

The Analysis of the Problems of the Brand Construction of International Primary and Secondary Schools in Chengdu

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Abstract:

With the prosperity of the education market, more and more international primary and secondary schools have emerged in recent years, especially in Chengdu, Sichuan. More parents recognize the importance of basic education and are increasingly choosing excellent primary and secondary schools for their children. This also makes the brand construction of international schools more prominent. The brand of an international school is a combination of the name and the logo for the school together with the unique cultural connotation of the school. It is an intangible asset recognized by the society based on the quality of education and teaching. Taking the brand construction of international primary and secondary schools as the research subject, in combination with the current development of international primary and secondary schools in Chengdu, this paper explores the problems existing in the Chengdu international schools, respectively from the brand awareness, brand name, brand positioning, brand promotion and brand value.

Keywords: International School Brand Construction

The Chinese President Xi Jinping pointed out that in today's world, with the economic globalization and information socialization, China should always be a learning country, learning from other countries around the world with an open mind. China should always strengthen mutual tolerance, mutual learning and mutual exchange with other countries, and continuously raise the internationalization of education to a new level.

With the advancement of education reform in our country and the improvement of people's living standards, the schools around us have also undergone rapid changes. Though China adopted the nine-year compulsory education system in basic education, in the past ten years, due to the profound cooperation with the international community and the under Belt and Road's policy of political and economic development, many international schools have been established.

In such a prosperous education market, people are more aware of the importance of a quality basic education, and the choice of school is no longer just about ordinary public schools. More and more parents are trying to choose private schools and even international schools for their children. Under such circumstances, brand image and brand reputation are essential for the international schools.

The international school brand is the combination of school name, logo and the unique cultural connotation of the school, which is a socially approved invisible asset formed by the school in the course of long-term practice, on the basis of school's teaching quality. School brand construction is the need of times, development of quality education and basic education.

As a matter of fact, many international primary and secondary schools pay little attention to brand construction nowadays. They do not put forward their own brand concept and neglect brand building during the school construction. There are also some international primary and secondary schools who have a concept of brand, but in practice, brand building tends to be superficial, short-term and unstable, and therefore, the brand of the school is not really established. In addition, some schools choose some brand theories as the guidance and establish the process system of brand construction, but fail to implement under the process system. Currently, the main problems of brand construction in Chengdu international primary and secondary schools are as follows.

1. Weak brand awareness

Branding development is not only the branding of products, but also a business model of marketing and operation in need of a gradual process. Some schools only pay attention to short-term behaviors, such as media propaganda, and blindly believe that the effects of brands can be created through the hype of events. In fact, the brand built in a short period of time cannot be defined as a brand but can only be as a symbol. Brand formation often goes through the process of brand positioning, brand recognition, brand promotion, brand extension and brand management. For international schools, the essence of schools' brand building should be taken into serious consideration.

Through the analysis of the current brand construction of Chengdu's international primary and secondary schools, it was found that schools' brand awareness needs overall planning. The core competitiveness of schools' products is not well built. Furthermore, schools have no clear brand positioning, and lack core education products and secondary brand updating in a periodic management, thus resulting to schools' little popularity.

2. Improper Brand Name

Brand naming is a language together with economic activity that uses language for commercial communication. Its history can be traced back to the Middle Ages. European craftsmen's guilds require artisans to mark surnames on their products to

facilitate customers' search and also reflect the right responsible for product quality. Therefore, the surname is the earliest brand name. In the age of technology, people began to use a name to identify products. In the modern business world, the brand name is not a mark of distinguishing goods in the traditional sense, but an important means of commercial competition. Careful selection and creation of brand names can bring intrinsic, direct value to the brand. Aker (1991) pointed out that the brand name was one of the most important assets of the company. Dawar & Parker (1994) found that consumers were more dependent on brand names in terms of price, appearance and brand name when judging product quality. Therefore, "the most important brand building decision is to name your product or service because in the long-term operation process, the brand has nothing more than the name."

Many international schools in Chengdu have not paid enough attention to the naming, and have not even thought through it. They have not highlighted their own characteristics, and it is difficult to form a good brand communication. For example, Chengdu Yandao Street Foreign Language School just follows the name of an old public school in Chengdu, which neither reflects its status as an international school nor highlights its own feature. Parents can hardly consider it as an international school when they see the name. Therefore, the name of the international school should be carefully scrutinized and considered from many aspects, which is more conducive to the construction and dissemination of international school brands.

3. Inaccurate brand positioning

Positioning is to "find a suitable 'word' or 'concept' into the mind of the consumer for the brand." A brand must discover its core values and scientifically position itself, and then focus on this theme, and spread this core value to the target consumers, to the public, and establish a clear and sensible core value image in their minds, then constantly strengthen and consolidate this core value in all aspects. For international primary and secondary schools, the basis for the survival and development is to accurately locate its own service targets, identify its own position in the market, and establish its own core competitiveness. The "SWOT" matrix analysis method in strategic planning can be used to analyze the internal and external competition and advantages of a school, so as to accurately position its own brand.

A large number of international schools in Chengdu offer international classes in the middle school stage, but these international classes are similar and do not form their own core values, let alone form their own core competitiveness. As a result, many international schools have sprung up, but at the same time making them hard to compete, and even some of them have been replaced.

4. Ineffective brand promotion

Modern brand management requires a variety of means to efficiently and accurately disseminate brand information. The ability to effectively disseminate brand information to more consumers not only determines the size of potential target customers, but also helps to enhance consumers' memory of the brand. Many international schools have good advantages in teaching and service, but they are often not effectively transmitted to the consumer group. They did not promote the school's popularity and reputation effectively through effective publicity, which becomes one of the resistances to the development of school brands. Some schools only use the public praise marketing promotion strategy to promote their own market development. The homogenization promotion strategy is more serious, and the promotion methods are more singular. Secondly, many schools' websites are slow to update, and the information content is relatively old. For lacking lively and interesting content, it is difficult to attract users.

Meanwhile, the school has not used the new media communication technology well, which has led to the lag of the brand in promotion. The school's investment in advertising costs is also small, and the frequency of advertising is very low. This makes it difficult for schools to develop faster, to attract high-end consumers and consumer groups with special needs for international education, and to set up a professional image of the school brand.

5. Insufficient brand value

What is the essence of a brand? It should be the provision of differentiated value. A good brand makes consumers feel different from other same kinds of goods or services. Therefore, an international school should consider: What value can we provide?; What are our competitive areas?; Is there a market requirement connected to my features?

6. Lack of intensive management

Intensive management is the basic orientation of modern enterprise groups to improve efficiency. The intensive set refers to the concentration, collection of production factors such as human resources, material resources, financial resources, management, etc., and unified allocation. The intensive contract refers to the value orientation of thrift, restraint and high efficiency in the process of centralizing and uniformly arranging production factors. In order to achieve cost reduction and efficient management, enterprises can concentrate their core strengths and gain the advantage of sustainable competition.

Some of the international primary and secondary schools in Chengdu are group affiliated schools, but they do not carry out intensive brand management in accordance with the modern enterprise system. In particular, the level of enterprise standardization and standardization development is not high enough. There are some problems of the lack of internal management system, the lack of unified management measures for teachers, uncoordinated management of student information, and various teaching materials. This is easy to cause the waste of resources and information asymmetry. There is a problem of the lack of brand management in individual affiliated schools. There is no effective unified publicity and management of the affiliated schools. The optimal allocation of resources for each school branch has not been carried out, resulting in the maximization of corporate brand benefits.

7. Lack of differentiated development

Differentiation refers to certain aspects of the company that are widely valued by customers and strive to be unique in the industry. The field of differentiation mainly has two aspects: tangible and intangible. The tangible aspect is usually carried out around the content of the product, and the intangible aspect is the service and feeling brought by the product. The school-running characteristics of international schools will directly affect its brand characteristics and attractiveness. Some international schools do not have their own images, and their market shares are not high. While meeting the requirements of popularization is important, it is also necessary to consider the issue of differentiated services. Some schools are still in the traditional teaching mode, and the teaching courses have not been greatly innovated, and they do not reflect the characteristics and differences of teaching. As a result, individual teaching businesses have been in a state of slow growth in recent years, even in a state of negative growth. In the differentiation of information networks, they are also obviously lagging behind. No new online education and other service methods have been developed, and websites and interactions have not been well operated. The media has led to the phenomenon that

there are not many new students and even competition by competitors.

8. Uneven teaching staff

From the perspective of the whole education industry, the education industry itself is in short supply of teachers. Because of the large proportion of private schools in Chengdu, there is even a shortage of high-quality teachers. The principals of most international schools lack nationalization and international vision. Most of the managers lack professional management experience, which affects and restricts the brand creation of the school. In particular, teachers in private schools are different from ordinary public school teachers. Teachers in individual institutions do not have teacher qualification certificates, do not hold certificates, are not managed by any government agencies, have no corresponding teacher system to protect teachers' rights, and regulate teacher behavior. As a result, the levels of private teachers are uneven, and the teaching quality is difficult to guarantee.

From the current situation of many international schools, the issue of teachers is particularly obvious, and the level of teachers is more prominent. Some teachers come from the excellent college students who have just graduated or graduated for two or three years. Due to the differences in teaching experience and teaching style, the differences in teaching quality and teaching philosophy are caused. Of course, there are also many teachers who are welcomed by students, but individual advantages are not equal to core advantages. At the same time, the mobility of teachers in international schools is relatively large, especially among young teachers. The frequent turnover of teachers due to personal reasons leads to high teacher turnover, which leads to poor stability of some teachers and weak backbone teachers. If international schools want to achieve long-term development and growth, and become a national first-class education enterprise in the future, they should strictly enforce the qualifications of employees, improve social satisfaction, and provide strong support for the formation of the school's brand.

In conclusion, international primary and secondary schools in Chengdu should attach great importance to brand building as effective brand positioning, promotion and communication. Under the premise of ensuring the quality of education, it is suggested to build school's competitive brand culture and to optimize the teaching staff. In this way, schools can adapt to student's diversity as well as cultivate outstanding talents for the future society.

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