

Identifying School Reputation

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Abstract

It is well known that schools include different components in their organizational structure and many new ones are being added to this list day by day thanks to new challenges they have to face. The way in which an organization is perceived by internal and external stakeholders is known as the reputation of organization and is a popular research subject since it emerged. The aim of this study is to investigate whether schools have a type of reputation although the term itself has some financial connotations and satisfaction on both staff and customers. For this purpose education managers are targeted to supply us first hand data and qualitative research model is preferred to maintain detailed findings and results. A semi-structured interviewing form has been used as data collecting tool while interviewing 20 education managers 11 of whom are deputies and 9 are headteachers working at different schools by means of both size, type and scope. Consequently it was found that schools have a sort of reputation, but includes some different components than any other organization, the level of school reputation can differ according to some parameters such as school type, location or socio-economic profiles of students and their parents. The most significant result was that especially in secondary schools academic success and graduate profiles are the most and in some cases the only component of reputation and even school managers are not happy with the situation. It was recommended that this study was originally designed with qualitative research model and thus similar studies will be done with quantitative research model or with different target groups.

Keywords: *Reputation, Reputation Management, School Image*

1. Introduction

Organizations interact with their environments in various circumstances and such an interaction sometimes becomes one of the many strategies of the organization but there is also a possibility of confliction for these ongoing strategies and interaction. However, any organization's interaction with either its internal dynamics or external stakeholders actually reveals some facts. One of the most important outputs of these interactions is the term, public relations, because organizations both effect and are effected by the environment with which they have to interact. All these interactions and final products of the so called process have ended with perceptions of the society in which organizations have to survive.

The most important element in terms of public relations that any organization really need is reputation. Reputation, a term that takes a long time to be built, creates cognitive and sentimental pioneering connotations which can effect all members, stakeholders and even public in organizations all messages and behaviors (Demir, 2010). It is possible to reach numerous definitions of organizational reputation. Basically, reputation is the total of perceptions of all stakeholders about the organizations current actions (Esen,2011). On the other hand, reputation is a bridge between members and their organization (Sarıkaya and Oruc, 2010) which is also an organization's value and being appreciated (Lievens, Hoyer and Ansel, 2007). However, reputation is only identified and understood how important it is when organization is threatened (Fombrun and Riel, 1997). In fact, it is a term with different elements and aspects in its real meaning and this fact is also valid for organizational sense; because each organization has its unique and original characteristics thus has to shape its reputation with these features. Specifically, we propose that reputation consists of two dimensions: (1) stakeholders' perceptions of an organization as able to produce quality goods and (2) organizations' prominence in the minds of stakeholders (Rindova et al, 2005). If we

take reputation how different stakeholders perceive the same organization then we must accept the importance of many sides of organization and its relations with different agencies (Oktar and Carikci, 2012). It is recognized that an organization's corporate reputation is affected by the actions of every business unit, department and employee that comes into contact with another stakeholder (Gotsi and Wilson, 2001). We can state that both the scientific community and the majority of practitioners consider corporate reputation as an intangible asset that is scarce, valuable, sustainable, and difficult for a competitor to imitate (Schwaiger, 2004).

The interest on reputation has caused scholars to define it properly and make use of it in refining organizations' on-going systems in order to maintain better effectiveness. Corporate reputation affects the way in which various stakeholders behave towards an organization, influencing, for example, employee retention, customer satisfaction and customer loyalty (Chun, 2005). A path analysis shows that reputation is influenced by customers' satisfaction, which is a mediator in the relationship between the firm's quality of products/services and reputation (Carmeli and Tishler, 2005). Thus it can be said that such an important thing can not be left uncontrolled but it must be managed and shaped if needed at any point for the sake of achieving organizational objectives. However, the problem is that if you want to manage something then you must identify it properly and have enough information about it, but reputation is neither at a position to be identified nor do we have enough information about it. The idea of organizational reputation is intuitive and simple in its common usage. However, it is surprisingly complex when employed and investigated in management research, as evidenced by the multiple definitions, conceptualizations, and operationalizations that have emerged across studies (Lange, Lee and Dai, 2011). Thus, in order to achieve organizational goals, firstly reputation of the target organization should be well identified then all the necessary information about it must be collected carefully and shared with anybody who needs which will lead us to reputation management issue. An empirical study of *Fortune* 500 companies suggests that "reputation management" is gaining ground as a driving philosophy behind corporate public relations (Hutton et al, 2001). So that organizational characteristics, identity and image together with basic elements of reputation can be affected from all these transformation and actions (Cakir, 2011). The leader of organization is of course responsible for managing reputation, but the leader, himself, is not enough to gain or manage it.

While organizational reputation is gaining such importance, all its elements are being identified and various academic studies contribute its development as a key characteristic of organizational structure, unfortunately such good messages can not be given for the school organizations where reputation is expected to play the similar role. There can be various reasons for this, but the most important one can be the lack of studies on school reputation. Nevertheless, previous studies on reputation have revealed many aspects of organizational reputation and these can also be applied to schools as well but taking school reputation as an original and the only subject in terms of academic researches will definitely attribute to the field. Leaders are expected to play key roles in gaining and managing organizational reputation (Okur and Akpınar, 2012). If the leader is responsible for managing organizational reputation then this is the same as schools where head teachers are responsible for the reputation of their schools.

It is obvious that like any leader, head teachers are responsible for organizational affairs and managing reputation is one of their hard roles. Unfortunately, there are only a few papers on this topic as reputation in its original sense is linked to organizations with trading practices but schools are also in case because of their social statue. Research object is to identify school reputation with regard to head teachers' views. This paper aims to reveal head teachers' views on school reputation and so that to define the elements of school reputation. With respect to this general aim we tried to answer these questions prior to head teachers' views:

- 1- What do head teachers think about a school with high-level reputation?
- 2- What are the elements that make school reputation?
- 3- Which elements does the school reputation effect?
- 4- Which elements is the school reputation effected by?

5- What are the expected roles for the head teachers and deputies in school reputation?

2. Method

This research has been realized with qualitative method by interviewing which is direct way of collecting data in face-to-face by asking questions (Tavukcuoglu, 2002; Yildirim and Simsek, 2011).

Study Group:

The study group of this paper consists of 9 head teachers and 11 deputy head teachers working at different schools in Kahramanmaraş province of Turkey. All the participants are male and have some working experience between 8 and 22 years.

Data Collecting:

All the data for this study has been collected with an semi-structured interviewing form including open-ended questions. While developing interviewing form, all the questions related to reputation are put together and then some are omitted with regard to experts' advises. Six questions were left in final version of interviewing form.

Data Analyzing:

All the interviews were recorded with sound-recorders and then they were typed. All the data collected within this study were analyzed in terms of descriptive methods so that final conclusions were reached. Findings were proved with direct quotations. While analyzing data collected, all the answers of different participants to the same questions are put together in order to ensure that different and similar opinions are all together under the same topic. Then, by considering previous studies' findings and results, all these findings are carefully reviewed by content analyzing technique which is a scientific approach to ensure that oral and written texts are reviewed systematically and objectively (Tavsancil and Aslan, 2001).

3. Findings

After analyzing all the data collected, five themes were reached and these findings are given below with direct quotations from interviews.

First Theme: Existence of School Reputation:

All the participants (20) agree that schools also have a type of corporate image and reputation like all other organizations. They think that school must have some type of social value and reputation as to reach their goals. But there are two different opinions among participants; some participants (8/20) think that reputation of a school mostly depends on in-school-dynamics while the others (12/20) take it as an out-school-dynamic especially to considering students and their parents' views. Nevertheless, all the participants accept the existence of reputation in school organization although they opinions are based on different reasons. One of the participants stated that: *"Schools are social organizations with hard roles and high expectations, so that of course they have to carry a type of reputation..."* Another stated that: *"Schools are responsible for building future, how can we do this without reputation..."*

Some of the participants defined reputation with a different point view in which they think that reputation and corporate image are two final reflections of organizational dynamics such identity, culture, leadership etc. For instance one the participants stated that: *"Reputation is what the teachers think about a school with regard to ongoing practices..."* Another stated that: *"School reputation is directly related to teachers' job satisfaction and so to professional reputation..."* Some other expressions on this opinion are as such: Reputation is *"sum of members perceptions..., reflection of organizational culture..., teachers' opinions about the practices in their schools..."* It can be said that this first group take school reputation as teacher-oriented values and organizational elements, so that according to this groups' opinions a school can only maintain its reputation by using organizational dynamics.

On the other hand, reputation in school context is totally taken as a social phenomenon according to most of the participants (12/20). One of the participants stated that: *“Reputation is the value of school defined by our natural customers; students and their parents. There are such schools that most of the parents try to send their children to them but on the other hand there are such schools neither students nor their parents have high expectations...”* This is an outcome of organization’s nature because customer satisfaction requires such an attitude even to the schools. So it can be said that school reputation is directly related to opinions of school’s first hand stakeholders: students and parents. Students, in fact, are not expected to be objective while determining the value of their school because there are some other parameters for them such as friendship, social or cultural opportunities, rather than evaluating their school just considering educational affairs. Parents, on contrary, are pure customers who are able to observe school’s educational quality and evaluate it; so it is understood that parents are one of a few stakeholders for school organizations in revealing their reputation. One of the participants stated that: *“We, the schools, are not totally independent bodies; we depend on students and their parents while they depend on us. You can’t define school reputation without parents...”* Another stated that: *“Reputation is our price written by our parents...”*

As it can be understood, there is a type of reputation in schools but some of the participants take it as a in-school oriented while the others take it as out-school oriented. Many of the participants believe that school reputation is the sum of stakeholders’ opinions and attitudes for the school.

Second Theme: Elements of School Reputation:

Almost all organizational facts consist of more than one elements because of the fact that organizations’ nature include lots of social elements in it. Reputation has relations with many different aspects of organizations so it must consist of many elements and all these elements must have a type of coherence among them in order to obtain reputation to an organization. The participants were asked make a list of elements of school reputation, here are the common elements of school reputation: *“academic success, physical conditions, teachers profile, students and their parents background, history of school, location of school, governing body, culture and type of school”* All the participants agree that these elements build reputation for the school, but what is more interesting is that most of the participants (16/20) agree that academic success is the most important element of school reputation. So it can be said that among various missions which school has to fulfill, academic success is the strongest one to bring reputation.

Many participants agree that academic success is the most important factor effecting school reputation. One of participants stated that: *“If you want to learn whether a school has reputation or nor you must firstly look at its academic success and graduate profiles...”* Another stated that: *“...many of the parents I have met so far have questioned me as the head of the school on academic success related subjects...”* Consequently, we must admit that academic success is the most important thing for school reputation whether this will lead schools to different positions or not. One of most interesting statement is that: *“We have to take reputation inside academic success because almost all our stakeholders; students, parents, society, government, employers etc. are looking for higher grades and better careers...”* At this point we can say that social, cultural and even official expectations force schools to build their reputation onto academic success grounds. However, such a situation surely disturbs headteachers at all since building reputation largely on academic success will take lots of disadvantages such as ignoring all other roles of school including socializing students, teaching cultural and social values, sports and social adaptation etc. One of the participants stated that: *“None of official sources consider academic success as our primary objective, for example according to Turkish constitution schools primary function is to help students to have social virtues such as doing favor or being helpful, but I have never met to a parent questioning these things instead of academic success...”* Another stated that: *“Education has lost its original function because the original definition includes maintaining permanent changes in students’ behaviours while now it is defined as making students more and more successful...”* We can conclude that headteachers are not happy with current practices related to school reputation, because such an approach will just take schools and all its stakeholders into an cruel race. On the other hand, because of many

factors related to academic success especially university entrance rate has been forcing school staff to focus barely on exams and thus make it a basic element of school reputation.

School type is another important factor on reputation as different school types has different needs, students' profiles and goals to reach. For example one can not expect academic success or higher exam results in a primary school while one can do it in a secondary school. One of the participants stated that: *"I am working at a primary school and none of my students and their parents are looking for academic success to evaluate my school's reputation, they are looking for social and cultural activities and teachers' profiles instead..."* Another stated that: *"My school is full of refugees and our only aim is to integrate them to this new country and culture..."* Type and location of the school are also effective on reputation because they have the power to change expectations so the reputation of the school.

Third Theme: Effects of School Reputation

Reputation for normal organizations has many effects on various sides of organizational structure. Then, it must have some role to play at schools as well. All the participants agree that reputation increases the demand for appointment, which means that many teachers want to work at this school with high reputation rather than the one without. One of the participants stated that: *"If a school has a long waiting list of appointment then you can say that it has high reputation..."* Another stated that: *"if we consider private schools, reputation increases prices..."* Sometimes, the reputation of a school continues even if the staff and governing body have been changed, so it can be said that reputation forces school members to contribute the current level of reputation and it somehow continues to survive. One participant said that: *"there is a secondary school whose reputation is extremely high among society and nobody can change this but this can change all the stakeholders of that school..."* Then, it can be concluded that reputation has the power to change attitudes towards a school even it can change staff and governors behaviours. In other words, reputation can affect a school's popularity among teachers and so among students and parents, growing into a chain-reaction for all stakeholders.

Reputation can also affect organizational image, identity, culture and climate. While a teacher can use different approaches and techniques and performs different roles in different classrooms then it quite possible to change his attitudes and even way of life in different schools, so it can be said that reputation can change staff oriented factors at a school. One participant stated that: *"when I was young, I was working at a suburban school where I had poor students by academic and social means but when I was appointed to a different school with high reputation I had to change all my attitudes and draw a new career plan for myself..."* Another stated that: *"I, myself, can not use same governing strategies at a school with high reputation..."* Consequently, it can be said that reputation has a great effect on staff and even on governors, because reputation builds its own strategies and reshapes organizational needs.

Fourth Theme: Governors' Roles

Just because reputation has a vital role for organizations like any other organizational component such as climate, culture or identity, it must be immediately built, developed and protected. This role is of course under headteacher's responsibility then they are expected to define current reputation of their schools and then do any necessary improvements in order to make it useful. When the participants were asked to define their roles at reputation management process, they produced four metaphors: *"coordinator, leader, organizer and protector"*. One stated that: *"Headteacher must be organizer by putting all stakeholders around common objectives in order to prevent and develop current reputation..."* Another one stated that: *"Headteacher should reveal all possible threats against reputation and take necessary precautions..."*

Top managers have a series of duties to fulfill in order to make their organizations much more effective that even their job definition also includes these responsibilities. So it can be assumed that although reputation has not got a written form in top-managers' job definition, they are supposed to build, protect and develop it by means of polishing organizational image. One of the participants stated that:

“Headteacher is the only one who can change anything from image, climate and rituals to working conditions and job satisfaction at a school on himself. So it is, one of his primary duties to build reputation if there isn’t any...” So it is understood that reputation is, naturally, one of headteachers’ duties but we shouldn’t think that building and developing reputation is only headteachers’ duty, on the contrary reputation is much more difficult and complex than one can assume thus headteachers are only supposed to make up their team in order to achieve such a difficult thing at once. Another participant stated that: *“Even the working hours of headteacher will create a chain reaction throughout the school; if the headteacher comes to school after the staff and leaves earlier then howcome he can claim leadership and build reputation...”* Then, headteachers’ behaviours as a whole are determiner for the rest of the staff as he is expected to be the best example for his staff and then he can only create an efficient working environment.

There are some risks in life itself, but especially for organizations there are much more than risks. When the subject is reputation, an organization’s value and image in its social environment, even the smallest thing will cause disasters. Thus, loss of reputation is the most probable risk that headteachers will face and have to cope with. One of the participants stated that: *“Schools are open to any danger in their social location as they have to take some risks from different sources. Headteacher must be aware of any possible risk, danger and threat against his school’s reputation and take any necessary precautions before hand...”* So it can be said that headteachers’ primary duty is to protect and take precautions before possible crisis, in fact during the chaos or after the threat started even headteachers can not protect reputation. The key point is to define possible risks and threats and take any precautions before the crisis time otherwise it will be too late to protect current situation. Another one stated that: *“We, as the head of school, should definitely execute parent-teacher association (PTA) whenever it is needed in order to identify and eliminate any possible threats.”* Then it can be said that headteachers are supposed to establish a high level corporation among the stakeholders of school so as to build, protect and develop school reputation. On the hand, headteacher should take some sort of risk in order to reach organizational goals and develop reputation otherwise things will turn into a vicious cycle and nothing will change for years. For example a school located in a disadvantaged area in terms of socio, cultural and economic circumstances will never pass beyond average level unless the headteacher takes risk and start some reforms such as organizing extra-courses and tutoring system.

Considering all these factors and fragile form of reputation, headteachers are in trouble with many problems. All participants were asked to produce some advises in order to help those in similar situation and even to themselves. Here are some advises produced by participants:

- *“State schools do not have budgets so it is not possible to organize social or cultural activities, thus we should be given our own budget.”*
- *“We should be given a chance to choose our own teachers.”*
- *“If we are given enough support in terms education materials then we can easily build our own reputation.”*
- *“First of all, the reputation of teaching profession should be risen then it will develop school reputation.”*
- *“Standarts of schools must be increased.”*
- *“The awareness level and attitudes of society must be developed then it can be possible for both sides to contribute reputation.”*

As it can be understood, participants are well aware of expected roles to maintain reputation and absolutely conscious of what should be done. The point is that unfortunately they draw our attention to a long living problem of modern world – low reputation of teaching profession which is directly related to school reputation because whether we take reputation as a in-school matter or parent-student oriented phenomenon, we should admit that teachers and teaching profession are the habitual parameters of school system.

Fifth Theme: Factors Affecting Reputation

Like all other organizational values, reputation is also open to external factors. There are a series of different possible factors supposed to effect school reputation in away. Most of them are related to school's profile which includes parents' social and economic situation, location and even school type. One of the participants said that: *"To me, most important factor is parents' socio-economic level as some are rich and never care for academic success because they have their own businesses and just look for better education in all means..."* So it can be assumed that there aren't fixed expectations among parents, some are looking social and cultural support while some other are looking for just academic success.

Another important factor affecting reputation is the type of school, parents never look for academic success at primary school while the same parents will probably look for it at secondary school. So the average expectations will change according to the context, which means that type of the school and even the name of the school are effective on reputation. One of the participants stated that: *"You can determine the level of a secondary school's reputation by looking its university entrance rates but you can not do this for a primary school..."* Thus, while determining a school's value as a key indicator of its reputation we must consider school type as a parameter.

There is some sort of social pressure on some schools, they have a heavy duty to fulfill parents expectations as they are supposed to do. We can say that some of the schools are more popular and trustworthy than some of the same type of schools. Such schools have names which suddenly have become educational benchmarks and they should protect their reputation in a way. One of the participants stated that: *"My school has a long tradition and many famous graduates some of whom are at good positions today, we usually use this fact to motivate both our teachers, students and parents and are able to protect our reputation..."* Then, we can say that organizational tradition and culture or even graduates' profiles are effective on reputation.

4. Results and Discussion

Within this study, we tried to reveal if reputation exists at school organizations and its components, factors effected by and effecting school reputation in addition to head teachers roles in reputation management process prior to head teachers views. For these purposes, we made one-to-one interviews with head teachers and deputies in order to collect first hand data and as a result it is clear that reputation surely exists for schools and must be definitely managed. However, even in its real sense, reputation has a large variety of definitions and different connotations, there is a disagreement in defining school reputation as well. Whether the phenomenon is a trend or a fad is not clear, given the lack of consensus in defining reputation, the instability and questionable validity of reputation measures, and unanswered questions about when and how (or even whether) reputation can be managed (Hutton et al, 2001). But, Fombrun and Foss (2001) stated that in order to manage reputation on behalf of organization, it must be measured in a way and reveal it as homogeneous as one can.

In recent years, scholars have started to conceptualize reputation from different stakeholders' points of view (Ozalp, Tonus and Geylan, 2010). So just accepting the existence of reputation in school organizations is not enough to manage it, thus reputation in its all sense must be analyzed as a phenomenon with the help of multi parameters. In fact, reputation has a deep impact on many organizational components, nevertheless it shouldn't be misunderstood as organizational image and reputation are two close terms. It is understood that participants are able to distinguish these two close items from each other and also capable of finding their relations. However, the literature reveals that the precise nature of the relationships that exist between reputation and image and the understanding of their effect on customer behaviour remains a key challenge for both academia and management alike (Nguyen and Leblanc, 2001).

Some of the participants define reputation as the combined impact of culture and climate on school's internal and external image. They, actually, implies that school's system will create its own character which enables it to compete with others. Firms compete for reputational status in institutional fields (Fombrun and Shanley, 1990). At this point, there is a disagreement between participants' defining the components of reputation as even the priority of components changes according to school type. For example while participants working at pre-primary or primary schools put physical conditions and social attractiveness at first, those working at secondary schools put academic success and graduate profiles instead. Similarly, Walker (2010) stated that reputation may have different dimensions and is issue specific. Therefore we can assume that reputation is to what extent the society trust to school on grounds of a school's fulfilling pre-determined roles. On the other hand those who set academic success and related components as priority in school reputation are not happy with the situation as they are well aware that this is totally a mistake. This will force students to compete and turns school into arenas instead of places of happiness. This contradiction results from school identity and customer (parents and students) satisfaction. It was found that customer satisfaction enhances reputation in the service environment (Bontis, Booker and Serenko, 2007).

Another factor which affects the level school reputation is the location of the school because of the fact that local environment plays a great role on students' and their parents' socio-economic situation which also shapes expectations and satisfaction level. So it can be thought that although two similar schools including similar quality of service but located in different places may differ in terms of their level of reputation because of their students' and parents' socio-economic profiles. In other words, reputation is directly associated with public relations in which organizations are expected to adapt themselves to society in which they are located. Walker (2010) stated that different stakeholder groups may have different perceptions of corporate reputations.

Reputation mediates students' and teachers' preferences. There are such schools with high level reputation and have recently become 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 firm's various publics on the basis of information and experience (Caruana, 1997). These perceptions are in fact prejudices against school's long-term culture and climate, but of course it can not be accepted as normal or left aside. There are measures to be taken to collapse these prejudices and build a new future for the school; this can be said as reputation risk management. The concept of reputation risk management could assist in the understanding of corporate social responsibility reporting practice (Bebington, Larrinaga and Moneva, 2008). Managers are supposed to take any risk to turn the things to their schools' advantage and manage any possible risk as much as it should be. These precautions, of course, are to regulate and rebuild public relations in order to gain a better level of reputation. In fact the terms "relationships" and "reputation" have emerged as the focal concepts in explaining the purpose and value of public relations (Yang, 2005). By this way, managers will be able to cope with some long-lasting problems, such as customer satisfaction, creating positive image and loyalty of staff because it was also discovered that reputation partially mediates the relationship between satisfaction and loyalty, and that reputation partially mediates the relationship between satisfaction and recommendation (Bontis, Booker and Serenko, 2007).

Participants agree that head teachers are primarily responsible for reputation management. Leadership skills are emphasized for a good reputation management. Employee perception of organizational reputation fully mediates CEO credibility impact on employee engagement (Men, 2012). Like in other organizational themes, reputation is also in managers responsibility but is it possible for head teachers to establish well-organized system and build high level reputation alone? The answer is of course not but head teachers are the natural leaders of school whether they leadership skills or not and thus they have to form their team and start action as soon as possible. We recommend these head teachers to analyze their schools deeply in organizational context in order to reveal all hidden facts, especially social image of

schools to draw a pathway in reputation building. Reputation is a more appropriate external assessment of a brand than image. By auditing the gaps between brand identity and brand reputation, managers can identify strategies to minimize incongruency and develop more powerful brands (De Chernatony, 1999). Another problem emerged at this point, do head teachers have enough power to change the things? It is known that there is a lack of territorial jurisdiction which sometimes prevents head teachers to take some critical measures to avoid loss of reputation. We recommend to establish a new local oriented educational management system in which head teachers will become much more powerful than they actually are now; by this way each city and even each district and school will develop local strategies and apply them with the power of head teachers which will enable all to manage any possible risks.

Throughout this study, we found that education managers accept the existence of reputation in organizational context and define it with different points of view. Although they sometimes differ from each other at some points, they agree that school reputation is shaped by school's internal and external dynamics which also mediate supposed roles and expected outcomes for any school. Participants who define reputation as the academic success of a school are not happy with the situation because this is out of their control and competing spirit of the age force them to maintain a success oriented reputation. Head teachers are seen as the person in charge of building, protecting and developing reputation but they disagree with doing this alone and emphasized team-work. The level of reputation has a mediating role on school's fulfilling expected duties such as social, cultural and academic activities as well as stakeholders' perceptions about the school.

Reputation is, no matter how difficult it is to determine and measure, one of the latest matters of organizational studies and should be paid much more attention than it used to be. Schools are, probably, the only organizations trying to satisfy their customers without receiving any feedback, money, good or promotion and thus they should be thought within the concept of organizational reputation but in terms of different dynamics. This study has been realized with the help of school managers' views in qualitative research method, some more studies on school reputation will be done with different stakeholders in different research methods.

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