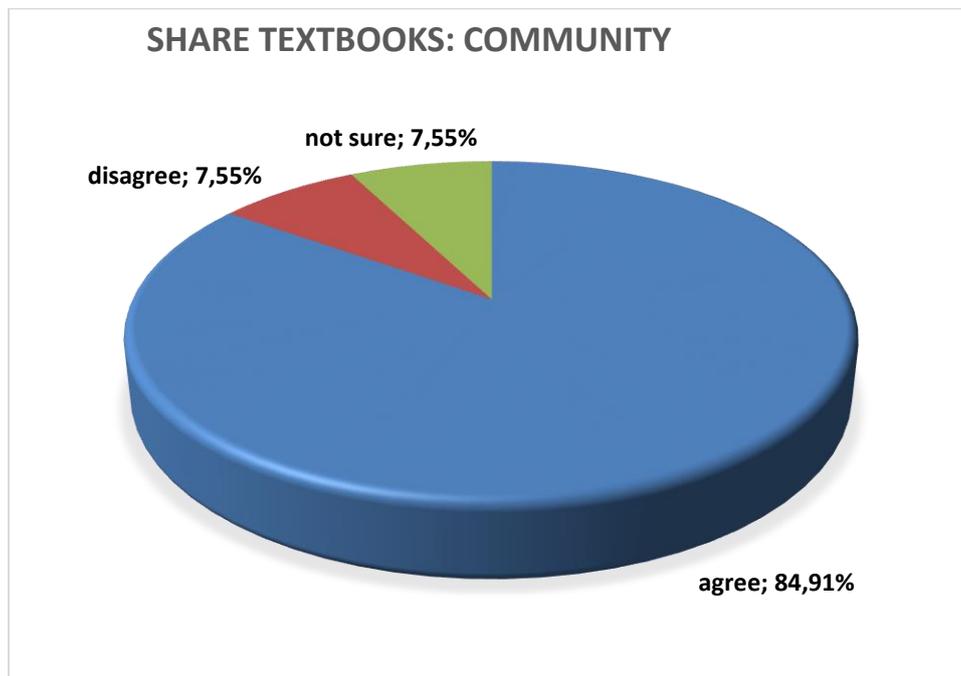


Figure 38: Students share textbooks

Figure 38 explains the statement, ‘Students share textbooks.’ The views of the community sample indicated that:

- Most respondents 84,91% (181 respondents) stated that students share textbooks.

- A smaller portion 7,55% (16 respondents) disagreed with this statement.
- A total of 7,55% (16 respondents) were not sure whether students share textbooks.

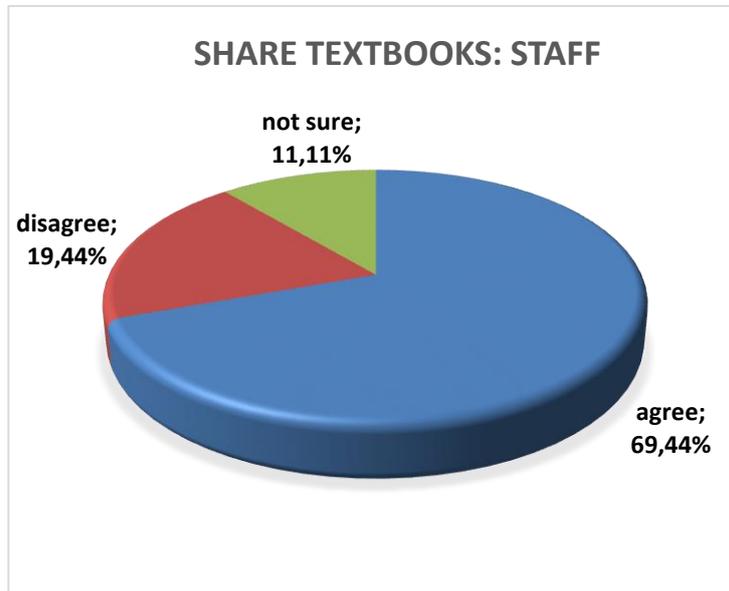


Figure 39: Students share textbooks

Figure 39 explains the statement, ‘Students share textbooks.’ The views of the staff sample indicated that:

- Most respondents 69,44% (125 respondents) stated that students share textbooks.
- A smaller portion 19,44% (35 respondents) disagreed with this statement.
- A total of 11,11% (20 respondents) were not sure whether students share textbooks.

A COMPARATIVE ANALYSIS OF WHETHER STUDENTS SHARE TEXTBOOKS

In explaining the results, it is evident in the responses by both sample groups that most respondents highlighted that students share textbooks. This is a challenge facing local schools as some respondents indicated that sharing of textbooks puts students at a disadvantage. The lack of an adequate resource such as a textbook poses some challenges for learners who do not have access to these study materials outside the school as these items are loaned and shared. This stifles the learning process for students.

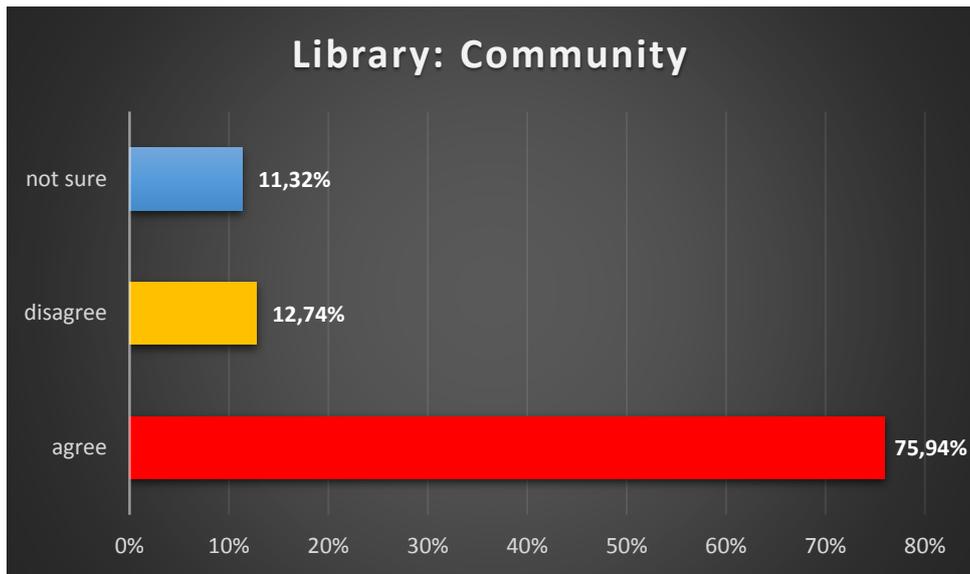


Figure 40: The library has the latest books and reading material

The diagram discusses the statement, *'The library has the latest books and reading material'*.

The views of the community show that:

- Most respondents 75,94% (161 respondents) stated that the library has the latest books and reading material.
- A total of 12,74% (27 respondents) disagreed with the statement.
- A small sample 11,32% (25 respondents) were not sure whether the library has the latest books and reading material.

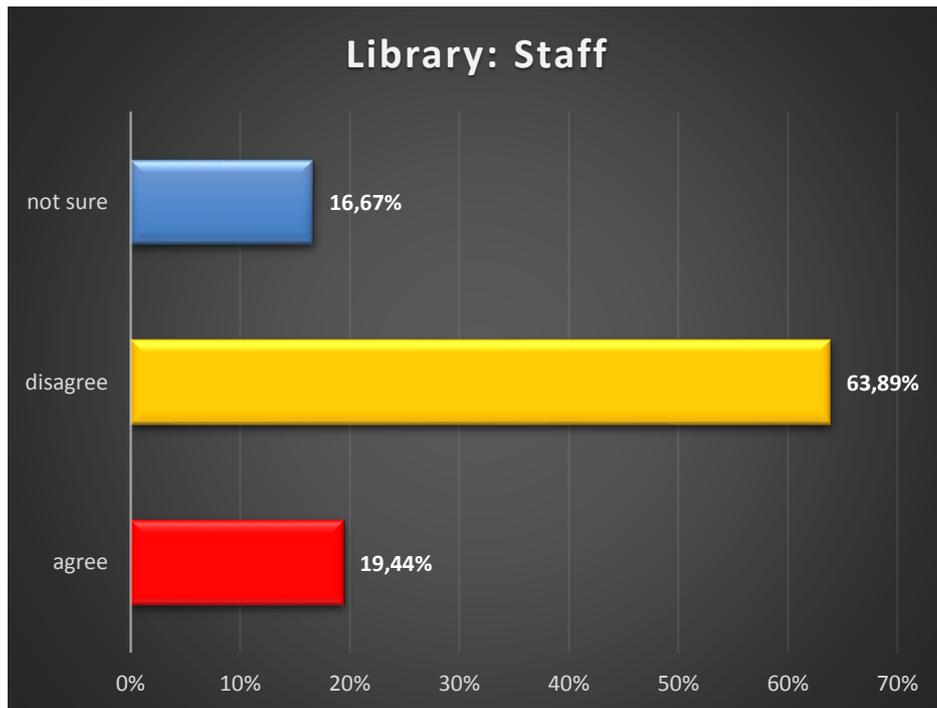


Figure 41: The library has the latest books and reading material

The diagram discusses the statement, *'The library has the latest books and reading material'*.

The views of the staff show that:

- A total of 19,44% (35 respondents) stated that the library has the latest books and reading material.
- Most respondents 63,89% (115 respondents) disagreed with the statement.
- A small sample 16,67% (30 respondents) were not sure whether the library has the latest books and reading material.

A COMPARATIVE ANALYSIS OF WHETHER THE LIBRARY HAS THE LATEST BOOKS AND READING MATERIAL

In response to whether the library has the latest reading material, it was interesting to note that the community sample felt that school libraries house the latest books and reading material. However the staff had varied responses, with the majority of staff who indicated that school libraries do not have the latest books and reading material. . With the technological advances and trends in learning material, local schools need to update their libraries regularly so that students are informed and techno savvy with the latest books and eBooks. The lack of current reading material impedes the learning for today's children whose appetite constantly changes to meet the demands of the techno savvy world we live in. Hence exploring the use of

traditional reading material along with eBooks and online reading materials will also help develop and stimulate the minds of learners.

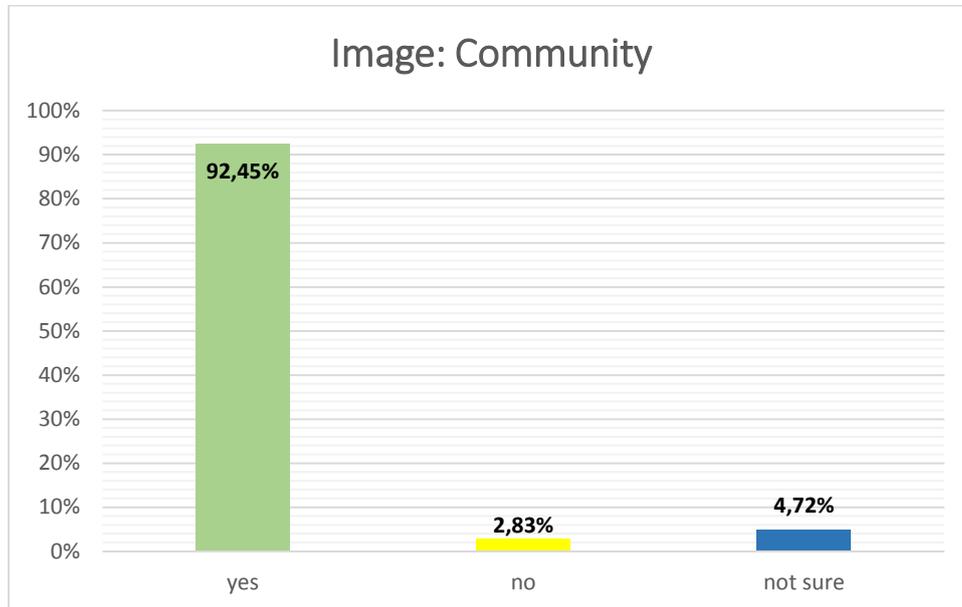


Figure 42: Students' bad behaviour at schools causes the image of the local schools to decline

Figure 42 is in response to the statement, 'Students' bad behaviour at schools causes the image of the local school to decline.' Responses by the community show that:

- A large portion, 92,45% (197 respondents) indicated that students' bad behaviour at schools causes the image of the local school to decline.
- A total of 2,83% (6 respondents) disagreed with the statement.
- A further 4,72% (10 respondents) were not sure whether students' bad behaviour at schools causes the image of the local school to decline.

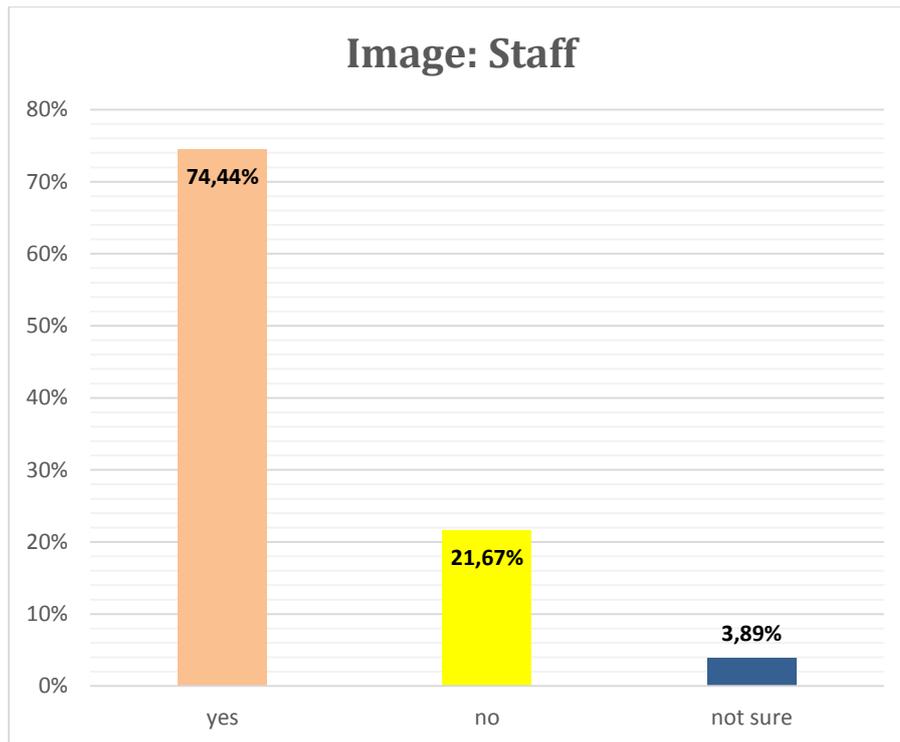


Figure 43: Students' bad behaviour at schools causes the image of the local schools to decline

Figure 43 is in response to the statement, 'Students' bad behaviour at schools causes the image of the local school to decline.' Responses by the staff show that:

- A large portion, 74,44% (134 respondents) indicated that students' bad behaviour at schools causes the image of the local school to decline.
- A total of 21,67% (39 respondents) disagreed with the statement.
- A further 3,89% (7 respondents) were not sure whether students' bad behaviour at schools causes the image of the local school to decline.

A COMPARATIVE ANALYSIS OF WHETHER STUDENTS' BAD BEHAVIOUR AT SCHOOLS CAUSES THE IMAGE OF THE LOCAL SCHOOLS TO DECLINE

A comparison of the two sample groups indicate views which are similar by both stakeholder groups. The larger portion of respondents indicated that students' bad behaviour at schools causes the image of the local school to decline. These behavioural problems further tarnish the reputation of local schools.

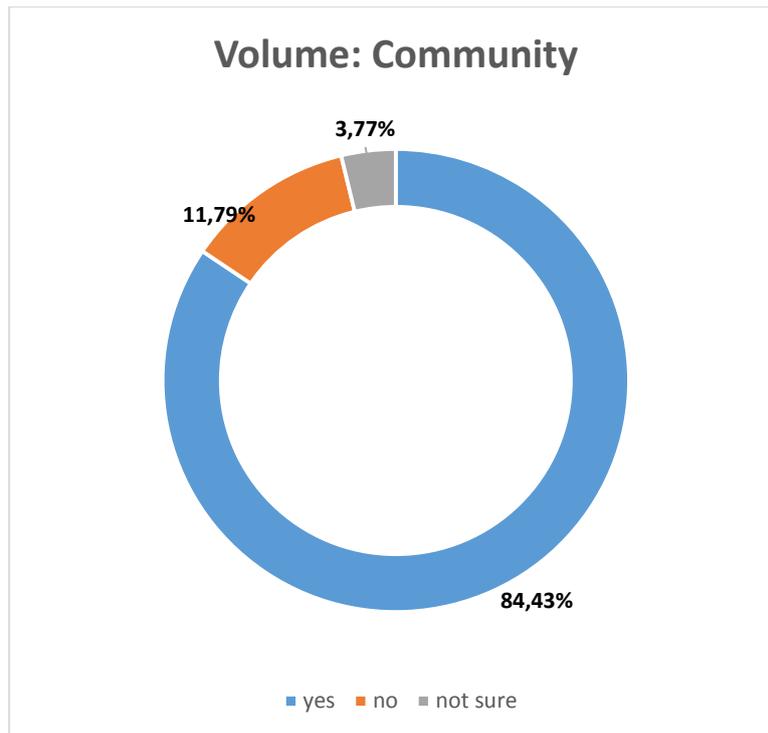


Figure 44: The local school experiences a high volume of behavioural problems which require departmental intervention

The above graph addresses the issue, ‘*High volume of behavioural problems which require departmental intervention.*’ The views of the community show that:

- Most respondents, 84,43% (179 respondents) agreed that there is a high volume of behavioural problems which require departmental intervention.
- The data shows that 3,77% (9 respondents) did not feel that there is a high volume of behavioural problems which require departmental intervention.
- The remaining 11,79% (25 respondents) were uncertain whether there is a high volume of behavioural problems which require departmental intervention.

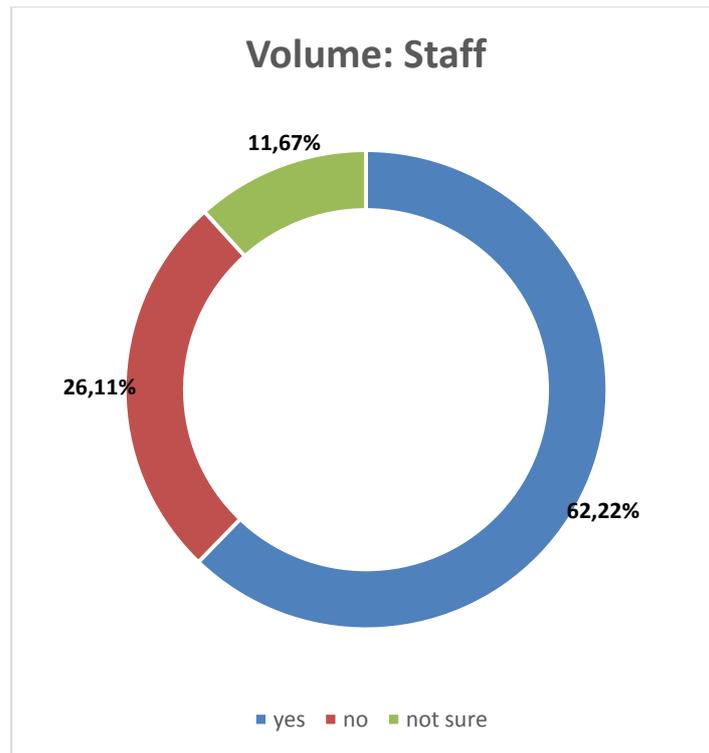


Figure 45: The local school experiences a high volume of behavioural problems which require departmental intervention

The above graph reports on the issue, ‘High volume of behavioural problems which require departmental intervention.’ The views of the staff show that:

- Most respondents, 62,22% (112 respondents) agreed that there is a high volume of behavioural problems which require departmental intervention.
- The data shows that 26,11% (47 respondents) did not feel that there is a high volume of behavioural problems which require departmental intervention.
- The remaining 11,67% (21 respondents) were uncertain whether there is a high volume of behavioural problems which require departmental intervention.

A COMPARATIVE ANALYSIS OF WHETHER THE LOCAL SCHOOL EXPERIENCES A HIGH VOLUME OF BEHAVIOURAL PROBLEMS WHICH REQUIRE DEPARTMENTAL INTERVENTION

The DBE has a crisis of dealing with a high volume of behavioural problems. The larger portion of respondents in both sample groups stated that departmental intervention is required. This further explains that schools are unable to address and handle these behavioural problems. The

referral of students' behavioural problems to the DBE, questions the relationships with internal and external stakeholders at local schools.



Figure 46: The local school has a good management team

Figure 46 highlights the statement, 'The local school has a good management team.' The responses by the community reveal that:

- A total of 39,15% (83 respondents) indicated that the local school has a good management team.
- A further 54,25% (116 respondents) disagreed with the statement.
- The remaining 6,60% (14 respondents) were not sure whether the local school has a good management team.



Figure 47: The local school has a good management team

Figure 47 discusses the statement, ‘*The local school has a good management team.*’ The responses by the community show that:

- A total of 46% (82 respondents) indicated that the local school has a good management team.
- A further 40,00% (72 respondents) disagreed with the statement.
- The remaining 14,44% (26 respondents) were not sure whether the local school has a good management team.

A COMPARATIVE ANALYSIS OF WHETHER THE LOCAL SCHOOL HAS A GOOD MANAGEMENT TEAM

A closer look at the results of both sample groups show varied results. In the staff sample group most respondents indicated that the local school has a good management team. However, the community sample group disagreed with the statement. It is vital to have an effective management team with worthy morals, this will help heighten the image of the local school. Measures of management quality suggest that good practices really matter for school performance. Governance and strong leadership is key to enhancing the reputation of local schools.

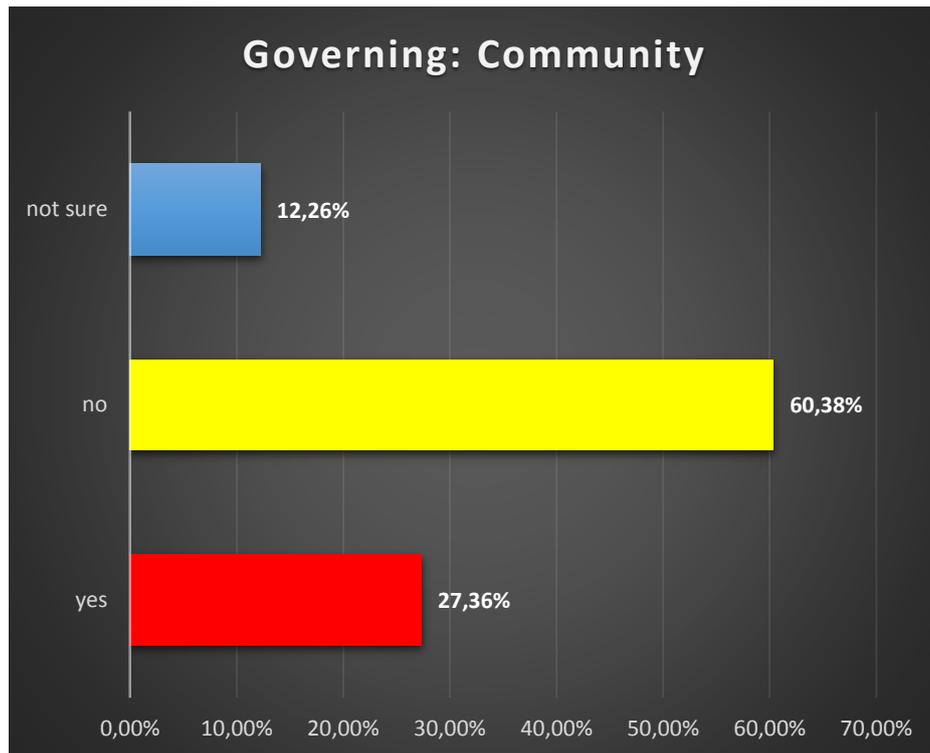


Figure 48: The local school has a good parent governing body

The graph represents the statement, ‘*The local school has a good parent governing body.*’ The views of the community indicated that:

- A total of 27,36% (58 respondents) felt that the local school has a good parent governing body.
- Most respondents, 60,38% (129 respondents) disagreed with the statement.
- The remaining 12,26% (26 respondents) were uncertain whether the local school has a good parent governing body.

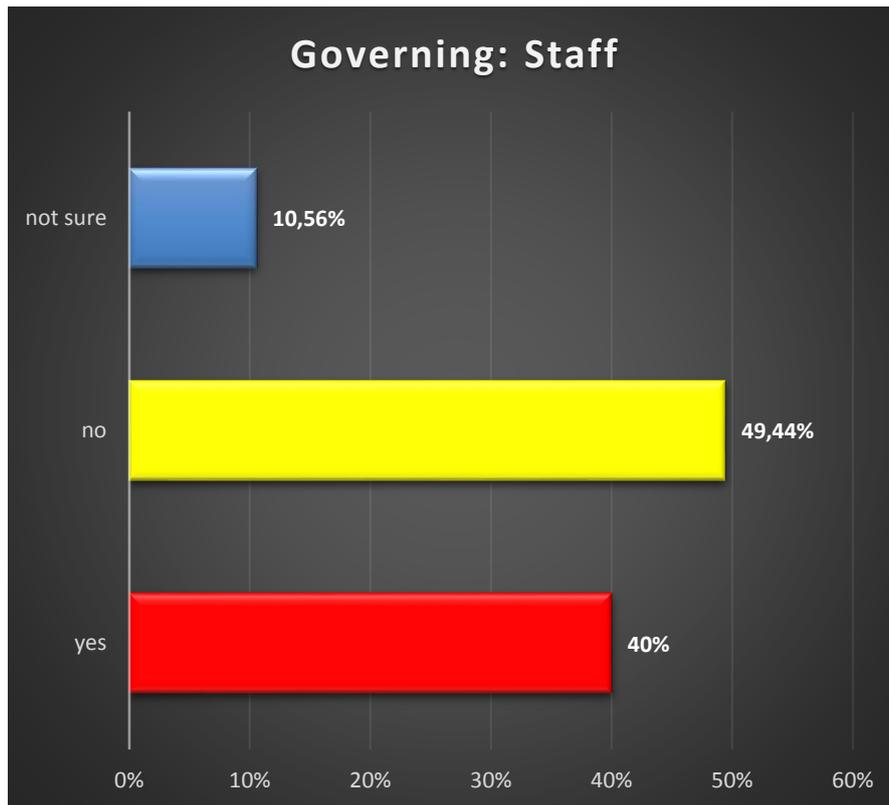


Figure 49: The local school has a good parent governing body

The graph highlights the statement, ‘*The local school has a good parent governing body.*’ The views of the staff indicated that:

- A total of 40% (72 respondents) felt that the local school has a good parent governing body.
- Most respondents, 49,44% (89 respondents) disagreed with the statement.
- The remaining 10,56% (19 respondents) were uncertain whether the local school has a good parent governing body.

A COMPARATIVE ANALYSIS OF WHETHER THE LOCAL SCHOOL HAS A GOOD PARENT GOVERNING BODY

A comparison of the two sample groups indicate views that are similar. Poor management is a great challenge at local schools. The majority of respondents in both sample groups indicated that schools did not have a good parent governing body. Local schools face numerous challenges due to the lack of effective management, worse when elected representatives of the community let them down. If there is strong accountability to the local governing body, this is

a great marker of excellent management which is urgently needed to improve the DBE and its current situation.

DBE REPUTATIONAL MANAGEMENT PLANS OR POLICIES

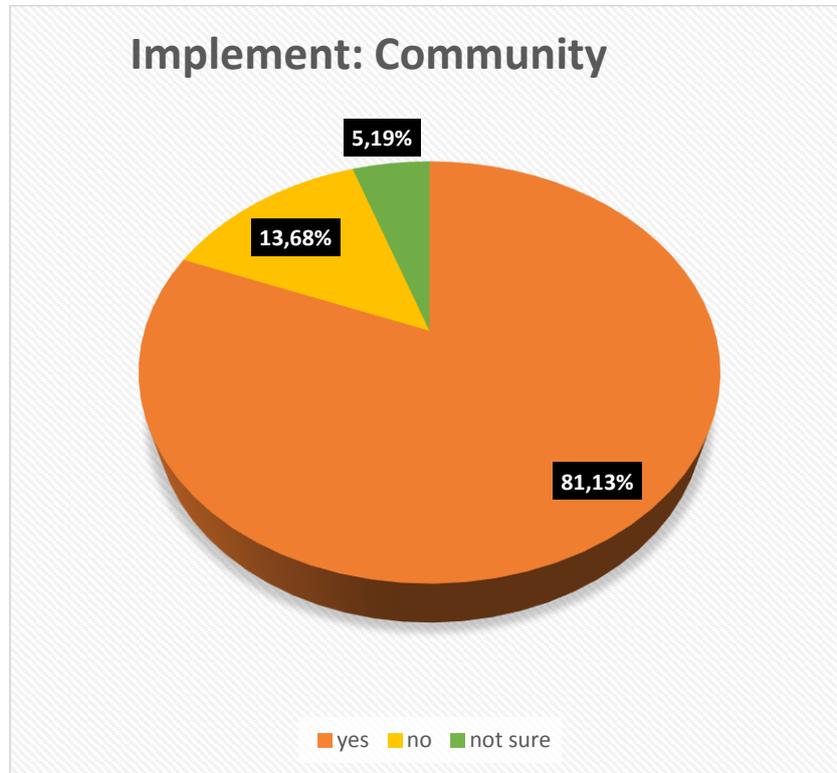


Figure 50: The implementation of reputational management will help enhance the image of education in uThungulu

Figure 50 answers the question, 'Do you think future implementation of reputational management will help enhance the image of education in uThungulu?' Responses by the community show that:

- Most respondents, 81,13% (173 respondents) agreed that the implementation of reputational management can enhance the image of education in uThungulu.
- A total of 13,68% (29 respondents) disagreed and felt that the implementation of reputational management cannot enhance the image of education in uThungulu.
- The remaining 5,19% (11 respondents) were not sure whether the implementation of reputational management can enhance the image of education in uThungulu.

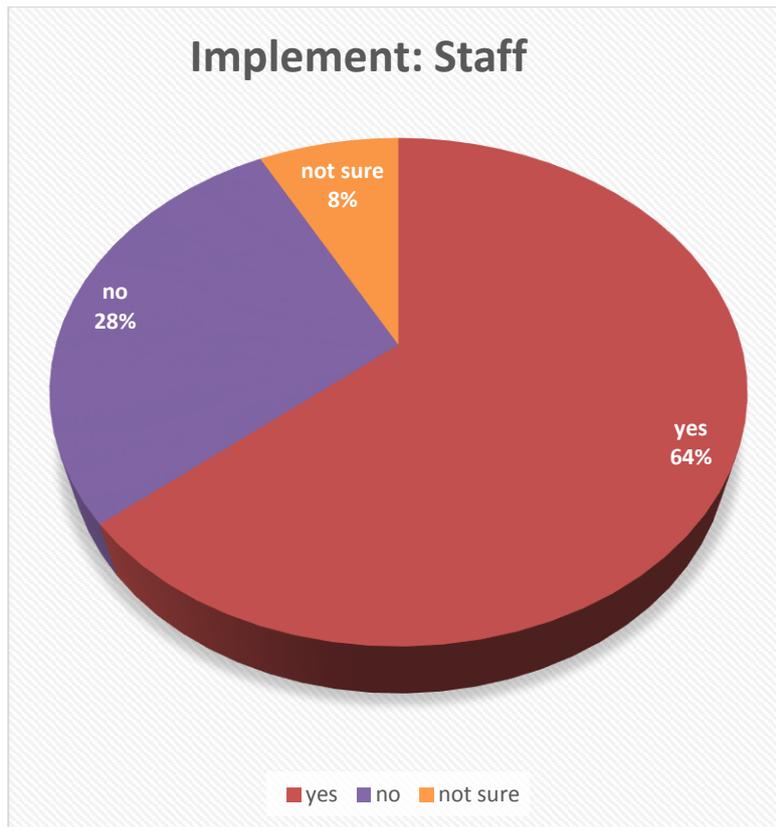


Figure 51: The implementation of reputational management will help enhance the image of education in uThungulu

Figure 51 addresses the question, 'Do you think future implementation of reputational management will help enhance the image of education in uThungulu?' Responses by the staff show that:

- Most respondents, 64% (115 respondents) agreed that the implementation of reputational management can enhance the image of education in uThungulu.
- A total of 28% (51 respondents) disagreed and felt that the implementation of reputational management cannot enhance the image of education in uThungulu.
- The remaining 8% (14 respondents) were not sure whether the implementation of reputational management can enhance the image of education in uThungulu.

A COMPARATIVE ANALYSIS OF WHETHER THE IMPLEMENTATION OF REPUTATIONAL MANAGEMENT WILL HELP ENHANCE THE IMAGE OF EDUCATION IN UTHUNGULU

The data reveals that both sample groups believed that that the implementation of reputational management can enhance the image of education in uThungulu. The use of reputational

management can increase stakeholder awareness by developing trusting co-operative relationships so that it can be viewed as mutually beneficial by stakeholders.

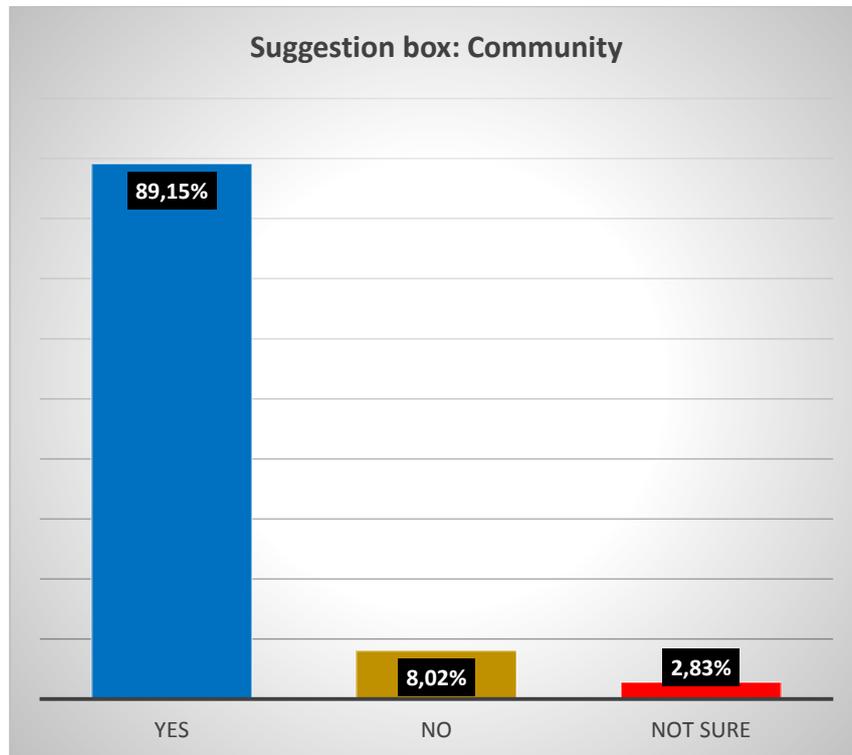


Figure 52: A suggestion box to assist to improve the image and branding of education in uThungulu

The graph addresses the question, 'Would a suggestion box, assist in sharing ideas of how to improve the image and branding of education in uThungulu?' The community responses indicated that:

- The data suggests that 89,15% (190 respondents) believed that a suggestion box can assist to improve image and branding of education in uThungulu.
- A further 8,02% (17 respondents) disagreed that a suggestion box can assist to improve image and branding of education in uThungulu.
- The remaining 2,83% (6 respondents) were not sure whether a suggestion box can assist to improve image and branding of education in uThungulu.

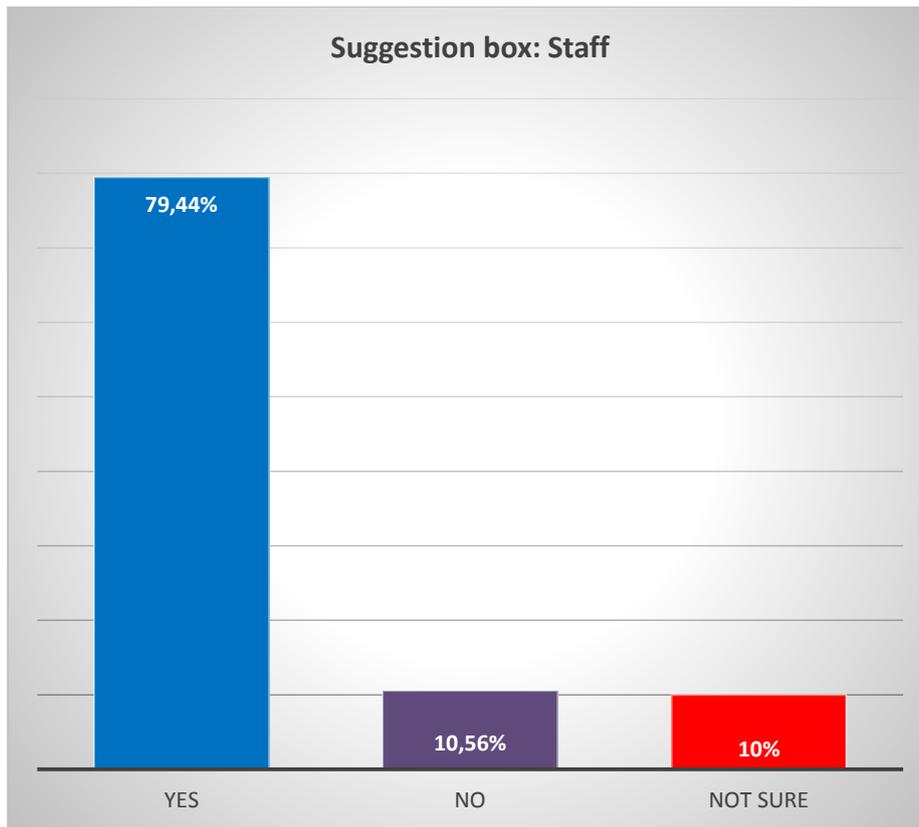


Figure 53: A suggestion box to assist to improve the image and branding of education in uThungulu

The responds to the question, ‘Would a suggestion box, assist in sharing ideas of how to improve the image and branding of education in uThungulu?’ The staff responses reflect that:

- The data suggests that 79,44% (143 respondents) believed that a suggestion box can assist to improve image and branding of education in uThungulu.
- A further 10,56% (19 respondents) disagreed that a suggestion box can assist to improve image and branding of education in uThungulu.
- The remaining 10% (18 respondents) were not sure whether a suggestion box can assist to improve image and branding of education in uThungulu.

A COMPARATIVE ANALYSIS OF A SUGGESTION BOX COULD ASSIST TO IMPROVE THE IMAGE AND BRANDING OF EDUCATION IN UTHUNGULU

The graphs reveal that most respondents in both stakeholder groups believed that a suggestion box can assist to improve image and branding of education in uThungulu. The use of a suggestion box can be used as communication mechanism where stakeholders can voice their

concerns and views. This will also allow for anonymity by stakeholders so they can freely express themselves.

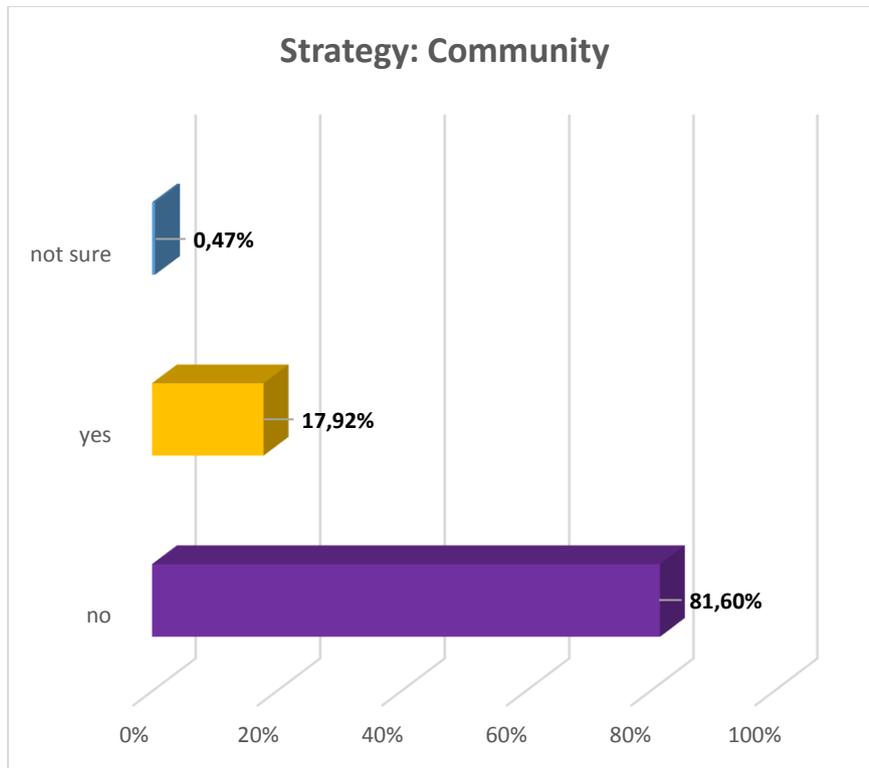


Figure 54: Communication strategies to manage the image of education in KZN

Figure 54 explores the question, ‘Are there any communication strategies in place which help to manage the image of education in our province?’ Responses by the community indicate that:

- A closer look shows that 17,92% (38 respondents) indicated that there are communication strategies to manage reputation of education in KZN.
- A total of 81,60% (174 respondents) stated that there are no communication strategies to manage the reputation of education in KZN.
- A further 0,47% (1 respondent) was unsure whether there are any communication strategies to manage reputation of education in KZN.

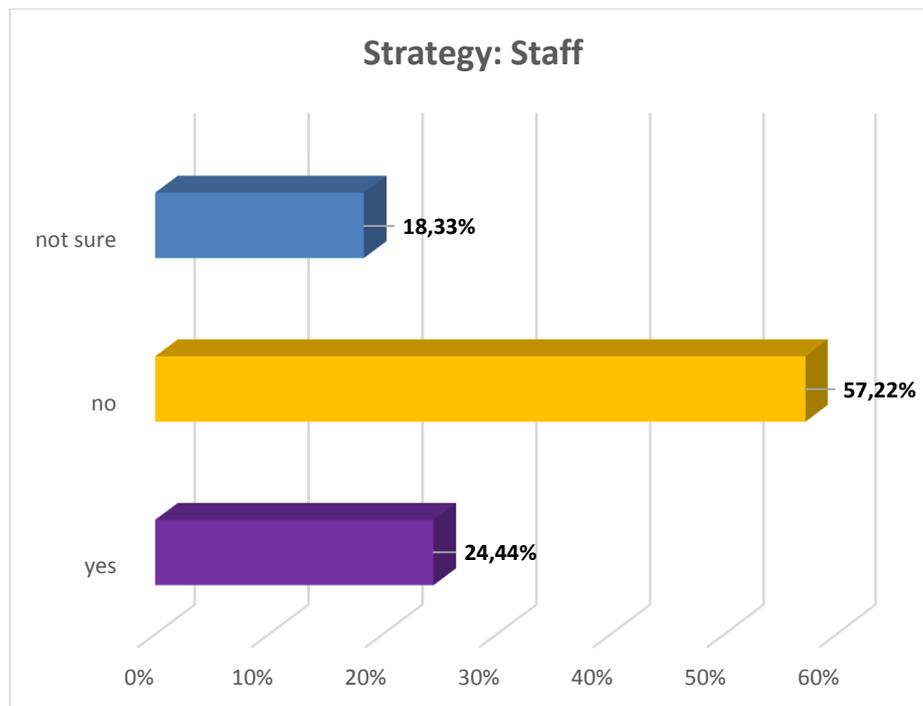


Figure 55: Communication strategies to manage the image of education in KZN

Figure 55 replies to the question, ‘Are there any communication strategies in place which help to manage the image of education in our province?’ Responses by the staff indicate that:

- A total of 24,44% (44 respondents) indicated that there are communication strategies to manage reputation of education in KZN.
- A further 57,22% (103 respondents) stated that there are no communication strategies to manage the reputation of education in KZN.
- The remaining 18,33% (33 respondents) were unsure whether there are any communication strategies to manage reputation of education in KZN.

A COMPARATIVE ANALYSIS OF WHETHER THERE ANY COMMUNICATION STRATEGIES IN PLACE WHICH HELP TO MANAGE THE IMAGE OF EDUCATION IN OUR PROVINCE

An overview of the results indicates that there are no communication strategies to manage the reputation of education in KZN. In relation to the result of communication strategies addressing reputation management, it is a clear indication by respondents in both sample groups that local schools did not have any communication strategies to manage reputation of education in KZN. Without effective communication strategies, the DBE faces a greater challenge in trying to salvage its reputation.

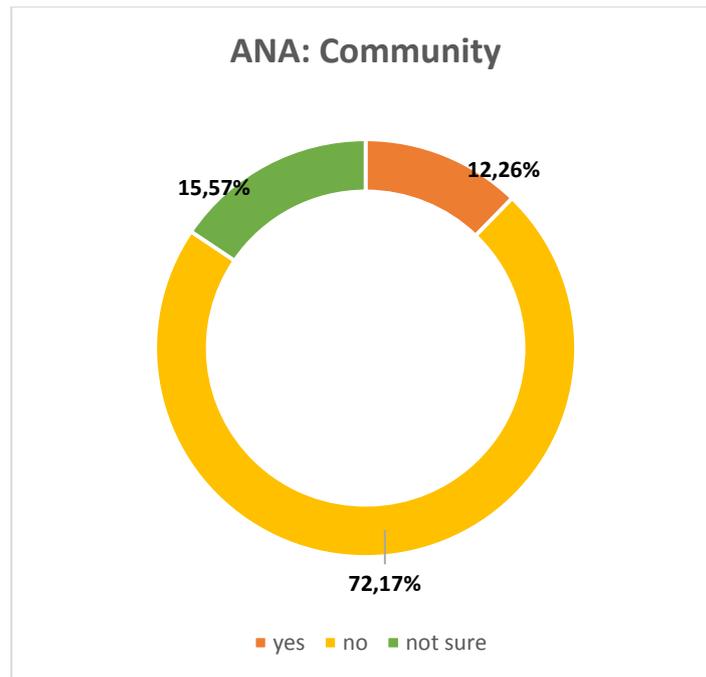


Figure 56: Effectiveness of ANA

The illustration discusses the question, *'Is ANA (Annual National Assessment) effective in assisting to identify problem areas which students struggle with?'* The views of the community show that:

- A total of 12,26% (26 respondents) stated that ANA (Annual National Assessment) is effective in assisting to identify problem areas which students struggle with.
- A further 72,17% (154 respondents) indicated that ANA (Annual National Assessment) is not effective in assisting to identify problem areas which students struggle with.
- The remaining 15,57% (33 respondents) were not sure whether ANA (Annual National Assessment) is effective in assisting to identify problem areas which students struggle with.

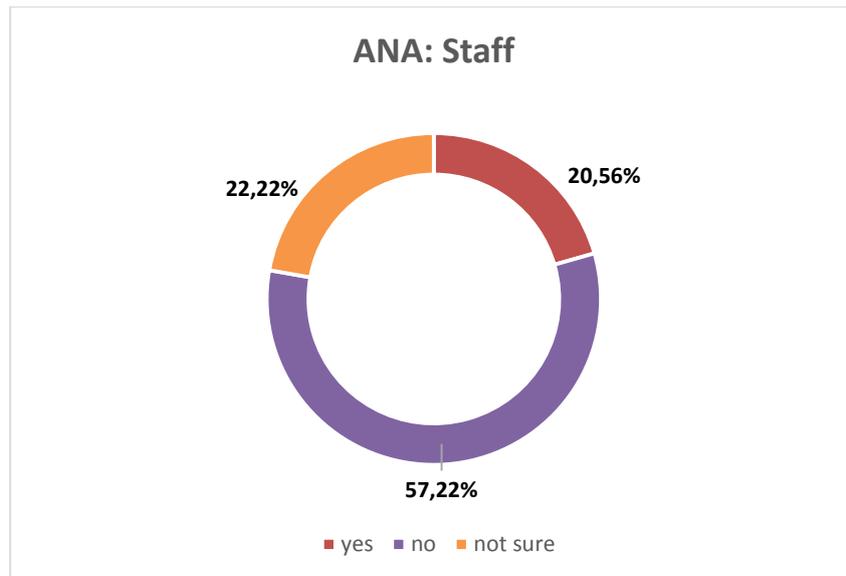


Figure 57: Effectiveness of ANA

The diagram responds to the question, ‘*Is ANA (Annual National Assessment) effective in assisting to identify problem areas which students struggle with?*’ The views of staff indicated that:

- A sample of 20,56% (37 respondents) stated that ANA (Annual National Assessment) is effective in assisting to identify problem areas which students struggle with.
- Most respondents, 57,22% (103 respondents) indicated that ANA (Annual National Assessment) is not effective in assisting to identify problem areas which students struggle with.
- The remaining 22,22% (40 respondents) were not sure whether ANA (Annual National Assessment) is effective in assisting to identify problem areas which students struggle with.

A COMPARATIVE ANALYSIS OF ANA (ANNUAL NATIONAL ASSESSMENT) IS EFFECTIVE IN ASSISTING TO IDENTIFY PROBLEM AREAS WHICH STUDENTS STRUGGLE WITH

In response to whether ANA (Annual National Assessment) is effective in assisting to identify problem areas which students struggle with, it was interesting to note that the both sample groups agreed that ANA is not effective in assisting to identify problem areas which students struggle with. This finding validates the views of many critics of ANA, as the main aim of ANA was to be used as a tool to identify areas of concern, however respondents clearly felt

that this is not the case. The DBE should review this process to ensure that ANA is an effective mechanism that can aid and assist in highlighting focus areas to improve on.

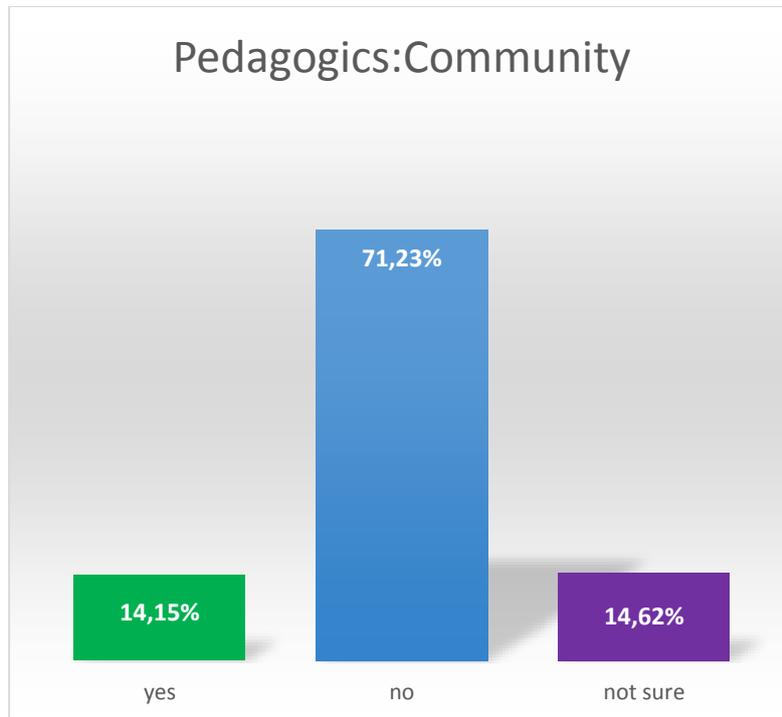


Figure 58: The use of ANA to improve pedagogics at school

Figure 58 addresses the question, 'Are the results from ANA (Annual National Assessment) used to improve pedagogics at school?' Responses from the community indicate that:

- As shown, 14,15% (30 respondents) indicated that the results from ANA (Annual National Assessment) are used to improve pedagogics at school.
- A total of 71,23% (152 respondents) stated that the results from ANA (Annual National Assessment) are not used to improve pedagogics at school.
- The remaining 14,62% (31 respondents) were not sure whether the results from ANA (Annual National Assessment) are used to improve pedagogics at school.

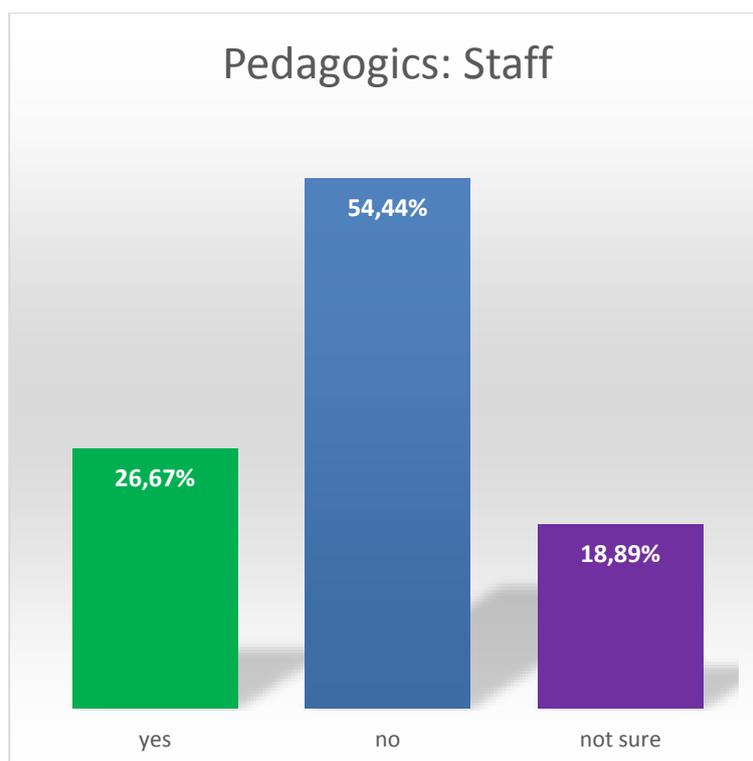


Figure 59: The use of ANA to improve pedagogics at school

Figure 59 discusses the question, ‘Are the results from ANA (Annual National Assessment) used to improve pedagogics at school? Responses from the staff indicate that:

- As depicted 26,67% (48 respondents) indicated that the results from ANA (Annual National Assessment) are used to improve pedagogics at school.
- A total of 54,44% (98 respondents) stated that the results from ANA (Annual National Assessment) are not used to improve pedagogics at school.
- The remaining 18,89% (34 respondents) were not sure whether the results from ANA (Annual National Assessment) are used to improve pedagogics at school.

A COMPARATIVE ANALYSIS OF ANA IS USED TO IMPROVE PEDAGOGICS AT SCHOOL

As highlighted above, most the respondents from both sample groups believed that ANA is not used to improve pedagogics at school. If ANA is not being efficiently used to improve teaching and learning at local schools, the exercise is then fruitless.

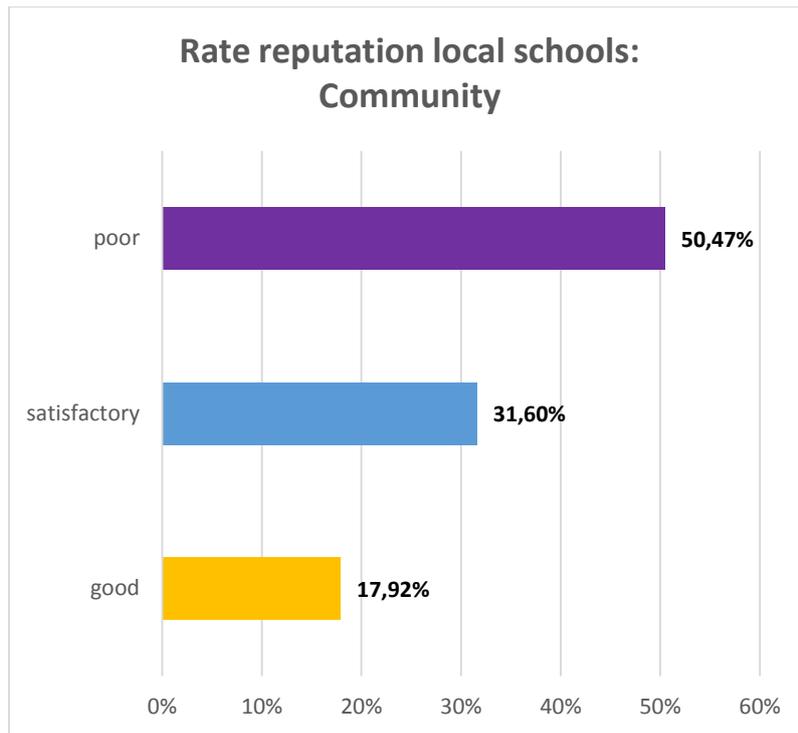


Figure 60: Rate the reputation of local schools in uThungulu

The graph addresses the question, ‘How would you rate the reputation of local schools in your area?’ The views of the community indicated that:

- Figure 60 illustrates that 17,92% (38 respondents) rated the reputation of local schools in uThungulu as ‘Good’.
- A total of 31,60% (67 respondents) rated the reputation of local schools in uThungulu as ‘Satisfactory’.
- The remaining 50,47% (108 respondents) rated the reputation of local schools in uThungulu as ‘Poor’

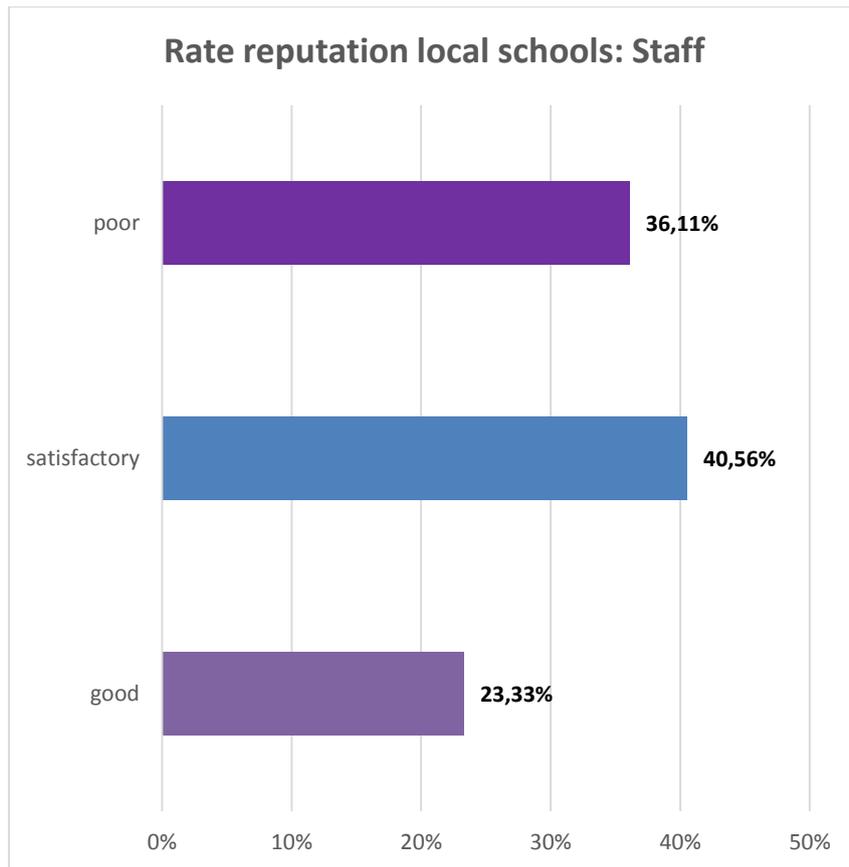


Figure 61: Rate the reputation of local schools in uThungulu

The graph addresses the question, ‘How would you rate the reputation of local schools in your area?’ The views of the staff indicated that:

- Figure 61 illustrates that 23,33% (42 respondents) rated the reputation of local schools in uThungulu as ‘Good’.
- A total of 40,56% (73 respondents) rated the reputation of local schools in uThungulu as ‘Satisfactory’.
- The remaining 36,11% (65 respondents) rated the reputation of local schools in uThungulu as ‘Poor’

A COMPARATIVE ANALYSIS OF THE REPUTATION OF LOCAL SCHOOLS IN UTHUNGULU

An overview of the results from both sample groups show varied responses. Although the minority of respondents in both sample groups indicated that the reputation of local schools are viewed as ‘good’. This is an important element to note, because if many stakeholders view the local school as ‘poor’ or ‘satisfactory’, minimum efforts will be made by stakeholders in the

development and advancement of local schools. Due to the lack of faith in DBE, many individuals seek school which have highly recommended reputations. Hence many stakeholders are now turning to affluent private learning institutions in hope to receive the best education.

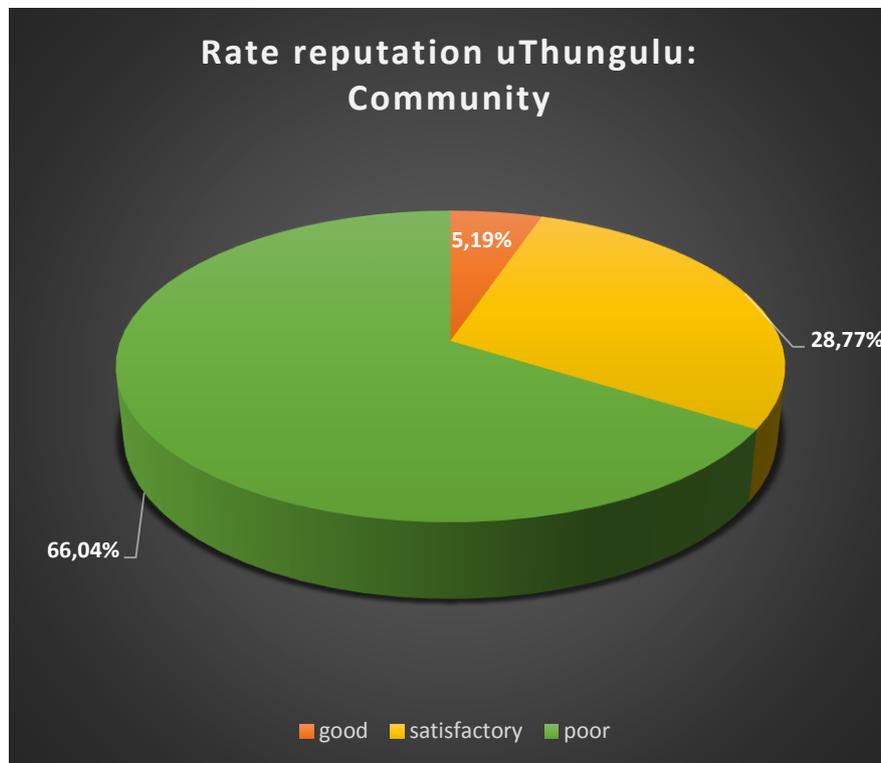


Figure 62: Rate the reputation of the DBE in uThungulu

Figure 62 addresses the question, 'How would you rate the reputation of the Basic Education sector in uThungulu?' Responses by the community show that:

- Figure 62 indicates that 5,19% (11 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Good'.
- A further 28,77% (61 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Satisfactory'.
- A total of 66,04% (141 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Poor'.

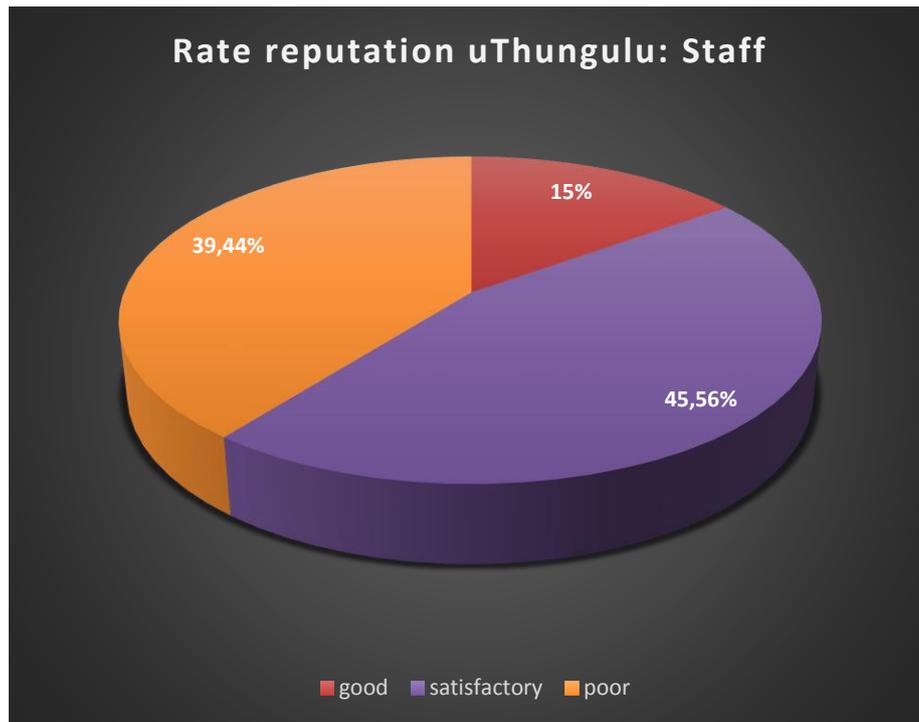


Figure 63: Rate the reputation of the DBE in uThungulu

Figure 63 highlights the question, 'How would you rate the reputation of the Basic Education sector in uThungulu?' Responses by the staff show that:

- A total of 15% (27 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Good'.
- A further 45,56% (82 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Satisfactory'.
- A total of 39,44% (71 respondents) rated the reputation of the Basic Education sector in uThungulu as 'Poor'.

A COMPARATIVE ANALYSIS OF THE REPUTATION OF THE DBE IN UTHUNGULU

An insight into the results indicate diverse responses by both sample groups. Most respondents in the community sample rated the reputation of the Basic Education sector in uThungulu as 'poor'. However, within the staff sample majority rated the reputation of the Basic Education sector in uThungulu as 'satisfactory'. These findings also accept the conceptual framework of the study. The perceptions of the DBE by stakeholders and the effects of the media have influenced and aided in a 'poor' and 'satisfactory' reputation formation. This requires a

revision of the DBE reputation along with the implementation of effective communication strategies so that it can be remedied.

AREAS THAT COULD BE IMPROVED BY USING REPUTATIONAL MANAGEMENT: COMMUNITY RESPONSES			
	Yes	No	Not sure
Service delivery from the Department of Basic Education	99,06% (211 respondents)	0,94% (2 respondents)	0,00% (0 respondents)
Service delivery from the local schools	96,23% (205 respondents)	2,36% (5 respondents)	1,42% (3 respondents)
Facilities at local schools	99,53% (212 respondents)	0,47% (1 respondent)	0,00% (0 respondents)
The quality of education	98,11% (209 respondents)	1,42% (3 respondents)	0,47% (1 respondent)
Behavioural problems at school	99,53% (212 respondents)	0,47% (1 respondent)	0,00% (0 respondents)
Inadequate provision of resources	39,15% (83 respondents)	53,77% (115 respondents)	7,08% (15 respondents)
Building a positive image and brand awareness	98,00% (209 respondents)	1,00% (2 respondents)	1,00% (2 respondents)

Table 5: Areas that could be improved by using reputational management: Community

Table 5 addresses the observation, ‘Areas that could be improved by using reputational management.’ The responses by the community indicated that:

- As shown, 99,06% felt that reputational management could improve service delivery from the Department of Basic Education.
- A total of 96,23% believed that reputational management could improve service delivery from the local schools.
- The findings indicate that 99,53% stated that reputational management could improve facilities at schools.
- From table 5, it can be see that 98,11% added that reputational management could improve the quality of education.

- A total of 99,53% indicated that reputational management could improve behavioural problems at schools.
- From the resulting table, 39,15% showed that reputational management could improve the inadequate provision of resources.
- Table 5 shows that 98% stated that reputational management could help with building a positive image and brand awareness.

AREAS THAT COULD BE IMPROVED BY USING REPUTATIONAL MANAGEMENT: STAFF RESPONSES			
	Yes	No	Not sure
Service delivery from the Department of Basic Education	73,89% (133 respondents)	12,22% (22 respondents)	13,89% (25 respondents)
Service delivery from the local schools	74,44% (134 respondents)	12,78% (23 respondents)	12,78% (23 respondents)
Facilities at local schools	82,22% (148 respondents)	7,22% (13 respondents)	10,56% (19 respondents)
The quality of education	85% (153 respondents)	7,22% (13 respondents)	7,78% (14 respondents)
Behavioural problems at school	82,22% (148 respondents)	6,67% (12 respondents)	11,11% (20 respondents)
Inadequate provision of resources	45,56% (82 respondents)	39,44% (71 respondents)	15% (27 respondents)
Building a positive image and brand awareness	81,11% (146 respondents)	3,89% (7 respondents)	15% (27 respondents)

Table 6: Areas that could be improved by using reputational management: Staff

Table 6 highlights the observation, ‘Areas that could be improved by using reputational management.’ The responses by the staff indicated that:

- As shown, 73,89% felt that reputational management could improve service delivery from the Department of Basic Education.
- A total of 74,44% believed that reputational management could improve service delivery from the local schools.

- The findings indicate that 82,22% stated that reputational management could improve facilities at schools.
- From table 6, it can be see that 85% added that reputational management could improve the quality of education.
- A total of 82,22% indicated that reputational management could improve behavioural problems at schools.
- From the resulting table, 45,56% showed that reputational management could improve the inadequate provision of resources.
- Table 6 shows that 81,11% stated that reputational management could help with building a positive image and brand awareness.

A COMPARATIVE ANALYSIS OF THE AREAS THAT COULD BE IMPROVED BY USING REPUTATIONAL MANAGEMENT

Respondents were asked to indicate which areas listed they felt could be improved by using reputational management. An insight into both sample groups indicate similar responses. Most respondents indicated that service delivery, facilities at schools, the quality of education, behavioural problems and building a positive image and brand awareness would improve significantly by utilising reputation management. As discussed in the conceptual framework a revision of the Department of Basic Education’s reputation is required to improve the current reputation. The areas that could be improved by using reputational management as highlighted in Table 5 and 6 respectively could be used to implement future stakeholder actions to improve the reputation of the DBE.

CHI SQUARE

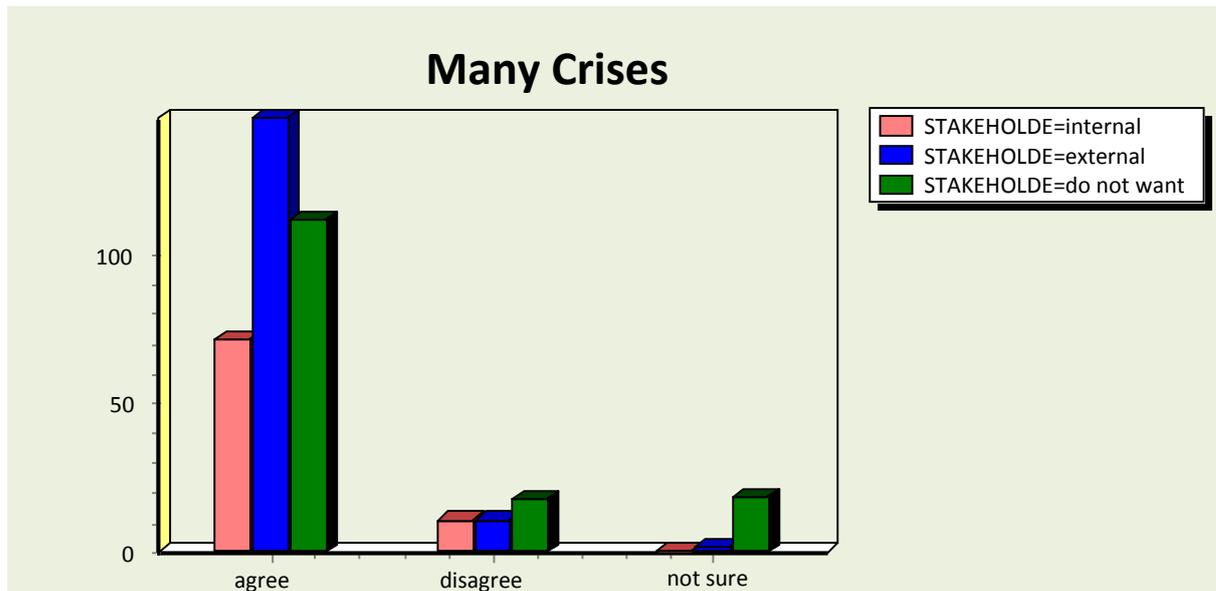


Figure 64: Cross tabulation of stakeholders by many crises and challenges

The chi-square test shows if there is a relationship between two categorical variables. Here the probability value (p) is smaller than 0.01, which means that there is a 99% or better probability that there is a statistically significant relationship. The relationship between internal and external stakeholder groups and views on the DBE crisis are statistically significantly related at the 1% level (chi-square=27,28; df=4; p=0,000).

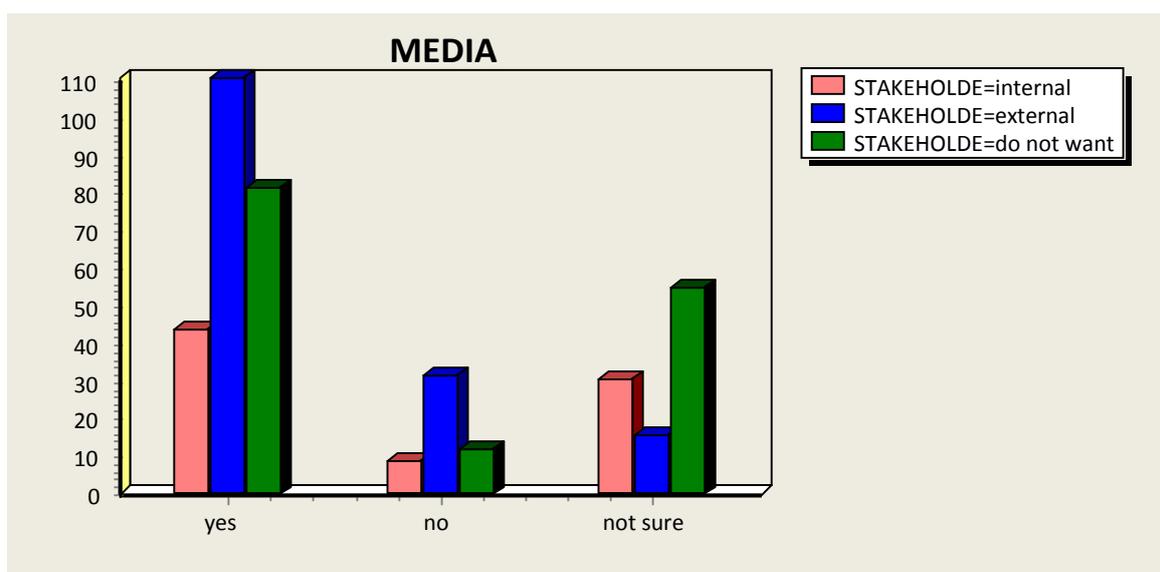


Figure 65: Cross tabulation of stakeholders by the media

The probability value (p) is smaller than 0.01, which means that there is a 99% or better probability that there is a statistically significant relationship. The relationship between internal and external stakeholder groups and views on the media are statistically significantly related at the 1% level (chi-square=39,02; df=4; p=0,000)."

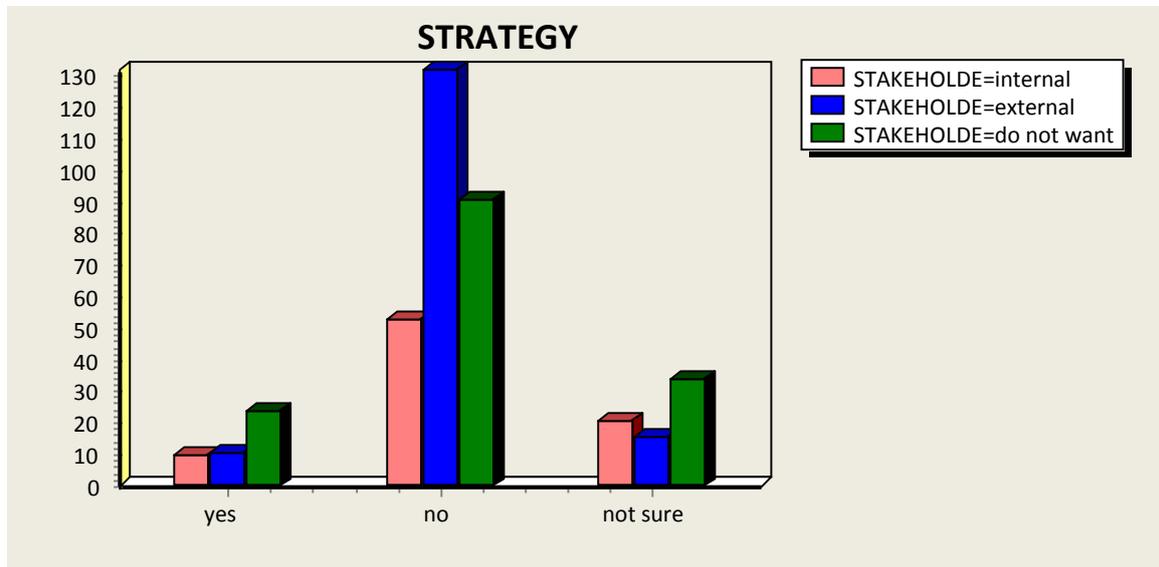


Figure 66: Cross tabulation of stakeholders by communication strategies

Here the probability value (p) is smaller than 0.01, which means that there is a 99% or better probability that there is a statistically significant relationship. The relationship between internal and external stakeholder groups and views on the are statistically significantly related at the 1% level (chi-square=21,46; df=4; p=0,000).

CONCLUSION

This chapter discussed the analysis and explanation of the data that was collected; this was illustrated through graphs and tables. It focused on the response from both staff members (internal stakeholders) and community members (external stakeholders) within the uThungulu area. A convergent parallel mixed methods design was used, in which qualitative and quantitative data were collected in parallel, analysed separately, and then merged through a comparative bivariate analysis. The reason for collecting both quantitative and qualitative data was to gather an insight from both groups of stakeholders. The use of a chi square further discussed the relationships between both sample groups and their views. The results indicated that there were positive and significant correlations between most stakeholders. It is important to include this chapter because it synthesizes the question of reputational management within the basic education sector in uThungulu. It also associates the analysis of data to the objectives of the study. The next chapter discusses conclusion and recommendations.

Chapter 11

CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

The previous chapter dealt with the analysis of raw data from the study. Data was revealed graphically and explained contextually. Responses from respondents were examined. This chapter provides a summary of the overall observations and provides recommendations for the research study. This chapter is relevant because it explicitly addresses the objectives of the study.

OBJECTIVES

This research was guided by the following objectives:

- To determine whether the Department of Basic Education has any reputational management plans or policies in place.
- To examine what crises and challenges are faced by the Department of Basic Education about reputation management.
- To determine how the media affects the reputation of the Department of Basic Education.

TRIANGULATION

The results of the mixed methods research were triangulated where possible. The triangulation was performed using a matrix developed on Microsoft Word. The results were inserted into their corresponding rows and columns of the matrix. The qualitative and quantitative findings in the completed matrix were then analysed and the triangulated findings summarised.

Question	Community	Staff
Negative reports in local newspapers of the DBE	Yes: 77,83% No: 17,92%	No: 72,22% Yes: 18,33%
Twitter trends the latest scandals at local schools	Yes: 74,06% No: 6,13%	Yes: 44,44% No: 22,22%
Local schools are featured receiving positive comments on the radio	No: 75,57% Yes: 10,85%	No: 56,67% Yes: 32,22%
Local school publishes newsletters regularly	Yes: 77,83% No: 17,92%	Yes: 46,11% No: 43,89%

Local schools have more of a positive reputation	Agree: 5,66% Disagree: 83,96%	Agree: 44,44% Disagree: 51,11%
Local schools face many challenges and crisis	Agree: 90,09% Disagree: 3,77%	Agree: 77,22% Disagree:17,78%
Most teachers at local schools are well qualified to teach	Agree: 30,19% Disagree: 54,72%	Agree: 47,22% Disagree: 31,67%
Some students perform well because they attend extra tuition outside school	Agree: 76,89% Disagree:6,60%	Agree: 57,22% Disagree:24,44%
School fees have been a sore issue at our school	Agree: 71,70% Disagree:18,40%	Agree: 87,78% Disagree:7,78%
Students share textbooks	Agree: 84,91% Disagree: 7,55%	Agree: 69,44% Disagree: 19,44%
Students' bad behaviour causes the image of local schools to decline	Yes: 92,45% No: 2,83%	Yes: 74,44% No:21,67%
The local school experiences a high volume of behavioural problems which require departmental intervention	Yes: 84,43% No: 11,79%	Yes: 62,22% No: 26,11%
The local school has a good management team	Yes: 39,15% No: 54,25%	Yes: 46% No: 40%
The local school has a good parent governing body	Yes: 27,36% No: 60,38%	Yes: 40% No:49,44%
The implementation of reputational management will help enhance the image of education in uThungulu	Yes: 81,13% No: 13,68%	Yes: 63,89% No:28,33%
A suggestion box to improve the image and branding of education in uThungulu	Yes: 89,15% No: 8,02%	Yes: 79,44% No: 10,56%
Are there any communication strategies in place which help to manage the image of education in our province?	Yes: 81,60% No: 17,92%	Yes: 24,44% No:57,22%
Are the results from ANA (Annual National Assessment) used to improve pedagogics at school?	Yes: 14,15% No: 71,23%	Yes: 26,67% No:54,44%
Rate the reputation of local schools	Good: 17,92% Satisfactory:31,60% Poor: 50,47%	Good: 23,33% Satisfactory:40,56% Poor: 36,11%
Rate the reputation of the Basic Education sector in uThungulu	Good: 5,19% Satisfactory:28,77% Poor: 66,04%	Good: 15% Satisfactory:45,56% Poor:39,44%

Figure 67: Triangulation summary of results of significant community and staff responses

REPUTATIONAL MANAGEMENT POLICIES AND PLANS

Objective 1

- To determine whether the Department of Basic Education has any reputational management plans or policies in place.

This objective aided in understanding that the DBE lacked communication policies with regard to effectively deal with reputational management. The unavailability of policies regarding reputation management communication indicates the ineffectiveness of an organisation. The OECD (2008:367) states that gaps exist between policy aspirations and fully implementing a policy. Respondents indicated the lack of communication strategies to help manage the reputation of education. The implementation of reputational management policies and plans will provide a framework that guides and specifies the procedures that should be followed to help build and maintain the image of the DBE.

CRISES AND CHALLENGES

Objective 2

- To examine what crises and challenges are faced by the Department of Basic Education about reputation management.

This objective helped ascertain areas of crises and challenges faced that leads to the downfall of the DBE image. Respondents firmly believe that the DBE faces many crises and challenges. Government spends the largest percentage of the national budget on education; more than any other African country but South Africa consistently appears to be at the bottom of the league (Jansen and Blank, 2014:23-24). Poor reputations are a consequence to the DBE which reflects a poorly led organisation with low levels of management, with stakeholders and weak ethical performance. With the South African education viewed as a system in crisis, the DBE requires intervention strategies that will help rebuild the reputation of local schools.

MEDIA EFFECTS ON A REPUTATION

Objective 3

- To determine how the media affects the reputation of the Department of Basic Education.

This objective clarified the powerful effects of the media in shaping public opinion. The need for active media relations from the DBE is urgently required. The results received from respondents in this research indicate that the media plays a major role in influencing public perception. Doorley and Garcia (2015:94) indicate that what each constituency feels and

believes about an organisation contributes to its reputation, but the media influences every constituency that matters to an organisation and can ultimately affect the organisations' reputation quickly and profoundly. The various media reports have contributed to the negative perception of the DBE and local schools. Respondents indicated their engagement through social media platforms which heightened the negative views of the DBE. Alfred and Poku (2013:27) assert that media effectiveness aids in the effectiveness of corporate reputation. Hence the DBE should employ approaches to essentially utilise the media as a platform to inform stakeholders of the happenings and to counteract negative reports through both traditional and social media.

RECOMMENDATIONS

This section provides recommendations that are made, based on the findings to enhance the reputation of local schools in uThungulu.

From the findings of this study the following recommendations are suggested:

- Stakeholder input and feedback: the viewpoints of all DBE stakeholders must be given consideration and used for improvement. Sometimes referred to as public engagement, Morgan (n.d) asserts that:

Public services have embraced the approach, seeking involvement of the public in the development and shaping of future services to communities; an acknowledgement of the need to involve service users in service development, review and policy making. Thus, consultation has become a requirement in the successful development of public policy and service.

- Collective bargaining by the DBE: Collective bargaining plays a vital role in collectively agreeing upon the implementation of policies and plans and counteract adverse attacks on local schools.
- Conduct regular stakeholder audits to ascertain the views and attitudes of various stakeholders which will help in building a strong reputation. According to Neslon Strategic Consulting (2014):

Stakeholder audits are important elements of an ongoing strategy development process. Stakeholder audits are an imperative component as they are part and parcel of good governance, and they are key to collaboration.

- The creation of reputation management policies which will aid in reputation revival in consultation and participation with all stakeholders. Agile modeling (n.d) explains that:

There is a need for the DBE to work with all stakeholders to identify what they think they want, produce something which reflects that understanding, get feedback from all stakeholders, and then update their solution to reflect an improved understanding. The implication is that the DBE needs to work in a more evolutionary and collaborative manner to provide solutions which reflect our stakeholder's actual needs. To accomplish this the DBE must work closely and regularly with stakeholders.
- Reputation management policies and practices that offer continuity, ongoing mutual benefit to all stakeholders in the DBE.
- Active implementation and active accountability. Once the DBE has developed of reputation management policies and practices, they need to ensure these policies are actively implemented and stakeholders are held accountable for upholding the image of local schools.
- The key for local schools to being successful is the ability of the DBE to work with other school stakeholders and develop shared goals. Effective communication is required to building relationships amongst stakeholders. There is a need for ongoing two way communication which will aid in providing effective feedback from stakeholders which can aid in improving the DBE.
- Feedback received can be used as a tool for the DBE to identify the views of other stakeholders on various issues and problems. Essential for both providing and gathering relevant information, feedback loops are recurring and an important part of keeping lines of communication and collaboration open both within the organisation and stakeholders. They are also a critical element of effective management. The DBE should embrace feedback loops as a means to collaborate, to stay informed and to communicate. Feedback loops are an essential part of effective management.
- The use of online reputation management programmes through platforms such as social media pages and the DBE website. Online reputation management will help the DBE monitor what others are saying online in order to build and track their online reputation.

- Track, monitor and analyse media coverage and the reputation issues that impact upon it. Media monitoring tools will aid in tracking what the media is saying about the DBE, local schools, their competitors (private schools) and their stakeholders.
- Develop effective media relations by forming a collaborative rapport with the media; establish relationships with key media contact to provide information to stakeholders, to counteract negative reports and to publicise good efforts made by the DBE.
- Avoid communication distractors: The DBE needs to ensure the unnecessary local political interferences which distract from the core focus of schools. A continuous effort must be made to ensure a positive influence of perception on stakeholders to strengthen reputation.
- Implement corporate governance principles and practices that will create an ethical culture. Corporate governance is important as this system will instil policies and rules that will aid in maintaining the cohesiveness of an organisation. Corporate governance will hold the DBE accountable whilst also helping the DBE steer clear of financial, legal and ethical pitfalls.
- Ensure that local schools have an effective school management team and governing body team. Leadership who can transform a school environment so that it improves the outcomes for a school. An effective school management team who can assist students and teachers to flourish.
- The implementation of CSR programmes to establish a good corporate reputation over time. The execution of CSR will help the DBE demonstrate their values and engage stakeholders about how they operate and the choices they make, to ensure a sustainable future.
- Uses and Gratification: Stakeholders gain a sense of appreciation and inclusion when they are informed of happenings that gives a sense of promise and success. Hence regular communicate via traditional media and social media from the DBE to update stakeholders on the latest news, events and happenings at local schools to keep them engaged and in the loop.
- Develop and use effective communication strategies to address efficient service delivery from relevant stakeholders.

- Make ANA reliable. Spaul (2013:53) suggests that for ANA to fulfil its role for which it was created, it must be trustworthy, reliable and properly utilised.
- Increase accountability at all levels of the system. There should be a strong commitment to accountability and transparency (Spaul, 2013:55).
- Ensure effective two-way communication amongst stakeholders.
- The formation of strategies to strengthen the reputation through leadership at the DBE cutting across all the way to management at local schools.

The OECD (2008:369) further added that the DBE require:

- Focused training programmes which are needed for staff capacity building at provincial and district levels.
- Before promulgating new policy measures for schools, feasibility studies at the level of average or below average schools should be conducted, with more attention paid to effective communication of policy.

Veriava (2016) reported the following recommendations to fix the basic education crisis suggested by Section 27:

- Respect the prioritisation of the right to basic education in the constitutional democracy and this must be reflected in policy and planning.
- The need for a public process to review the existing school funding model.
- The establishment of benchmarks or standards for quality education in all areas of basic education resourcing.
- An efficient and functioning system of basic education.
- Imbue the teaching profession with the integrity that the profession deserves and requires.

LITERATURE REVIEW AND LITERATURE FINDINGS PARALLELS

The results of this triangulated, constructivist research encompasses numerous findings that parallel the contributions to the wider body of knowledge found in the literature. These are graphically represented in Figure 68.

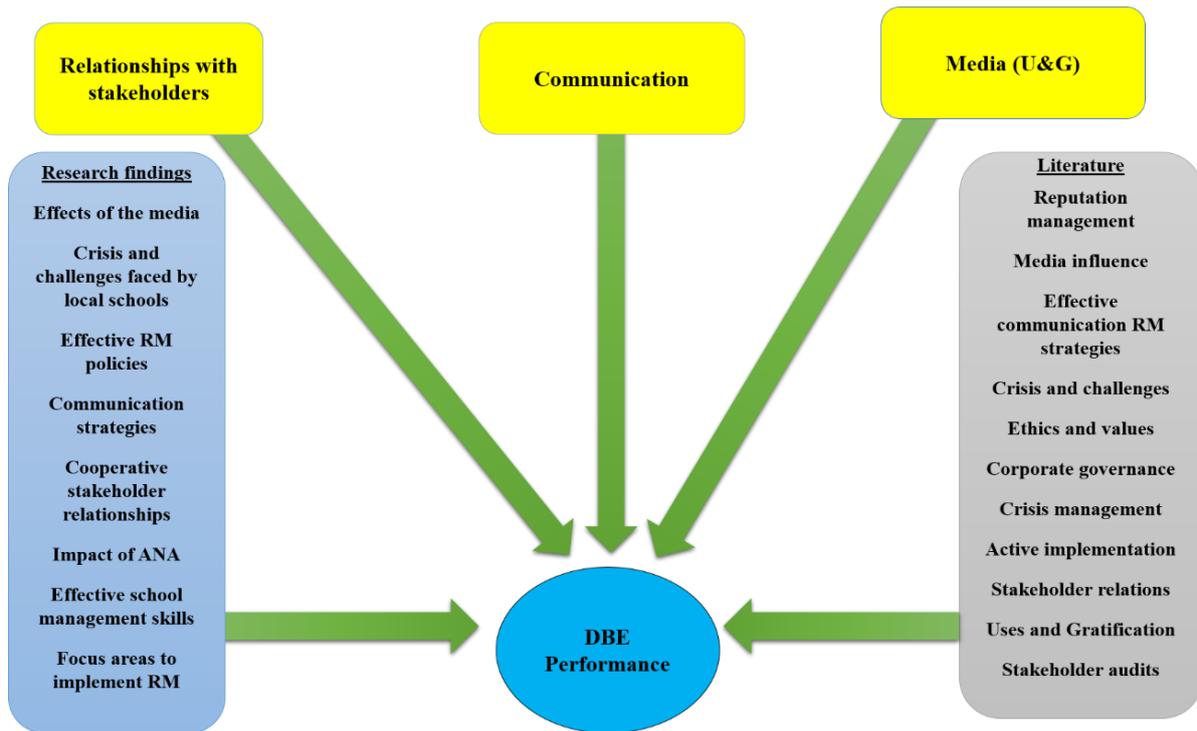


Figure 68: The objectives, reviewed with the research findings and contributions of the literature

REVISED CONCEPTUAL FRAMEWORK DERIVED FROM FINDINGS

The findings revealed that there was a need for a feedback loop to ensure all stakeholders are constantly aware of the changes and developments within the DBE. Therefore the conceptual framework was adapted to suit the need for feedback loops as represented in Figure 69.

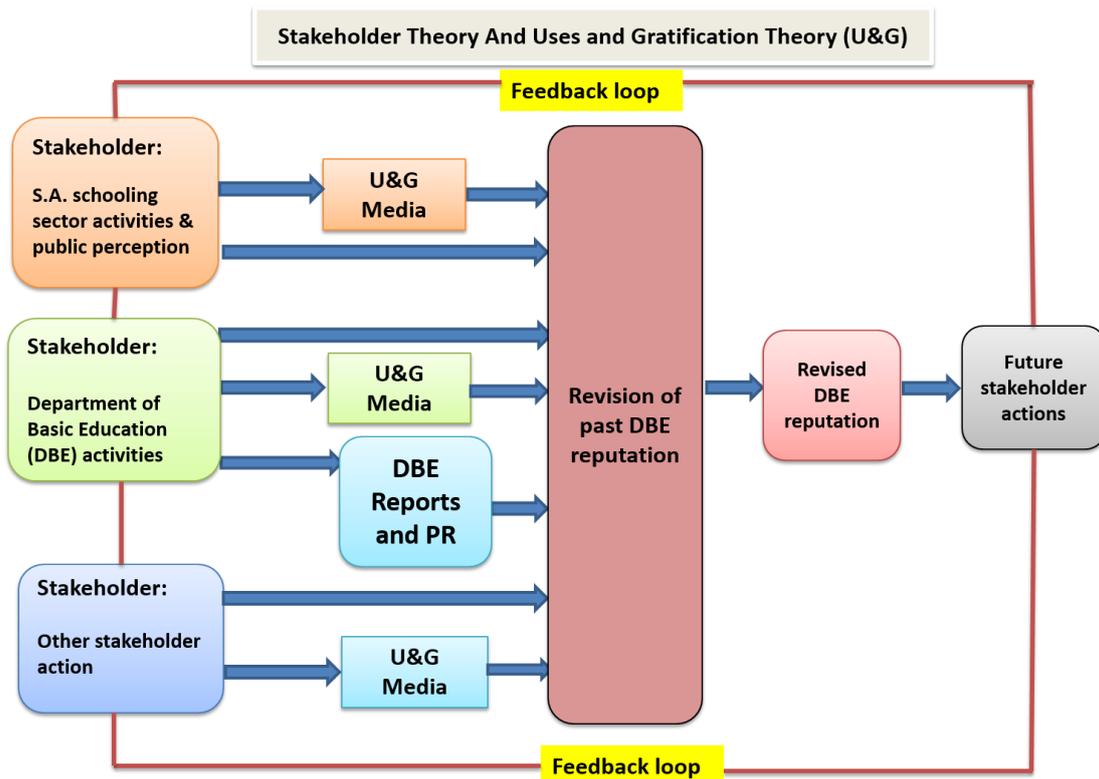


Figure 69: Revised conceptual framework derived from findings

CONCLUSION

This chapter discussed the conclusion and recommendations based on the data analysis that has been interpreted. This study is viewed from a South African perspective. However, it is important to note due to the effect of globalisation the world is becoming a multicultural space. With the South African education system being referred to as being in a state of crisis, the DBE needs to address the causes of underperformance to help rebuild its reputation. The recommendations provided strategies to effectively address building and maintaining a positive reputation for the DBE. The establishment of strategic media relations' skills are required to form a constructive relationship with the DBE and media to ensure ongoing collaboration in

keeping stakeholders actively informed. Furthermore, the development and implementation of reputation management policies and practices in the DBE are needed. Harrison (2013) states that although reputation is an intangible concept, research universally show that a good reputation demonstrably increases corporate worth and provides sustained competitive advantage. By implementing reputation management strategies, the DBE can revive its reputation and gain a competitive advantage.

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ANNEXURES

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION (Participant)

Project Title: An investigation into how reputational management could be used to promote the image of basic education in uThungulu

Avashni Moonasamy from the Department of Communication Science, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to help understand:
 - *Whether the Department of Basic Education has any reputational management plans or policies in place.*
 - *The impact of media on the reputation of the Department of Basic Education.*
 - *The crises and challenges faced by the Department of Basic Education with regard to brand management.*
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards promoting the image of basic education in uThungulu by utilising reputational management.
4. I will participate in the project by completing a voluntary questionnaire on reputational management in advancing education.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
 - a. The following risks are associated with my participation: Some questions may cause discomfort or embarrassment.
 - b. The following steps have been taken to prevent the risks: Respondents are not compelled to answer all questions. No respondent will be coerced into participation. Respondents will not be misled into providing specific responses.
 - c. There is a medium chance of the risk materialising.

8. The researcher intends publishing the research results in the form of a thesis. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will not receive feedback/will receive feedback in the form of a full research report regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by:
Researcher: Mrs A. Moonasamy (035-9026947)
Supervisor: Professor H. Rugbeer (035-9026210)
Co-supervisor: Dr. G. M. Naidoo (035-9026164)
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....
Participant's signature

.....
Date

ANNEXURE B: LETTER OF INFORMED CONSENT

UNIVERSITY OF ZULULAND
Department of Communication Science



Dear Respondent,

DPhil Communication Science Research Project

Researcher: Mrs A. Moonasamy (035-9026947)

Supervisor: Professor H. Rugbeer (035-9026210)

Co-supervisor: Dr. G. M. Naidoo (035-9026164)

My name is Avashni Moonasamy (student number: 206000010). I am a Doctorate student in the Department of Communication Science at the University of Zululand. You are invited to participate in a research project entitled: **An investigation into how reputational management could be used to promote the image of basic education in uThungulu.**

Through your participation I hope to understand:

- Whether the Department of Basic Education has any reputational management plans or policies in place.
- The impact of media on the reputation of the Department of Basic Education.
- The crises and challenges faced by the Department of Basic Education with regard to brand management.

The results of this survey are intended to contribute to the advancement of education at schools.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the researcher. If you have any questions or concerns about participating in this study, please contact me or my supervisors at the numbers listed above. It should take you about 10 - 30 minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely

Investigator's signature _____ Date _____

ANNEXURE C: RESPONDENT STATEMENT

For office use: Respondent number: _____

UNIVERSITY OF ZULULAND
Department of Communication Science



DPhil Communication Science Research Project

Researcher: Mrs A. Moonasamy (035-9026947)

Supervisor: Professor H. Rugbeer (035-9026210)

Co-supervisor: Dr. G. M. Naidoo (035-9026164)

CONSENT

I _____ (full name of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of Participant

Date

ANNEXURE D: ACCESS LETTER

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

University of Zululand
PO Box X1001
KwaDlangezwa
3886

Dr SNP Sishi

Head of Department: Education: KwaZulu-Natal
Anton Lembede Building
247 Burger Street
Pietermaritzburg
3200

15 May 2015

Dear Dr SNP Sishi

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Doctorate student in the Department of Communication Science at the University of Zululand. My supervisors are Prof H. Rugbeer and Dr G.M. Naidoo.

The proposed topic of my research is: An investigation into how reputational management could be used to promote the image of basic education in uThungulu.

The objectives of the study are:

- (a) To determine whether the Department of Basic Education has any reputational management plans or policies in place.
- (b) To examine what crises and challenges are faced by the Department of Basic Education with regard to reputation management.
- (c) To determine how the media affects the reputation of the Department of Basic Education.

I am hereby seeking your consent to approach staff within the basic education sector and community members in the uThungulu area to provide responses for this project. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Researcher: Mrs A. Moonasamy (035-9026947) / MoonasamyA@unizulu.ac.za

Supervisor: Professor H. Rugbeer (035-9026210) / RugbeerH@unizulu.ac.za

Co-supervisor: Dr. G. M. Naidoo (035-9026164) / NaidooG@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Avashni Moonasamy', written over a horizontal line.

Avashni Moonasamy

ANNEXURE E: LETTER GRANTING PERMISSION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/592

Mrs A Reddy Moonasamy
P.O. Box 40951
RICHARDS BAY
3900

Dear Mrs Reddy Moonasamy

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“AN INVESTIGATION INTO HOW REPUTATIONAL MANAGEMENT COULD BE USED TO PROMOTE THE IMAGE OF BASIC EDUCATION IN UTHUNGULU”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 January 2016 to 31 January 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UThungulu District

Nkosingathi S.P. Sishi, PhD
Head of Department: Education
Date: 30 November 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

ANNEXURE F: QUESTIONNAIRE FOR STAFF AND COMMUNITY MEMBERS IN ENGLISH

VOLUNTARY QUESTIONNAIRE FOR STAFF AND COMMUNITY MEMBERS

An investigation into how reputational management could be used to promote the image of basic education in uThungulu



Researcher: MRS. A. MOONASAMY

Supervisor: PROF. H. RUGBEER

Co-supervisor: DR. G. M. NAIDOO

Faculty of Arts

Department of Communication Science

University of Zululand

- Please complete the questionnaire by pen and please do not revise your initial answers.
- Please sign the letter of informed consent, giving me permission to use your responses for this research project.
- Tick or cross in the box where required.

SECTION A: INFORMATION ABOUT YOURSELF

Please indicate the type of community you live in: Place ONE tick (✓) or a cross (X) in the appropriate block:

Question 1	Tick (✓) or a cross (X)	Office use
Rural		1
Semi-rural		2
Urban		3

Please indicate your gender. Place ONE tick (✓) or a cross (X) in the appropriate block:

Question 2	Tick (✓) or a cross (X)	Office use
Male		1
Female		2
Do not want to disclose		3

Please indicate your age group: Place ONE tick (✓) or a cross (X) in the appropriate block:

Question 3	Tick (✓) or a cross (X)	Office use
Below 20 years old		1
21 to 30 years old		2
31 to 40 years old		3
Older than 40 years old		4

Please indicate your status as a stakeholder. Place ONE tick (✓) or a cross (X) in the appropriate block:

Question 4	Tick (✓) or a cross (X)	Office use
Internal stakeholder		1
External stakeholder		2
Do not want to disclose		3

SECTION B: IMPACT OF MEDIA ON SCHOOLS

Please indicate what impact the media has on local schools. Place ONE tick (✓) or cross (X) for each question in the appropriate block:

Question		Yes	No	Not Sure
5.	Do the local newspapers publish more BAD news about schools rather than good news?	1	2	3
6.	BBM helps promote GOOD news about nearby schools	1	2	3
7.	Twitter trends the latest scandals happening at local schools	1	2	3
8.	Facebook is used to spread positive news about local schools	1	2	3
9.	Local schools are featured on the radio receiving positive comments	1	2	3
10.	The local school publishes newsletters regularly to boost its good image/works	1	2	3

SECTION C: REPUTATIONAL CRISES AND CHALLENGES FACED AT SCHOOLS

Please indicate what crises and challenges you think are faced at schools. Place ONE tick (✓) or cross (X) for each question in the appropriate block:

Question		Agree	Disagree	Not Sure
11.	Local schools have more of a positive reputation than a negative reputation	1	2	3
12.	Local schools face many crises and challenges	1	2	3
13.	Local schools are full of foreign teachers because there are staff shortages in education	1	2	3
14.	Local schools are full of foreign teachers who have little or no teaching skills	1	2	3
15.	Foreign teachers give our schools a bad reputation	1	2	3
16.	Most of the teachers in local schools are well qualified to teach	1	2	3
17.	Staff are on duty at all times to ensure smooth operational running of school	1	2	3
18.	The local school has many unqualified teachers	1	2	3
19.	Some students perform well because they go for extra tuition outside the school	1	2	3
20.	School fees have been a sore issue at our school	1	2	3
21.	Parents do not pay school fees	1	2	3
22.	The local school was reprimanded by the department of education for forcing students to pay school fees	1	2	3
23.	The local school does not provide or have any textbooks for learners	1	2	3
24.	Textbooks are delivered to my school on time	1	2	3
25.	Students share textbooks	1	2	3
26.	The library has the latest books and reading material	1	2	3

Place ONE tick (✓) or cross (X) for each question in EACH row:

Question		Yes	No	Not Sure
27.	Students have clean toilets	1	2	3
28.	Students have hygienic facilities	1	2	3
29.	Students have access to a guidance councillor for advice and support	1	2	3

30.	Students' bad behaviour at schools causes the image of the local schools to decline	1	2	3
31.	The local school experiences a high volume of behavioural problems which require departmental intervention	1	2	3
32.	Drugs and alcohol pose a problem at school	1	2	3
33.	There are often fights and arguing amongst students	1	2	3
34.	There are often fights and arguing amongst students and educators	1	2	3
35.	Many school children at the local school have been involved in rape cases	1	2	3

SECTION D: REPUTATIONAL MANAGEMENT IN EDUCATION

- *Reputational Management is the process of understanding or influencing a business's reputation and taking steps to ensure that the general consensus of the public's perceptions are in line with the organisations goals (Business Dictionary, 2013).*

Please indicate your views on management at schools. Place ONE tick (✓) or cross (X) for each question in the appropriate block

Question		Yes	No	Not Sure
36.	The local school has a good management team	1	2	3
37.	The management team manages the behaviour at the school very well	1	2	3
38.	The management team manages the finances at the school very well	1	2	3
39.	The management team manages the teaching and learning at the school very well	1	2	3
40.	The management team manages resources at the school very well	1	2	3
41.	The local school has a good parent governing body	1	2	3
42.	The parent governing body manages the behaviour at the school very well	1	2	3
43.	The parent governing body the finances at the school very well	1	2	3
44.	The parent governing body manages the teaching and learning at the school very well	1	2	3
45.	The parent governing body manages resources at the school very well	1	2	3

Please indicate your views on image management at schools. Place ONE tick (✓) or cross (X) for each question in the appropriate block:

Question		Yes	No	Not Sure
46.	Do you think future implementation of reputational management will help enhance the image of education in uThungulu?	1	2	3
47.	Would a suggestion box, assist in sharing ideas of how to improve the image and branding of education in uThungulu?	1	2	3
48.	Are there any communication strategies in place which help to manage the image of education in our province?	1	2	3
49.	Is ANA (Annual National Assessment) effective in assisting to identify problem areas which students struggle with?	1	2	3
50.	Are the results from ANA (Annual National Assessment) used to improve pedagogics at school?	1	2	3

Place ONE tick (✓) or cross (X) for each question in the appropriate block:

Question	Good	Satisfactory	Poor
51. How would you rate the reputation of local schools in your area?	1	2	3
52. How would you rate the reputation of the Basic Education sector in uThungulu?	1	2	3

Please indicate whether you think that any of the following areas could be improved by using reputational management. Place ONE tick (✓) or cross (X) for each question in the appropriate block:

Question		Yes	No	Not Sure
53.	Service delivery from the Department of Basic Education	1	2	3
54.	Service delivery from the local schools	1	2	3
55.	Facilities at local schools	1	2	3
56.	Quality of education	1	2	3
57.	Behavioural problems at schools	1	2	3
58.	Inadequate provision of resources	1	2	3
59.	Building a positive image and brand awareness	1	2	3

Thank you for completing this questionnaire

ANNEXURE G: QUESTIONNAIRE FOR STAFF AND COMMUNITY
MEMBERS IN ISIZULU

**UHLELOMIBUZO OKUNGOLOKUZIKHETHELA LWAMALUNGU
ABASEBENZI KANYE NAWOMPHAKATHI**

Ucwaningo mayelana nokuthi ukuphatha ngobuqotho kungasetshenziswa
kanjani ukuthuthukisa ubunjalo bemfundo eyisisekelo oThungulu.



uMcwani: MRS. A. MOONASAMY

uMeluleki: PROF. H. RUGBEER

iSekela likaMeluleki : DR. G. M. NAIDOO

uMkhakha weZobuciko

UMnyango wezeSayensi yezokuXhumana

INyuvesi YakwaZulu

- Uyacelwa ukuba ugcalise uhlokomibuzo ngepeni futhi ungazibuyekezi noma uzibhale kabusha izimpendulo obusuzinikeze ekuqaleni.
- Uyacelwa ukuba usayine incwadi yemvume okuyiyona enginikeza imvume yokusebenzisa izimpendulo ozinikezile kulo msebenzi walolu wacwaningo.
- Beka uphawu luka (✓) noma luka (X) lapho ludingeka khona ebhokisini.

ISIGABA A: ULWAZI OLUPHATHELENE NAWU UQOBO

Uyacelwa ukuba ulukhombise uhlobo lomphakathi ohlala kuwo: Beka uphawu OLULODWA luka (✓) noma oluka (X) ebhulokhini okuyilona lona:

uMbuzo 1	Faka uphawu luka (✓) noma (X)	Okugcwaliswa ihhovisi
Emakhaya		1
Oxube nendawo yasemakhaya		2
Emadolobheni		3

Uyacelwa ukuba ukhombise ubulili bakho. Bhala uphawu luka (✓) OLULODWA Noma ngoluka (X) ebhulokhini okuyilona lona:

UMbuzo 2	Faka uphawu luka (✓) noma (X)	Okugewaliswa ihhovisi
Owesilisa		1
Owesifazane		2
Uyafuna ukusho		3

Ngicela ukhombise izinga lakho ngokweminyaka: Beka uphawu OLULODWA luka (✓) noma oluka (X) ebhulokhini okuyilona lona:

UMbuzo 3	Faka uphawu luka (✓) noma (X)	Okugcwaliswa ihhovisi
Iminyaka engama-21 kuya kwengama- 30 ubudala		1
Iminyama engama-31 kuya kwengama - 40 ubudala		2
Ngaphezu kweminyaka engama- 40 ubudala		3

Njengomunye wabathintekayo khombisa isimo sakho sakho ngokwesikhundla. Beka uphawu OLULODWA luka (✓) noma oluka (X) ebhulokhini okuyilona lona:

Umbuzo 4	Faka uphawu luka (✓) noma (X)	Okugcwaliswa ihhovisi
Abathintekayo abangaphakathi		1
Abathintekayo abangaphandle		2
Angifuni ukusho		3

ISIGABA B: IMITHELELA YABEMITHOMBO YABEZINDABA EZIKOLENI

Ngicela ukhombise ukuthi imithombo yabezindaba inamiphi imithelela ezikoleni okungezendawo. Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Yebo	Cha	Anginaso isiqiniseko
5.	Ngabe amaphephandaba asendaweni asakaza izindaba eZimbi zodwa kunezinhle mayelana nezikole?	1	2	3
6.	IMiyalezo nge-BlackBerry (BBM) ikhuthaza izindaba EZINHLE ezikoleni esakhelene nazo	1	2	3
7.	i-Twitter inezinkambiso ezingezinhle zakamuva ngokwenzeka ezikoleni zasendaweni	1	2	3
8.	i-Facebook isetshenziselwa ukusabalalisa izindaba ezinhle ngezikole ezisendaweni	1	2	3
9.	Izikole ezisendaweni ezifakwa emsakazweni kukhulunywa kahle ngazo	1	2	3
10.	Isikole ezisendaweni sishicilela njalo izincwadi zezindaba ukuze kuthuthukiswe ubunjalo / imisebenzi yaso	1	2	3

ISIGABA C: IZINGQINAMBA NOBUNGOZI OKUBHEKWANA NABO EZIKOLENI

Ngicela ukhombise ukuthi izingqinamba nobungozi ocabanga ukuthi izikole zibhene nazo. Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Ngiyavuma	Amgivumi	Anginaso isiqiniseko
11.	Izikole ezisendaweni zinokuduma kahle kunokuduma kabi	1	2	3
12.	Izikole ezisendaweni zibhekene nezingqinamba eziningi kanye nobungozi	1	2	3
13.	Ngenxa yezinkinga zokwentuleka kothisha kuleli izikole ezisendaweni zigcwele othisha abangabokufika kuleli	1	2	3
14.	Izikole ezisendaweni zigcwele othisha abangabokufika kuleli abanamakhona amancane noma abangenawo nje nhlobo	1	2	3
15.	Othisha bokufika banikeza izikole zethu igama elibi	1	2	3
16.	Othisha abaningi ezikoleni ezisendaweni bakuqeqeshelwe ngokwanele ukufundisa	1	2	3
17.	Bahlale bekhona njalo abasebenzi emsebenzini ukuqinisekisa ukuthi ukusebenza kwesikole kuqhubeka ngendlela efanele	1	2	3

18.	Izikole ezisendaweni zigcwele othisha abangakuqeqeshelwe ukufundisa	1	2	3
19.	Abanye abafundi baphumelela kahle ngoba beze bayofuna olunye ulwazi ngaphandle kwalolu abaluthola esikoleni	1	2	3
20.	Izindaba zemali yesikole zibe okungakhulunywa ngazo ngoba zingezimbi esikoleni sethu	1	2	3
21.	Abayikhokhi imali yesikole abazali	1	2	3
22.	Isikole sethu sajeziswa uMnyango wezeMfundo ngokuphoqelela abafundi ukuba abakhokhe imali yesikole	1	2	3
23.	Ezikoleni ezisendaweni abafundi abanazo noma –ke abanikezwa izincwadi	1	2	3
24.	Izincwadi zilethwa ngesikhathi esikoleni sami	1	2	3
25.	Abafundi bayazibukisana ngezincwadi	1	2	3
26.	Zikhona izincwadi ezintsha nokunye okufundwayo kumtapo wolwazi	1	2	3

Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye emgqeni NGAMUNYE:

Umbuzo	Yebo	Cha	Anginaso isiqiniseko	
27.	Izindlu zangasese zabafundi zihlanzekile	1	2	3
28.	Babanazo abafundi ezilungiselwe inhlanzeko yabo	1	2	3
29.	Abafundi ukuze bathole ukwelulekwa nokuxhaswa bayakwazi ukuxhumana nomkhulumeli wezokuqondisa	1	2	3
30.	Indlela embi yokuziphatha kwabafundi ezikoleni iyona eyehlisa isithunzi sezikole ezisendaweni	1	2	3
31.	Izinkinga ezinkulu zokuziphatha ezibhekane nezikole zendawo zidinga ukungenelela koMnyango	1	2	3
32.	Izidakamizwa notshwala kuletha inkinga esikoleni	1	2	3
33.	Njalo kuba nokuphikisana nokulwa phakathi kwabafundi	1	2	3
34.	Njalo kuba nokuphikisana nokulwa phakathi kothisha nabafundi	1	2	3
35.	Abafundi abaningi ezikoleni ezisendaweni bebesemacaleni okudlwengula	1	2	3

ISIGABA D: UKUPHATHA NGOBUQOTHO KWEZEMFUNDO

- *UkuPhatha ngobuQotho kuyindlela yokuqonda noma yokufaka umsebenzi wobuqotho kanye nokuthatha izinyathelo zokuqinisekisa nge zibalo ezejwayelekile zemibono yomphakathi mayelana nezinjongo zesikole (Business Dictionary, 2013).*

Ngicela ukhombise imibono yakho mayelana nokuphatha ezikoleni. Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Yebo	Cha	Anginaso isiqiniseko
36.	Isikole esisendaweni sinesigungu esisebenza kahle ekuphathweni kwesikole	1	2	3
37.	Ithimba eliphethe lilawula kahle ngendlela yokuziphatha esikoleni	1	2	3
38.	Isigungu esiphethe silawula kahle ngokuphathwa nokusebenza kwemali esikoleni	1	2	3
39.	Isigungu esiphethe silawula kahle ngokufunda nokufundisa esikoleni	1	2	3
40.	Isigungu esiphethe silawula kahle ngezinto zokusebenza esikoleni	1	2	3
41.	Izikole ezisendaweni zinesigungu esilawula kahle ngokuphathathwa kwesikole	1	2	3
42.	Isigungu esilawula ngokuphathwa kwesikole silawula kahle ngendlela yokuziphatha esikoleni	1	2	3
43.	Isigungu sesikole silawula kahle ngokuphathwa nokusetshenziswa kwezimali esikoleni	1	2	3
44.	Isigungu esilawula ngokuphathwa kwesikole silawula kahle ngokufunda nokufundisa esikoleni	1	2	3
45.	Isigungu esilawula ngokuphathwa kwesikole silawula kahle ngezinto zokusebenza esikoleni	1	2	3

Khombisa imibono yakho ngesithombe sokuphatha ezikoleni. Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Yebo	Cha	Anginaso isiqiniseko
46.	Ucabanga ukuthi ngokuzayo ukuphatha ngobuqotho kuyosiza ukwenza ngcono isimo sezemfundo oThungulu ?	1	2	3

47.	Ngabe ibhokisi lemibono, lingasiza ekwabelaneni ngemibono yokuthi singasithukisa kanjani isithombe nokudayiswa kwezemfundo oThungulu?	1	2	3
48.	Ngabe zikhona yini ezinye izindlela zokuxhumana ezikhona ezingasiza ukulawula ngesithombe sezemfundo esifundazweni sethu?	1	2	3
49.	Ngabe u- ANA (Annual National Assessment) (Ukuhlolwa KoNyaka Kuka Zwelonke) kuyasebenza yini ekuboneni izinkinga abafundi ababhekana nazo?	1	2	3
50.	Ngabe imiphumela ka-ANA isetshenziswa njengento yokuthukisa ukufunda esikoleni?	1	2	3

Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Kuhle	Kuyenelisa	Kubi
51.	Ungalibeka kuliphi izinga lokuphatha ngubuqotho ezikoleni zendawo ezisendawenu yangakini?	1	2	3
52.	Ungalibeka kuliphi izinga lokuphatha ngubuqotho lesiyingi seMfundo eyisiSekelo oThungulu?	1	2	3

Ngicela ukhombise ukuthi ngabe ucabanga ukuthi noma iyiphi kulezi zindawo ezilandelandelayo ingathukiswa yini ngokusebenzisa ukuphatha ngubuqotho. Beka uphawu OLULODWA luka (✓) noma luka (X) embuzweni ngamunye ebhulokhini okuyilona lona:

Umbuzo		Yebo	Cha	Anginaso isiqiniseko
53.	Ukulethwa kwezimfuno ezisuka eMnyangweni WeMfundo eyiSisekelo	1	2	3
54.	Ukulethwa kwezimfuno ezisuka ezikoleni ezisendaweni	1	2	3
55.	Okokusebenza ezikoleni ezisendaweni	1	2	3
56.	Ubunjalo bemfundo	1	2	3
57.	Izinkinga zezindlela zokuziphatha esikoleni	1	2	3
58.	Ukungalethwa kwezinsiza kusebenza ezanele	1	2	3
59.	Ukwakha isithombe kanye nokuveza igama elihle lesikole	1	2	3

Ngiyabonga ukugcwalisa lolu hlelomibuzo

ANNEXURE H: ETHICAL CLEARANCE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: Manqeles@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2015/103					
Project Title	An investigation into how reputational management could be used to promote the image of basic education in uThungulu					
Principal Researcher/ Investigator	A Moonasamy					
Supervisor and Co- supervisor	Prof H Rugbeer			Dr GM Naidoo		
Department	Communication Science					
Nature of Project	Honours/4 th Year		Master's		Doctoral	x Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk	High Risk		
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



Professor Nokuthula Kunene
 Chairperson: University Research Ethics Committee
 06 November 2015

