



EVALUATION OF WORKSHOP EVENT: A BRAND EXAMPLE IN EDUCATION *

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ABSTRACT

In the studies conducted in the education sector, the brand has been studied in a limited way, because of the complexity of brand creation in the education sector. In this context, at the end of the workshop held by the training brand, semi-structured interviews were conducted in order to determine the opinions of the teachers, who are stakeholder, on the overall evaluation of the activity. In addition to the open ended questions; A Likert-type scale consisting of 7 items, which are positive and negative, was applied. This scale is the general evaluation scale of the workshops held in order to develop the skills of conducting scientific research projects and providing science consultancy to students. The findings obtained as a result interpreted as frequency and percentage distribution. Factor loads were gathered under two dimensions. Your first dimension: Cronbach Alpha reliability= 0.861; Second dimension: Cronbach Alpha reliability = 0.633.

Keywords: Brand, Education, Workshop, Marketing, Analysis.

JEL Codes: M3, M31, I20.

1. INTRODUCTION

Within the scope of this research, it is aimed to determine the opinions of the guidance teachers working in private and public formal education institutions in Turkey about the workshop where they attended and what are their ideas about an education brand.

Although “Branding” first started in the production sector, it later made its presence felt in the service sector. Individuals who benefit from that service, they give their perceptions towards the institutions that provide the service, by following their steps towards branding. Issues such as quality, reliability, consistency, price and the way to meet the need are among the most important factors of the branding process. As a result of neoliberal policies, education in the World, now, it functions as a market argument as well as being a public service. In Turkey with the rest of the world, there is a parallel situation. This change in approach of education has resulted in the application of market institutions to

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be encountered in educational institutions. For this reason, the necessity of research has emerged with the prediction that the impact of branding policies in educational institutions will increase, especially for Turkey.

Neoliberalism has some effects on that ,it encourages branding. For this reason, the brand of the product or service has placed before the product and has been associated with concepts such as connection to brand and loyalty on consumers (Köksal, 2011).

The increase in the number of private schools, plus the increase in the applications required by branding policies in the service sector, which will increase in the increasingly privatized education sector, will have to reveal their differences from other similar schools within the framework of education service that has started to be a market by realizing branding policies. In this case, the concept of brand becomes important for private schools.

In the studies conducted in the education sector, the brand has been studied in a Brand- limited way, because of the complexity of brand creation in the education sector. The education sector contains important examples of long-term marketing by marketers. Building strong brands in education requires long-term and also needs continuous innovation within itself. Educational brands are attractive and are even more important to students, especially in higher education. Educational institutions should have targets for improvement and innovation, and be goal-oriented.They have to be in constant communication with its private and public stakeholders. By increasing brand familiarity with a regular communication program, they can increase brand awareness and positive attitudes towards the brand (Mercanoglu, E, 2020).

Universities' branding efforts, educational institution stakeholders; It can be stated that it is based on drawing the attention of potential educators, families, companies in the job market and communicating with them (Nardarlı & Tanyeri, 2011).

Assessment and evaluation aim to monitor the progress of students throughout their life long education, to determine their success and failure, and thus to make adjustments in teaching and learning. There are studies on the extraordinary effectiveness of formative assessment and evaluation in teaching and learning. Considering the teaching approaches that have a positive contribution to students' learning, it has been revealed that the common point of them is formative assessment-evaluation, and they emphasized that formative assessment-evaluation should be developed in order to raise the standards in teaching based on the findings.

Hew and Brush (2007) emphasize that there should be practical activities in a successful teacher training program. With the workshop held in this context, it is aimed to evaluate the training program, to have an opinion about the effectiveness of the program by controlling the behaviors gained by the teachers at the end of the activity process, and to determine the dimensions and elements of the program



that may arise and to allow corrections to be made. The evaluation questionnaire and interview opinions applied at the end of the activity were examined in detail in order to measure whether the workshop met the needs of the teachers, whether it contributed to the professional development of the teachers, and the degree to which the activity program brought the targeted behaviors to the teachers..

2. A BRIEF LITERATURE REVIEW

Consumers' loyalty to the brand; Behaviors and brand choice are shaped by associating positive brand thinking, purchase intention, and actual purchase (Priester et al., 2004).

In the researches about the brand in the literature; the communication of organizations, product and non-product features and brand benefits were discussed. However, recently, researches on brand power have come to the forefront of consumer interactions with institutions (Rindell & Strandvik, 2010).

Institutions with high brand image; It gives confidence to the consumer with the reputation it creates in the eyes of consumers and stakeholders, and puts it in the status of a trusted brand even if the consumer does not have any contact with the brand. While Bögel (2016) argues that company reputation positively affects customer trust, Morgan and Hunt (1994) emphasized that as the relationship between producer and consumer gets stronger, brand loyalty is determinant between consumer and brand.

Branding is seen to be limited in the studies conducted in the Education Sector, due to the complexity of branding in the education sector (Joseph et al., 2012).

Education sector marketing professionals argue that the brand strength of the university is the strategy as an important aspect of their long-term marketing. Brand power not only strengthens the perceptions of current students; It also affects the number and quality of prospective students. Increasing brand power is long-term. It should be included in a continuous improvement management program in itself. In this context, educational institutions can increase brand awareness and positive perception of the brand by increasing brand familiarity with a regular communication program in order to achieve significant success against their competitors. His institution is successful and his acceptance standards are difficult to grow the brand; accepted students prefer the institution for more competitive and higher success. To be a more preferred institution; by improving outcomes, placing students who graduate from the institution into attractive careers. Recruit more institution staff to build relationships with private and public sector employers and stakeholders, facilitate networking among students, and graduates have the desired conditions for success.

In education marketing, brand power is used synonymously with reputation. It is argued that increasing brand power (reputation) increases student satisfaction and loyalty to the institution (Casidy & Wymer, 2015).

The surveys conducted in the workshops conducted for teacher candidates (Black et al. 2005) coincide with the fact that the complementary function of measurement and evaluation is at the forefront

among teachers. Black et al. (2005) state that formative assessment is not used effectively by teachers.

As Hew and Brush (2007) emphasized, a successful teacher training program should include practical activities.

Although assessment and evaluation is one of the main focuses of teacher training, its importance has not been well understood. Moreover, because teacher trainers do not receive adequate training on assessment and evaluation, they may be insufficient in developing the assessment and evaluation competencies of teacher candidates (Heritage, 2007).

Dwyer (1994, 1998) states that assessment and evaluation courses are not adequately addressed in teacher training programs either. Shepard (1991) showed in his study in the USA that more than half of the experts working in the field of measurement and evaluation are based on the behavioral learning theory. Although knowledge-based learning is not entirely wrong, it should be associated with an understanding that not only knowing but also doing and being able to do is important (NCTM, 1989).

In this context, in the research conducted by Black and Wiliam (1998); They revealed that the common point of teaching approaches that contribute positively to students' learning is formative assessment-evaluation, and they emphasized that formative assessment-evaluation should be developed in order to raise standards in teaching based on the findings. Despite this importance, the majority of pre-service teachers use assessment-evaluation for complementary purposes, and very few of them can apply assessment and evaluation methods and techniques for formative purposes (Volante & Fazio, 2007).

3. DATA, MODEL AND METHODOLOGY

At the end of the workshop held by the training brand, semi-structured interviews were conducted to determine the opinions of the teachers, who are all stakeholders, on the overall evaluation of the activity, and open-ended questions such as the important gains they gained from the workshop, their comments about the workshop, what training is needed for their professional development, and trainer suggestions for trainings. beside; A Likert-type scale consisting of 7 positive and negative items was applied. This scale is the general evaluation scale of the workshops held in order to develop the skills of conducting scientific research projects and providing science consultancy to students.

The research was carried out in June-July 2022. This research was carried out on private and public teachers. For this, permission processes were carried out by correspondence with the District Directorate of National Education for the necessary permission.

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The scale used in the research is the general evaluation questionnaire of the workshops held for the purpose of improving the reliability and validity of the previous scientific research project and the ability to provide science counseling to students (Karaer et al., 2008). In addition, at the end of the workshop held by an education brand, semi-structured interview interviews were conducted in order to determine the opinions of teachers, who are a stakeholder, on the overall evaluation of the activity. Open-ended questions such as the important gains they gained from the workshop, their comments about the workshop, what training is needed for their professional development, and trainer suggestions for training were asked.

In the research, the personal information form created by the researcher and the measurement tools developed/adapted on the subject were used for data collection. Since the research process is done at the end of the workshop, the time constraint can be considered as a limitation.

Relational survey model, one of the general survey models, which is one of the quantitative research methods, will be used in the research. In relational screening models, it is a research model that aims to determine the existence and/or degree of co-variance between two or more variables (Büyüköztürk et al., 2012).

Since the confidence interval sought in social sciences is .05, the possible sample size was determined as 35-50 participants. However, since the criterion of inclusion in the study was the condition of being a guidance counselor participating in the workshop, only individuals who participated in the workshop who were guidance counselors were included.

Among the non-random sampling methods, the convenient sampling method is used within the scope of the research (Büyüköztürk et al., 2012).

The forms are given to the participants by the attendants, together with the certificate of participation in the workshop, and it is aimed that all the guidance teachers who participated in the workshop fill in the forms.

Frequency and percentage distribution; semi-structured interview opinions made during the workshop in articles; The frequency and percentage distribution of the options in the evaluation questionnaire made at the end of the workshop were interpreted. In addition, in order to determine whether the workshop had an effect on the teachers, the SPSS 24 program was used in the computer environment and the significance level was taken as $P < 0.05$.

4. EMPIRICAL FINDINGS

4.1. Descriptive Statistics

We will use Univariate analysis which is involves describing the distribution of a single variable, including its central tendency (including the mean, median, and mode) and dispersion (including data-set, and measures of spread such as the variance and standard deviation). When a sample consists of

more than one variable, descriptive statistics may be used to describe the relationship between pairs of variables (Argyrous, 2005).

Table 1. Answers to the Questions: Their Minimum and Maximum Values

		In general, I find the organization of the workshop program beneficial.	The topics covered in the workshop answered my needs.	At the end of the workshop program, my knowledge increased.	I think that I can use the knowledge I gained in the workshop in professional practice.	The time set for the workshop was sufficient.	The speakers were well versed in their subjects.	The speakers gave adequate answers to the questions asked.
N	Value	35	35	35	35	35	35	35
	Missing Data	0	0	0	0	0	0	0
	Minimum	3	2	2	2	1	4	4
	Maximum	5	5	5	5	5	5	5

* Frequencies and graphs of answers to questions; 1 = I totally disagree, 2 = Disagree, 3 = Neither agree / nor disagree, 4 = I agree, 5 = I totally agree

Table 2. I Generally Find the Organization of the Workshop Program Useful.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	3	1	2,9	2,9	2,9
	4	1	2,9	2,9	5,7
	5	33	94,3	94,3	100
	Total	35	100	100	

Graph 1. I generally find the organization of the workshop program useful.

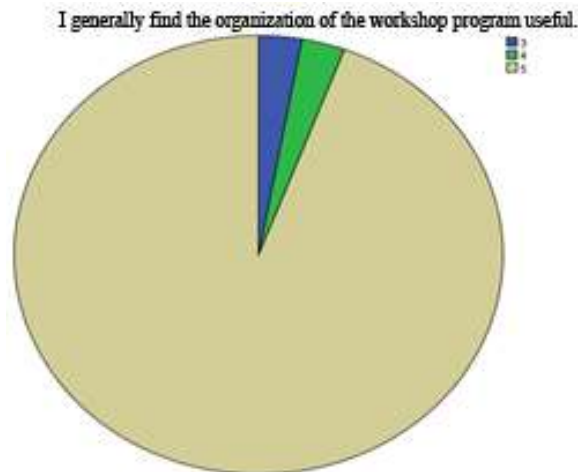


Table 3. The data obtained in the workshop answered my need.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	2	2	5,7	5,7	5,7
	3	1	2,9	2,9	8,6
	4	12	34,3	34,3	42,9
	5	20	57,1	57,1	100
	Total	35	100	100	

Graph 2. The data obtained in the workshop answered my need.

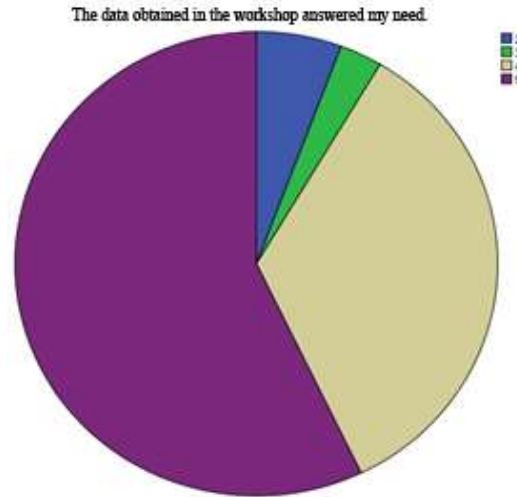


Table 4. My knowledge increased at the end of the workshop program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	2	1	2,9	2,9	2,9
	3	4	11,4	11,4	14,3
	4	7	20	20	34,3
	5	23	65,7	65,7	100
	Total	35	100	100	

Graph 3. My knowledge increased at the end of the workshop program.

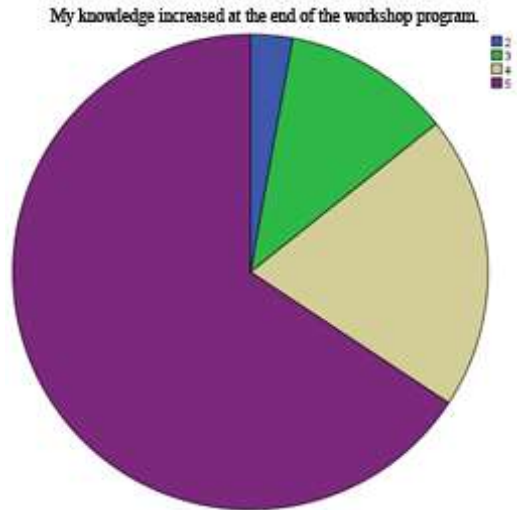


Table 5. I think I can use the knowledge I gained in the workshop in professional practices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	2	1	2,9	2,9	2,9
	3	2	5,7	5,7	8,6
	4	9	25,7	25,7	34,3
	5	23	65,7	65,7	100
	Total	35	100	100	

Graph 4. I think I can use the knowledge I gained in the workshop in professional practices.

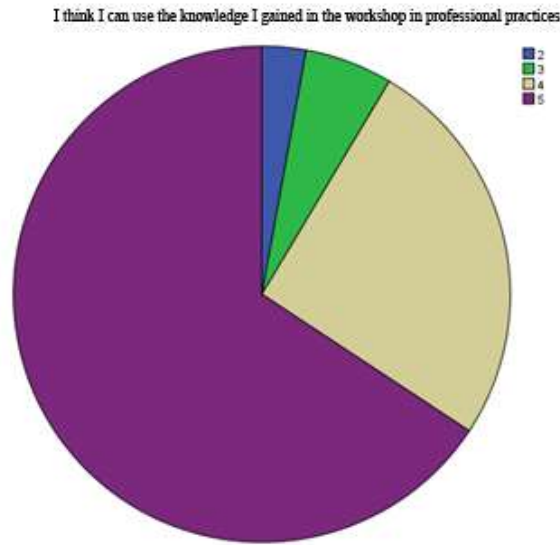


Table 6. The time set for the workshop was sufficient.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	1	2	5,7	5,7	5,7
	2	2	5,7	5,7	11,4
	3	2	5,7	5,7	17,1
	4	12	34,3	34,3	51,4
	5	17	48,6	48,6	100
	Total	35	100	100	

Graph 5. The time set for the workshop was sufficient.

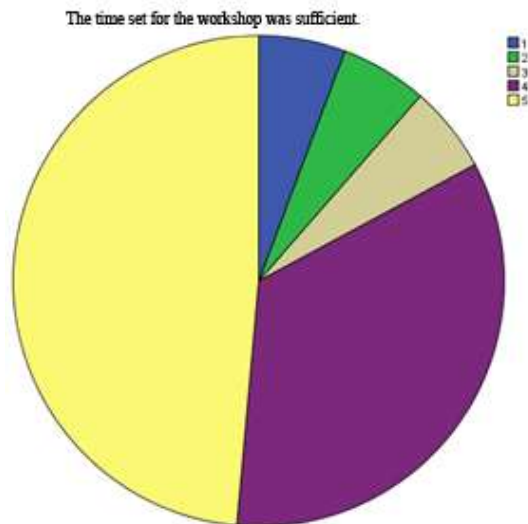


Table 7. The speakers were well-versed in their subjects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	4	5	14,3	14,3	14,3
	5	30	85,7	85,7	100
	Total	35	100	100	

Graph 6. The speakers were well versed in their subjects.

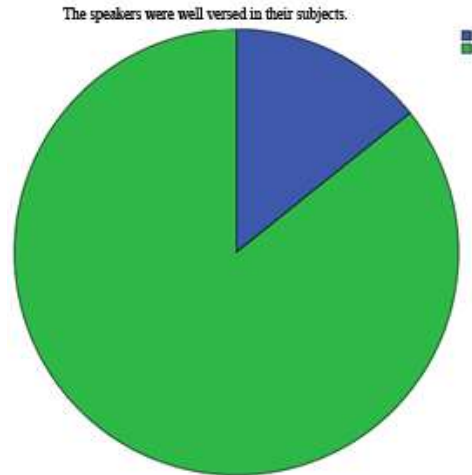
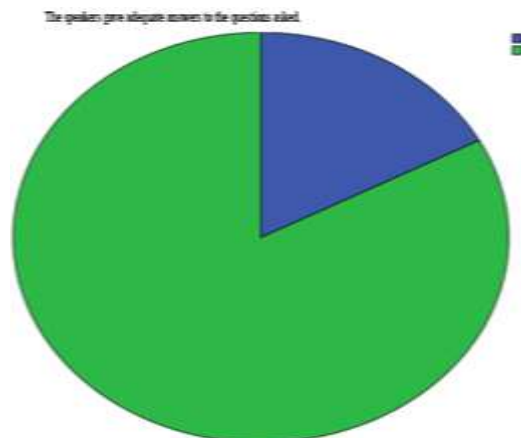


Table 8. The speakers gave adequate answers to the questions asked.

		Frequency	Percent	Valid Percent	Cumulative Percent
Value	4	6	17,1	17,1	17,1
	5	29	82,9	82,9	100
	Total	35	100	100	

Graph 7. The speakers gave adequate answers to the questions asked.



4.2. Exploratory Factor Analysis

Table 10 presents the KMO values, Bartlett test significance values, total variance explained values and Cronbach's Alpha reliability values obtained as a result of examining the suitability of the variables for Exploratory Factor Analysis.

For the exploratory factor analysis results, the results of the Kaiser-Meyer-Olkin (KMO) Sampling Adequacy and Bartlett sphericity test were determined first as they are the prerequisites of this analysis. The values of the scales are (KMO= ,708; Bartlett's Test of Sphericity: Approx. Chi-Square = 106,862; df=21 ; Sig=0,00), KMO.

Table 9. Descriptive Statistics

	N	Minimum	Maximum	AVERAGE
In general, I find the organization of the workshop program beneficial.	35	3	5	4,91
The topics covered in the workshop answered my needs.	35	2	5	4,43
At the end of the workshop program, my knowledge increased.	35	2	5	4,49
I think that I can use the knowledge I gained in the workshop in professional practice.	35	2	5	4,54
The time set for the workshop was sufficient.	35	1	5	4,14
The speakers were well versed in their subjects.	35	4	5	4,86
The speakers gave adequate answers to the questions asked.	35	4	5	4,83

Table 10. KMO & Bartlet Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0,708	
Bartlett's Test of Sphericity	Approx. Chi-Square	106,862
	df	21
	Shallow.	0

Since the KMO value is 0.708 and the Bartlett test sig value is 0.000, the data is sufficient to perform exploratory factor analysis.

Table 11. Total Explained Variance

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,294	47,057	47,057	2,664	38,06	38,06
2	1,395	19,924	66,981	2,025	28,921	66,981
3	0,945	13,495	80,476			
4	0,548	7,822	88,298			
5	0,489	6,989	95,287			
6	0,183	2,615	97,902			
7	0,147	2,098	100			

7 questions are grouped under 2 factors and the total disclosure rate is 66,981%

Table 11. Rotated Components Matrix

	Component	
	1	2
The topics covered in the workshop answered my needs.	0,857	
I think that I can use the knowledge I gained in the workshop in professional practice.	0,819	
In general, I find the organization of the workshop program beneficial.	0,791	
At the end of the workshop program, my knowledge increased.	0,772	
The speakers gave adequate answers to the questions asked.		0,821
The speakers were well versed in their subjects.		0,789
The time set for the workshop was sufficient.		0,361

Due to factor loading, the last question was excluded from the analysis and the analysis was repeated. ($0.361 < 0.50$)

The exploratory factor analysis results has 2 dimensions, the gains of the workshop for the participants consumption has 4 dimensions, and knowledge of trainings consumption has 2. As the 7th questions of the had factor loads (66,981 to 76,702 ye), they were excluded from the analysis. Total variance explained values were 76.183%. Additionally, the results of the reliability analysis performed after the factor analysis show that the Cronbach's Alpha values of all variables were higher than 0.70.

Table 12. 2. Factor Analysis Results Total Explained Variance

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0,733	
Bartlett's Test of Sphericity	Approx. Chi-Square	103,726
	df	15
	Shallow.	0

Table 13. 2. Factor Analysis Results KMO & Bartlet Test

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,225	53,742	53,742	2,772	46,208	46,208
2	1,378	22,96	76,702	1,83	30,494	76,702
3	0,562	9,362	86,064			
4	0,493	8,222	94,286			
5	0,187	3,12	97,406			
6	0,156	2,594	100			

When 1 question was removed, it was determined that the total explained variance increased from 66,981 to 76,702.

Table 14. 2. Factor Analysis Results Transforming Components Matrix

	Component	
	1	2
The topics covered in the workshop answered my needs.	0,88	
I think that I can use the knowledge I gained in the workshop in professional practice.	0,844	
At the end of the workshop program, my knowledge increased.	0,805	
In general, I find the organization of the workshop program beneficial.	0,763	
The speakers were well versed in their subjects.		0,804
The speakers gave adequate answers to the questions asked.		0,799

5. CONCLUSION

The findings obtained as a result of the study were interpreted in the SPSS 24 program and as frequency and percentage distribution. Kaiser-Meyer-Olkin Measure of Sampling Adequacy. Since the value of 0.708 and Bartlett's Test of Sphericity value is 0.000, the data were deemed sufficient to perform exploratory factor analysis. Factor loadings were collected under two dimensions. The first dimension: Cronbach Alpha reliability= 0.861; Second dimension: Cronbach Alpha reliability = 0.633.

Black and Wiliam (1998) The results of the questionnaire applied to the teachers after the workshops show parallelism with the fact that the complementary function of measurement and evaluation is at the forefront in general, as is often seen in the literature. Teachers come to classes with different infrastructures. While teachers try to resolve a conflict that will occur between the information they have just learned in the classroom and their existing knowledge, the information is structured in their minds and learning takes place. In this context, the answers given to the 4th question of the survey conducted as a result of the workshop support the research.

When Whisman (2016) is examined in terms of staff general characteristics, it is stated that school administrators, teacher selection, training, measurement methods applied in the process, branding steps through policies for staff, employees and internal workers are important in the branding process. In this framework, the development of policies by school administrators regarding this is considered positive in terms of the branding process. (Chapleo, 2010)

Hemsley-Brown and Goonawardana (2007) emphasized the importance of general branding and branding of universities, and they stated the necessity of ensuring harmony between general branding and unit branding in this framework. In addition, it has been observed that the managers who developed the same foresight perceived branding with a customer-oriented approach rather than institutionalization.



Evaluation of the workshop is to make judgments about the effectiveness of the program by controlling the behaviors gained by the teachers at the end of the activity process, and to determine the dimensions and elements of the program that may arise from some problems, and to enable the necessary corrections to be made. Whether the workshop implemented meets the needs of the teachers, whether it contributes to the professional development of teachers, and the degree to which the activity program brings the targeted behaviors to the teachers.

The evaluation questionnaire and interview opinions applied at the end of the activity in order to measure i have been examined in detail. In addition, it was decided to follow up the teachers to see if they applied the knowledge and skills they gained from the workshop. From the surveys and interview opinions made after the workshop, it can be said that the workshop organized is of a quality that will improve the professional knowledge, skills and experience of teachers in developing the skills of providing career counseling to their students and making the right choices in the field of career. The cooperation between The University and the Directorate of National Education in the development of the program, the determination of the content according to the needs and wishes of the teachers, the taking the opinions of the relevant field experts in the preparation of the activity, the active participation of the academicians in the presentation of the subjects, and the guidance of the academicians in the projects of the teachers contributed significantly to the achievement of the workshop's goals. The fact that teachers gain the knowledge and skills on how to prepare, develop, implement, report, present and evaluate through workshops held under the guidance of academicians and the effects are seen immediately suggests that the activity is quite productive.

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