

Brand Effect Assessment of University Affiliated School—Taking Experimental Middle School of D University in Chengdu as an Example

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ABSTRACT

Under the background of promoting the policy of building college-affiliated schools together, many colleges and universities are beginning to explore the model of running basic education in colleges and universities. This study takes the Experimental Middle School of D University in Chengdu as the research object, constructing an objective and subjective two-part measurement index system, adopting the questionnaire survey method, and makes a comparative analysis through S middle school with no university background. It finds that the affiliated schools have better running conditions, more outstanding running results and higher brand effects among students and parents. This shows that relying on colleges and universities to set up basic education will help to add and accumulate more high-quality basic education resources, thus alleviating the plight of high-quality educational resources.

Keywords: *School-to-site co-construction, university affiliated schools, brand effect, high-quality educational resource*

1. INTRODUCTION

Nowadays, the development of basic education has been paid more and more attention by the state and all sectors of society. Opinions on Deepening The Reform of The Educational System and Mechanism were deliberated and adopted at the 35th Meeting of the Central Leading Group for Comprehensively Deepening Reform, putting forward the important reform requirement of "Promoting the way of educating people, running the school mode, the management system and the safeguard mechanism, so that all kinds of education at all levels are more in line with the laws of education, more in line with the law of talent growth, and can better promote the all-round development of human beings." At the same time, colleges and universities also play an extremely important role in China's education system and personnel training, and the high-quality educational resources they possess give important directional enlightenment to basic education: to promote the construction of schools and places, focusing on the development of basic education around colleges and universities. To promote the further development of basic education with high-quality educational resources, in order to ease the tension of high-quality educational resources. Chengdu Municipal People's Government put forward the joint construction task of exploring brand sharing mechanism in the Guidance of Chengdu Municipal People's Government General Office on Promoting School-land construction of Affiliated Schools of

Universities, regards "by 2020, we will encourage a number of existing affiliated schools to establish school-land co-construction mechanisms, and establish 15-20 new affiliated schools, thus improving and optimizing the basic education structure of colleges and universities around the world" as a policy goal. Based on this, this paper takes Experimental Middle School of D University in Chengdu as an example, takes the evaluation result of the university's brand effect as the basis for research, and to explore whether the school has realized the increase and accumulation of high-quality educational resources under the drive of high-quality educational resources of D University.

2. LITERATURE REVIEW

"Brand"- the word derived from the ancient Norwegian word brandr, meaning "branding", means to mark livestock to act as recognition and proof. [1] The concept of "brand" was proposed in modern times, defined by advertising guru David Ogilvy in 1950. [2] Existing research on the brand has the following consensus: brand is identity, brand is the relationship between products and consumers, and brand is a combination of factors. Brand effect is the brand in the product use, for the brand users bring benefits and impact. The value of the brand consists of two contents: one is the practical value embodied in a particular commodity, with good quality or quality service for consumers to agree with, the other is the added value of meeting people's spiritual needs. When

studying the effects of brands, researchers often combine them with enterprise development. Enterprises should pay attention to the value of the product itself, but also pay attention to the brand derived from the product added value, in order to guide consumers, promote the sales of enterprise products.

School brand is derived from the concept of enterprise brand, it is an educational brand, which is the school name, logo and the school's unique cultural connotation of the combination. It is also the intangible asset that the school forms in the long-term practice based on the quality of education and teaching and is recognized by society. Among them, the basic education school brand is a brand to educate people, a brand that lays the foundation for the growth of students, and a brand with a unique cultural personality. [4] In the existing research, there are several common understandings about school brand: school brand is the logo to educate people; school brand is the relationship between products and consumers based on education, school brand is a multi-element synthesis of education as the core, and school brand is related to school characteristics and school culture.

In the field of research, the domestic discussion of school brand construction began in the 1990s. Although it started late, school brand building develops rapidly in both theoretical research and exploration and practice, involving a wide range of aspects. The research on school brand takes it as a whole to discuss the connotation, characteristics and construction strategy of school brand. The main factors affecting the brand effect of education are the demand of parents of exam-oriented education policy and the preference of higher education in the job market. [5] The brand expansion of famous schools should be realized in the form of absorption, cooperation, merger, chain, driving and group, so as to expand the brand effect of famous schools.

The research on the affiliated schools of colleges and universities focuses on the management mode in China. The formation of the system of assisting colleges and universities in running schools has its special historical reasons, which is the reflection of the evolution of China's educational management system. Its purpose was originally to train talents, but now also pay more attention to the development of students' own quality. The management mode of affiliated schools is divided into three kinds of types: subordinate type, co-management type and cooperative type [7] As an affiliated school of education and research institutions, it has great advantages in terms of faculty, teaching conditions and student sources by the resources and reputation advantages attached to colleges and universities, enjoys a high reputation and good reputation in the society, and is the

choice object of parents and students when choosing schools. [8]

The cooperation between foreign universities and primary and secondary schools stems from the educational reform practice in the United States in the 19th century. In order to improve pre-service education for vocational teachers and to improve the practical skills of full-time teachers, Dewey founded the Experimental School of the University of Chicago in 1896, which institutionalized the connection between universities and public elementary and secondary schools and later developed into an introductory school for teachers. [9] Most of the existing research on affiliated schools focuses on universities and professional schools. The findings of AhRaCho et al. suggest that consensus is likely to be reached when professional schools and universities share similar resource bases, suggesting that the relationship between universities and their constituent units may change due to macro-level patterns of local environmental mitigation.

3. RESEARCH AND DESIGN

3.1. Assess the Construction of an Indicator System

In the evaluation of commercial brand effect, there are the framework system of brand evaluation from the four dimensions of brand loyalty, brand awareness, brand awareness and brand best-selling, and the system of evaluation indicators in order of declining importance of technology, service, scale, price, image and public relations through qualitative and quantitative combination. Because the school brand has different characteristics from the commercial brand, when setting up the evaluation index system, this paper refers to the existing commercial brand effect assessment system, and combined with the research object of basic school brand, the objective index measurement system and subjective index evaluation system were set up. By collecting relevant data of experimental school of D University and S middle school with no background of school-land co-construction with the administrative district, the comparative analysis method was used to conclude.

3.1.1. Objective indicators measurement system

The measurement of objective indicators is based on the level of educational and teaching facilities and achievements in schools, and a three-level index system is constructed as follows:

Table 1. Objective Indicators Level III Measurement System

Level indicators	Secondary indicators	Level 3 indicators
Hardware facilities	Teaching facilities	Multi-functional facilities type and quantity
Soft facilities	Human resources	Percentage of teachers at all levels, the proportion of teachers with all academic qualifications
		Whether there is mentoring/mentor qualification
		Whether there is cooperation with well-known universities at home and abroad
	School Honours	Number of school awards
		Types and number of teacher and student awards

analyse the collected data as the evaluation criteria of subjective indicators.

3.1.2. Subjective Indicator Evaluation System

The evaluation of subjective indicators is based on the response of the social demand side to the school, and the evaluation framework system is constructed from the three dimensions of popularity, reputation and demand-side loyalty. Put the answer to the question "Did you know about the school before choosing the school?" as an evaluation criterion of popularity. Put the answer to the question "Take into account all aspects of the school's level, what is your rating for the school?" and the answer to the question "Why did you choose the school" as an evaluation criterion of reputation. Put the answer to the question "Would you like to recommend the school to someone else?" as the assessment of demand-side loyalty. This study intends to issue questionnaires to students and parents of experimental middle school of D University and

3.2. Data Sources

The objective indicator data collected by the Institute is derived from the official websites of the two schools, the official WeChat Public Number and Baidu Encyclopedia. The subjective indicator data is derived from the results of the questionnaire collected for students and parents of the experimental middle school of D University.

4. ANALYSIS OF RESEARCH RESULTS

4.1. Objective Indicator Measurement Analysis Results

Table 2. Objective Indicator Data Results

Metrics/Objects	Experimental Middle School of D University	S Middle School
Types and quantity of multi-functional facilities	Teachers and students equally enjoy D University Library, stadium, swimming pool and other educational and teaching resources and living facilities. There are 18 categories of micro-recording classrooms, robot classrooms, JA classrooms, etc., and several STEM innovation laboratories have been established in the new campus.	It has a foundation for teaching classrooms, conference halls, indoor and outdoor stadiums.
Percentage of teachers at all levels and teachers of all academic qualifications	There are 4 special-level teachers in Sichuan Province (including 2 regular lying experts), 2 Sichuan Province backbone teachers, 4 municipal discipline leaders, 9 municipal backbone teachers, 2 municipal young teachers, 1 city-level teaching table rookie, 5 city-level or above excellent class teacher. There are 167 faculty and staff, of which 86 are in the middle grade or above, 6 are members of the municipal and district discipline center group, 6 are leaders of disciplines at the district level and above, 12 are advanced individuals, 48 are excellent teachers and 29 are excellent class teachers.	There are 103 full-time teachers, of which 24 full-time teachers have obtained master's degrees and postgraduate refresher courses, accounting for 23.3% of the teachers.
Whether there is mentoring/mentor qualification	Yes. Professors of D University act as a student's independent admissions tutor, and entrepreneurs of D University alumni act as student life tutors, Each student has the opportunity to enter the lab in both directions with the tutor.	There is no mentorship.

Metrics/Objects	Experimental Middle School of D University	S Middle School
Whether there is cooperation with well-known universities at home and abroad	Yes. School use foreign mature knowledge system to help teaching, and offers courses in many foreign languages and cultures, including Model English. With the University of California and other schools to establish cooperative relations, students go to the United States and Britain and other countries to carry out research activities every holiday.	Yes. There are many teachers join in the school, including Beijing University, Northeast Division University, East China University, Southwest University, Shaanxi University and other outstanding university graduates and master's students, as well as provincial-level key secondary schools outstanding mature teachers.
Number of school awards	The second-level model general high school in Sichuan Province, the future school innovation alliance model school, such as a total of 15.	Ministry of Education, the national primary and secondary school principal training project practice base, the national harmonious campus to create advanced schools, such as a total of 10.
Types and number of awards for teachers and students	The discipline competition category won 337 times. The science and innovation category won 708 times. The literary and artistic creation category won 60 people, and the art and sports awarded 80.	Won the National Education Management Scientific Research Achievement Award, the International Youth Innovation Competition (CIY) China Regional Innovation Competition Silver Award, etc. a total of 8.

Through the analysis of the comparative results of the data collected, it can be seen that Experimental Middle School of D University is better than S Middle School in terms of teaching facilities, teachers, and honors. It is closely connected with D University based on co-construction with its unique tutor system, school district facility sharing mechanism and the high number of science and innovation awards.

Since the beginning of the establishment, the Experimental Middle School of D University has taken advantage of good university resources, committed to exploring the "university and middle school integration." In addition to the equal enjoyment of D University's educational and teaching resources and living facilities, students have the mentor's guidance of the professors of D University and entrepreneurs of D University alumni. It is a concrete manifestation that the high-quality teaching resources drive the development of basic education.

In addition, D University is a well-known university of science and engineering in Sichuan province with a well-known level of electronic science and technology. Therefore, the number of teachers and students in the category of science and innovation awards in The Experimental middle school of D University accounts for nearly 60%, among which there are some top awards at home and abroad. This is also closely related to the teaching support provided by D University and the "tech high school" business card that the university is committed to building. D University regularly offers elective courses

such as philosophical foundation, robotics and artificial intelligence, mathematical modeling, and various kinds of popular science lectures and growth sharing, which play an important role in the cultivation of the academic and scientific research ability of the students of the university.

4.2. Subjective Indicator Measurement Analysis Results

The study collected 211 questionnaires, of which 211 were valid questionnaires. According to the results of the questionnaire, in terms of popularity, the question "Do you know our school before choosing it?" The number of students who answered, "know the university" was 161, accounting for 76.3% of the total. It can be seen that more than half of the respondents had a certain understanding of the Experimental Middle School of D University before they chose it, indicating that the school had done a good job in the promotion of the school, which led to more than half of the respondents' admission. While browsing the school's official website and the official WeChat public number, the researchers noted that the head of the school's propaganda would make the parents' consultation QQ group and the admissions contact telephone number public, and launch edited school promotional videos and college presentations with strong readability during the enrolment season.

In terms of reputation, for "considering all aspects of the school level, what is your rating for this school?" The answer to this question, on a scale of one to 10, was rated 8.38 by respondents on Experimental Middle School of D University. For "Why did you choose this school?" The top three reasons for the answer to this question are policy advantages, good teaching quality and good teaching facilities, accounting for 66.35 percent, 52.83 percent and 51.66 percent, respectively. The researchers interviewed some of the respondents and the second-year student C who chose "policy advantage" pointed out that because her relative was a professor at D University, she trusted the teaching level of D University, and that the Experimental Middle School of D University had a cooperative relationship with D University for policy reasons, which made C make the choice to study at the school.

In terms of customer loyalty, in response to the question "Would you recommend our school to someone else?" 189 people, or 89.6%, said "would like to recommend" to this question. At the same time, some respondents answered the question "What are the reasons why you are/are not willing to recommend this school to others? This question gives answers like "teachers are responsible" and "learn a lot of knowledge that only college students can learn".

5. CONCLUSIONS

The Experimental Middle School of D University has built a unique school brand with the help of D University's high-quality educational resources, and has created a good brand effect with its excellent teaching facilities, educational achievements and positive feedback from customers. Subsidiary schools, with the assistance of colleges and universities, continue to promote the accumulation of teaching resources, which will help alleviate the current shortage of high-quality educational resources. At the same time, it is also an important way to promote the development of the co-construction mechanism of schools and places. The results of the cultivation of affiliated schools by D University are of great reference significance to the measures to be taken by other universities in the field of basic education in the future. However, there are still some problems in this study, such as too small sample size, single data source and relatively shallow research process, which needs to be improved in future research.

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