The Importance of a University Identity for Students and Alumni: The Case of the Cape Peninsula University of Technology, South Africa

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ABSTRACT The identity of a university (logo/emblem) is something that the members (students, alumni, staff, donors) have accepted as the image of the institution. At the Cape Peninsula University of Technology (CPUT), South Africa, identity building is a strategic effort from management, but uncertainty about the success thereof, exists. The aim with this study was to determine the perceptions of senior students at CPUT on the university's efforts to build identity. In this quantitative study it was found that the students are not convinced that the efforts of the university to build a successful identity, are fruitful; that efforts by CPUT in respect of creating an emblem/logo, were not noticeable; that CPUT's brand is not well developed; that not all students or alumni are proud to wear CPUT clothing in public; that efforts where CPUT constantly boosts its emblem/logo in the media, are not known by students; and that students are shy to wear clothing when on holiday (away from campus), over weekends, or after work or after classes (when socializing somewhere at clubs, for example), with CPUT's emblem/logo on it. The study highlighted that the efforts of building an identity for CPUT are not successful and should be rethought.

INTRODUCTION

A basic need of the human being is to belong (Maslow's Needs Hierarchy). It is also the beginning of a relationship. A well-developed relationship depends largely on recognition. Therefore, humans believe that they belong when they are in a relationship where the parties understand the importance of acknowledging each other's roles.

In order to belong humans are more eager to be identified with something that is successful. An association with something, which is unsuccessful, is difficult to manage. Not many people would like to be associated or identified with an unsuccessful identity or brand. In general, people want to be identified with successful identities or brands. Therefore, the creation of successful identities or brands is important for any institution whose future depends on the attraction of clients. For universities, in particular, it is important to attract potential students who can build the identity and brand of the university (Andrews 2012; Stellenbosch University 2009). Also, the relationship between "success" and identity creation in the university is that potential students would rather want to be identified with successful universities than with unsuccessful ones.

Identity or brand building in universities concerns the creation of an emblem/logo that is well known by the immediate role players, but also in the wider community. Universities need identification with which students can be associated. This identity forms the nucleus of the university's branding. The identity can be a sign/emblem that is linked with, for example, communication (letter heads; website logos; headings of brochures, financial statements, official forms and documentation). These emblems should legitimize communication (Frank 2013; University of Essex 2008).

In practice it means that the specific identity of a university (logo/emblem) is something that the members (students, alumni, staff, donors) have accepted as the main driving image of the institution. If students take the identity to activities outside of the classroom (for example sport and culture), it gives them a feeling of belong-

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ing. They then act on behalf of the university, and the university supports their activities with recognition. This can happen on both formal and informal platforms (Born 2014; Gardels 2005).The informal identification of the university can be taken to a level where the students use objects (clothes, bumper stickers, book cases, rucksacks) to display their association. This association can take extreme levels where many objects in the daily life of the student carry the emblem of the university. This is about wearing the university's clothes with the university's emblem in public with pride. It is also about supporting the university through thick and thin - once a member, always a member (Karra 2012; Wessels 2012).

An effort is necessary to establish a well-known university identity and brand (Anyangwe 2012; Mignonac 2006). This is something that can take time, depending on how it is done and successes of the university that can be used to strengthen the identity and brand. If the effort is lacking, a poor university identity will be the result, and the university's brand will not establish successfully (Anyangwe 2012; Yeager 2010).

Each person has a "sense of belonging" and wants to be a member of a community (for example, an alumni association of a university) (Born 2014; Polsky 2014).A university has a common identity that is distinctive and offers meaning and a sense of belonging for its members, as well as a bond with fellow members. This includes the creation of culture, for example, symbols (emblems, logos, colours), traditions, rituals, behaviours and values (Mokritsky 2005; Patouillet 2013). To graduate from a university means that you become one of a group who share something in common (Born 2014; Karpova 2006).

Universities understand that a strong and successful identity means a strong longing for association. Therefore, the university should build a reputable image and brand so that the student becomes a lifelong customer and loyal alumnus (Patouillet 2013; Seeman and O'Hara 2006). Universities seek alumni for ongoing support and, therefore, should attract, maintain and enhance on-going relationships with alumni. This is done by the alumni association, which becomes a marketing instrument for the university, as well as a mouth-piece for the university and its alumni (Born 2014; McAlexander and Koenig 2001; Polsky 2014).

Research Question

What are the perceptions of senior students at CPUT of the university's efforts to build identity?

Objective of the Study

The objective of this study is to identify factors that can be used to build a successful university identity and brand at CPUT.

Literature Review

Current Situation of South African Universities Find Themselves in

Tertiary education in most countries experience bigger numbers that affect the ability to provide the same level of relationship building as in the past (Anyangwe 2012; Trustrum and Wee 2007: 13). Current societal needs and circumstances, specifically needs, interests, desires, hopes, and aspirations of alumni, are of such a nature that better modes of operation and administration are mandatory. Since we are part of a dynamic society, market research must be done on a continuous basis in order to offer alumni what they want.

Membership to alumni bodies average about 20-30% in the USA. Alumni associations with numbers of between 30% and 33% of the total number of past graduates, regard themselves as lucky (Anyangwe 2012; Toker 2008: 9). The challenge is to keep or increase this percentage. All the alumni members, generally wiser and financially better off, have an integral and inseparable connection to the institution from which they received a degree (Singer and Hughey 2002: 51).

In South Africa all universities have experienced transformational phases of construction and development (Fourie 1999). This demands a totally new approach to education and training. It is demanded from universities to become more accountable to society and the community. Some of these issues include equity and affirmative action targets for students and staff, staff/lecturer ratios, and progress being made with the issue of implementing new institutional cultures in support of the post-apartheid era (Lategan 2009). This means that a huge change in Black/African and Coloured numbers had to be made as means to be more participative as a

race group within universities, which would ultimately create a new face for future alumni organisations.

The presence of different groups in the organisation with different values, norms and behaviours make forging a new organisational culture quite problematic (Fourie 1999: 278).

Importance of Alumni for Universities

Alumni compromise a crucial element of a university's current and future operations. Both university and alumni have physical and intellectual assets that can be useful for each other. Singer and Hughey (2002: 53) state that efficient sharing of key assets (including operating costs and personnel) is becoming more of a necessity than a luxury within institutions that are working to provide programs and services that are effective. Therefore, universities should stimulate the existence and maintenance of an alumni association. Such an association should seek to harness the support and goodwill of the alumni community for the benefit of the university. It is ideally positioned to engage alumni in student recruitment; to help with career advice; and to provide guidance for current students.

What a University Means for Alumni

In many ways a university is a place that alumni can relate to with nostalgic stories. It is the where they were introduced to the "adult world" with knowledge, guidance and help. Many alumni are thankful for this stepping stone that the university was for them. This relationship with the alma mater begins with each person's "sense of belonging", hence individuals want to be a member of a community. A community, like a university and an alumni association, is a network of individuals that share values, norms and codes of conduct (Frank 2013; Patouillet 2013; Toker 2008: 3).

An alumni association, as a community, is unique in its various relationships webs, and it is this distinctiveness that offers meaning and a sense of belonging for its members, as well as a bond with fellow members. Within the context of organisations, identity describes what people define as central, distinctive and enduring about their organisations (Frank 2013; Patouillet 2013; Toker 2008: 3).

Bedigian (2006), Frank (2013) and Patouillet (2013) assert that more and more graduates will

turn to their alma mater, not only for maintenance of old classmate friendships, but also for further education, career guidance, and networking opportunities. For universities, these alumni create opportunities to expand continuing education departments by cementing their relationship with alumni.

Universities should, therefore, create an environment for alumni associations to establish and to feel welcome. A relationship should exist where the university acknowledges its dependency of the alumni, and where the university provide, sources to accommodate an alumni association. Through the association the university can expose its services.

Identity Building in Universities

The Link between 'Corporate Identity' and 'University Identity'

Corporate identity can be defined as "a distinct `persona' that a corporation adopts in order to achieve its business objectives and that is manifest in its `philosophy', its `culture' and its branding", and corporate image or corporate identity as "the way an organization is presented to or perceived by its members and the public" (Collins English Dictionary). Chun (2005: 91) mentions that it is "… that valuable intangible assetthat encourages shareholders to invest in a company; it attracts good staff, retains customers and correlates with superior overall returns". BusinessDictionar.com (2006) states"…it is what a firm employs to make a visual statement about itself and to communicate its business philosophy. It is an enduring symbol of how a firm views itself, how it wishes to be viewed by others, and how others recognize and remember it". Cambridge Dictionaries Online states: "Corporate identity is a combination of the colour schemes, designs and words that a firm employs to make a visual statement about it and to communicate its business philosophy. It is an enduring symbol of how a firm views itself, how it wishes to be viewed by others, and how others recognize and remember it".

From the above definitions it appears that corporate identity is the overall image of an organisation in the mind of the public. It becomes reality when there is a common ownership of a philosophy that is manifest in a distinct corporate culture, namely the corporate personality.

University identity and corporate has much in common. The term corporate identity has been well defined and well established in the business world over the years. University identity, as a term, has developed in the university arena from corporate identity. Stellenbosch University (2009) states that for a university it "is of vital importance for success and growth. A corporate identity, which makes Stellenbosch University stand out amongst its competitors, leads to a positive attitude towards the institution, both nationally and internationally. It helps the University to attract teaching staff, students and administrative staff of the highest quality, as well as commercial and industrial partners".

Why Will A Student Want To Identify Him/ Herself With A University?

The modern university's success is largely dependent on the identity that it carries. The identity will determine to what extent the university is seen as remarkable. Outstanding and remarkable universities are well remembered by its clients (alumni, current students, and the immediate and wider public).

Universities should attract bright students, top-ranked staff, enough funds and sensible research projects to deliver a proper service to the community (Singer and Hughey 2002: 54; Sych 2014). These factors will play a role in the decision-making of students and other role players to support the university in their choices.

The University's Brand

An effective identity depends on its brand, which in itself depends on other factors such as reputation, loyal students, communications, and certain other factors. A critical part of any institution or organisation's image is the communication messages that it sends out and with which it identifies.

Branding is not only one's logo, but also one's name. It is one's corporate identity. It tells customers about who you are. A brand should be strong enough to convey a message and a feeling in an instant. In developing identity, a university should define its target or niche market and make sure that its branding speaks to those groups. Therefore, a university should invest well in who it is to ensure that its brand is successful. This is an ongoing task (Bedigian 2006; White 2014).

The importance of a university's brand is to help audiences identify and remember all that makes the university remarkable. The university establishes its "brand" that is reinforced with a consistently presented image. This means that everyone who is associated with the university has a responsibility to present a consistent message about the university. Without a cohesive visual identity, the university's audiences — primarily students, prospective students, parents, alumni, donors, elected officials and the media — are left wondering about a lack of unity (Singer and Hughey 2002: 54; White 2014). Presenting the university in a professional, consistent manner will answer this unspoken question and build awareness and pride among those who are connected to the university.

A university should seek a consistent visual identity. This visual identity should ensure consistency and accuracy of university identity applications in various materials and with all official communications, including publications, stationery, billboards, giveaways, web sites, videos, sport teams, cultural teams, clothing and other products. It must have a consistent look that strengthens the image of the university. The objective is to build a consistent and clear communication of the identity throughout the university.

Visually, a "graphic identity" forms the backbone of a university's brand. It is the starting point for building the brand of the university. The term "graphic identity" refers to a set of visual characteristics. These characteristics include colour, type style, and page composition or layout. Over time, the characteristics of the graphic identity will become visual signals (for example, the logo of the university) that convey the values with which a university is associated. Steady and coordinated use of the graphic identity will project organisational credibility, a sense of common cause, and professionalism. This will enable the client to represent the university in a manner that is commensurate with its position as a leader in the field of higher education.

The value of the graphic identity lies in its ability to bring consistency and unity to the visual representation of the university in all of its communications (Beaulieu 2009; Frank 2013). A graphic identity is specifically today important for the use of social media as means to reach clients.

Factors That Contribute to a University's Brand

Reputation

Students eagerly want to be associated with a reputable university, and, identity building is closely related to reputation building. It concerns what happens in the class room, as well as outside – the university's operations. Education is a service and students are the prime focus of the institution. Education services constitute core and supporting services. Teaching and learning that occur in the classroom are examples of core services because it is critical to a successful learning experience. A number of supporting services include real-time information about courses, student advising, online registrations, orientation, student accounts, helpdesk, complaint handling, and feedback in a friendly, trustworthy and timely manner. They all help to create a reputation and, therefore, an identity (Polsky 2014; *Shaik* 2005). The Education Institutions Report (2008) name certain other factors that make up university operations: "… the formal processes of students and staff support, the curriculum, teaching and learning and research work, and the informal 'climate' of the university – the ways in which people relate to one another on a day-to-day basis".

The ultimate is the creation of an environment of high standards and prestige (Arnett et al. 2003: 100; Polsky 2014). University prestige (for example by improving academic programs and supporting faculty research efforts) also affects alumni supportive behaviour in two ways, namely by promoting (a person will promote the university to others) and by donating (Harrell, 2010). Prestige also has a direct and positive effect on the likelihood that a person will promote the university to others. Many universities attempt to improve their institutions' prestige (by improving academic programs and supporting faculty research efforts), and believe that such efforts will help them to recruit students and faculty members and increase donations (Arnett et al. 2003: 101; Polsky 2014).

Therefore, whatever happens in or outside the classroom has potential to affect the university's reputation, as well as whether or not clients want to be associated with the university.

Loyal Students

Loyal current students have more potential to be supporters of a university in the long term (Sung and Yang 2009: 79; Polsky 2014). Therefore, the aim is to create loyal students who support their university. The single biggest determinant of the supportive intention among current students is good relational outcomes based on active communication and satisfaction with their experience. Students who feel valued by the university and who are satisfied with their university experiences are more likely to place the university's identity higher in their hierarchy of identities (Arnett et al. 2003: 96).

Student's experiences at university should be carefully planned and managed by the university to ensure that students like them, and that they will not be forgotten. In an attempt to increase alumni support in the form of donations or referrals, institutions should invest in their students during their study years and meet their expectations.

Effective Communication

More and more over the last decade or so top-tier universities have begun to understand the value of coordinated, well-planned, and well-designed communication to attract the best students, premier faculty, and lucrative partnerships (Beaulieu 2009; Born 2014; Husted 2014). It is an understanding of this more competitive market that compels major institutions to devote more effort and resources to the development of effective and coherent communication strategies (Singer and Hughey 2002: 54).

To remain competitive, a university must employ equally sophisticated and effective techniques to deliver its messages. A critical part of any institution or organisation's image is the communication messages that it sends out and with which it is identified.

To maintain contact with current students and alumni is one of the most important goals that is recognised throughout alumni relations (Dolbert 2002: 8; Husted 2014). With electronic capabilities and social media, opportunities for effective communication with alumni are increasing by the day and make communication a more user-friendly tool in the identity building exercise.

The communication message, method of communication, style of communication, and all other factors, which relate to successful communication are all important in order to attract the student or alumnus to feel attracted to and be associated with the university.

University Events

'Special events' is another method to develop and maintain identities. This includes the creation of culture (symbols, traditions, rituals, behaviors and values). These cultural aspects influence the engagement of an individual, and thus shape the alumni relationship. With these functions (and get-togethers) incoming students are orientated to the university's way of life. It provides students with a chance to meet with other incoming students, and to learn about the traditions, rituals, and spirit of the university (Brant and Regan 2014; Singer and Hughey 2002: 56). Arnett et al. (2003: 90) regard these "to do things" as lifetime value drivers, lifestyle changes, behavioral cues, and items that shape customer attitudes. In other words, these events help to create good memories.

In particular, culture includes symbols, rituals, behaviour and values (Brant and Regan 2014; Nailos 2009: 2). The culture of an organisation is how they are identified and present their identity to other students and individuals. Traditions are defined as rituals, behaviours and events that are repeated throughout the student's organisational experience. All these symbols, culture and values influence the engagement of an individual, and thus shape the alumni relationship. Nailos (2009: 9) found in his research that students do not have an isolated experience with a university's symbols, culture and values, but are exposed to numerous stimuli during their years of study.

Dolbert (2002: 9) and Andrews (2012) state the student and alumnus wants to experience events where face to face communication is reality. This is necessary because "we are about relationships". This is a way to attach the alumni to their alma maters. It must be remembered that alumni have emotional attachments to their alma maters based on relationships, which are established while they are students.

The Graduate's Privilege

One of the perks of graduating from a university is that the alumnus becomes one of thousands of alumni who have attended the same institution. Having something in common with another person is a great way to begin building a relationship. Jacobsohn (2010) argues that these relationships must be taken seriously, be-

cause they could help an alumnus to find a new job, act as a good reference or can provide good business advice. An alumnus will be able to add them to his/her network for future benefits. This privilege has further benefits when an alumnus takes a leadership role on the alumni board or association. With this role the alumnus will be visible to other alumni and hence they will be in a position to build some long-lasting relationships (Andrews 2012; Anyangwe 2012; Patouillet 2013).

Give Credit and Recognition

Being known as an university that gives credit to current students and alumni, is a value well noted in identity building. Nailos (2009: 2) mentions that students who feel valued by a university are more likely to return to the group the following year and are also more likely to become supportive of alumni activity. This is also closely related to a university's aim to build prestige results and its communication efforts. For instance, prestige events, results and news are well published and regularly announced in university newsletters and reported in campus newspapers, and through press releases in wider news (Harrell 2010).

METHODOLOGY

Rationale for Study

This paper examines data and information about the knowledge of students at the Cape Peninsula University of Technology regarding activities, which relate to efforts to build an image in order to stimulate growth in awareness of the alumni association of the university.

Instrument Design

A quantitative research approach was adopted. Self-structured questionnaires, based on a 5 point Likert scale (with the variations Definitely agree, Agree, Uncertain, Do not agree, Definitely do not agree) were distributed among students in classrooms under the guidance of a lecturer during a specific week in the third term.

The questions in the questionnaire focused around university identity, reputation and brand building, and support to the university. In order to eliminate misunderstanding of the questions,

a pilot study was conducted with thirty students two months earlier. This helped to compile a clear set of questions. A covering letter also accompanied each questionnaire, explaining the need and research process.

The questions in the self-structured questionnaire originated from a thorough literature study; transformation changes in the South African university field; and from discussions beforehand with alumni office personnel at other universities (Rust 2012: 11273-11280).

Target Population

The target population comprised senior students (BTech, 4th year, full time and part students) of the Business Faculty at CPUT. The focus fell on this group, because 4th year students are regarded as senior students who have student life experience. Part time and full time students were targeted. Part time students are also more exposed to networks outside of the university and to different types of news. These senior students had enough exposure to the operations and efforts of the university for four years in order to decide whether to be a loyal supporter of their alma mater or not.

Data Collection

Students were asked to complete a questionnaire in which they recorded answers to a range of topics concerning aspects, which normally add to the decision to support a university and its alumni association. The week that was chosen was 20-24 August 2012, which was in the middle of the third term when all activities were at full operation (a normal week for any student). The respondents who were selected were all 4th year students in the Faculty of Business' BTech programmes (Marketing, Human Resources, Public Management, Tourism and Public Relations). Lecturers were called together for an information session to inform them of the content of the questionnaire, and to answer possible questions. A field test was conducted with 1004 students. The surveys that were only partly completed on return, were excluded.

RESULTS

Considering the results it was clear that respondents could be categorised into three groups: those who have experienced the efforts of CPUT to build an identity/brand; those who have not experience it; and those who were uncertain. The "uncertain" group comprised a significant number that could swing the results either way. Therefore, the question was how to treat this group in order to be truthful to the information. A decision was taken to rather combine the "uncertain"-group with the "do not agree"-group, because the "uncertain"-group did not experience efforts from CPUT in the creation of successful identities or brands. For instance, to name a few examples, they cannot recall that students would want to join CPUT because of its successful identity or brand; they cannot recall an effort from CPUT to create an emblem/logo that is well known by the immediate role players, but also in the wider community; and they cannot recall specific identification for students of CPUT to be associated with.

In light of this background, two sets of information were compared: "Agree" vs "Uncertain and Do Not Agree (combination)". In these two sets of information the focus was on how many significantly more respondents fell into one of the categories. Since the responses were now categorised into two categories, the One Sample Binomial Test (p-value) was done to show the significant difference for each example. The analysis of the data was done by using the SPSS statistical software, version 21.

DISCUSSION

The information in the following questions in the questionnaire, which focused on identity building, are compared below.

Question 6: My university's image has created a brand that makes alumni proud.

(Agree) 49.2% vs 50.8% (Uncertain and Do Not Agree combination) - Of the respondents 50.8% have significantly (p-value < 0.05) not experienced that CPUT's brand is so well developed that all past members of the university are proud to be associated with the university. This is an indication that loyal students are not always created; the investment in them and their satisfaction with their experiences are not always successful.

Question 11: Generally, my university is regarded as a university with a positive identity and, therefore, current students or alumni want to be associated with the university.

(Agree) 42.8% vs 57.2% (Uncertain and Do Not Agree combination) - For a significant (p-value < 0.05) number of respondents (57.2%) it was unclear if CPUT has an identity with which current students or alumni want to be associated. Students' experiences in and outside the class room are not always positive and therefore not adding to the prestige and reputation of the university.

Question 17: Current students and alumni are proud to wear university clothing in public.

(Agree) 48.15% vs 51.9% (Uncertain and Do Not Agree combination) - A group of respondents (51.9%) believed that not all students or alumni are proud to wear CPUT clothing in public. This group constitutes more than 50%, but is not significantly more than the group that agreed (p-value = 0.562).Students do not always see it a prestige act to be seen in the clothes of the university.

Question 18: My university constantly boosts its emblem/logo in the media.

(Agree) 45.3% vs 54.7% (Uncertain and Do Not Agree combination) - 54.7% of the respondents indicated that they are not aware of efforts where CPUT constantly boosts its emblem/logo in the media. This group constitutes more than 50%, but is not significantly more than the group that agreed (p-value = 0.118). The outward communication regarding the emblem/logo is not always successful.

Question 20: My university's sport teams normally play in major league competitions.

(Agree) 26.7% vs 73.3% (Uncertain and Do Not Agree combination) - A significant (p-value < 0.001) group of respondents (73.3%) have not experience that CPUT's students normally play in major league competitions. The university's sport teams do not normally play in major league competitions and can therefore not build towards the reputation of the university.

Question 21: My university's sport teams are well known for their colours when playing.

(Agree) 20.5% vs 79.5% (Uncertain and Do Not Agree combination) - A significantly large number (p-value < 0.001) of respondents (79.5%) indicated that they are uncertain or do not agree that CPUT sport teams are well known for their colours when playing. The university's sport teams are not well known for their colours and therefore its communication value is unsuccessful.

Question 22: I constantly see students at my university participating in competitions, or have done something newsworthy on local television (or in the daily newspapers).

(Agree) 30.2% vs 69.8% (Uncertain and Do Not Agree combination) - Quite a significant number (p-value < 0.001) of respondents (69.8%) said that they have not experienced that CPUT's students participate in competitions, or have done something newsworthy on local television (or in the daily newspapers). The university's sport teams do not normally participate in newsworthy competitions, and can therefore not build towards the reputation of the university.

Question 23: My university's sport teams can be identified from a distance owing to their emblem/colours.

(Agree) 25.0% vs 75.0% (Uncertain and Do Not Agree combination) - A significant number (p-value < 0.001) of respondents (75.0%) cannot recall that CPUT's sport teams can be identified from a distance owing to their emblem/colours. The emblem/colours of the university's sport teams cannot easily be identified from a distance and therefore its communication value is unsuccessful.

Question 24: My university has a campus shop that sells all types of items (clothes, rucksacks, bumper and other stickers, caps, jackets, track suites, umbrellas, coffee mugs, bags, stationary, and so on) with the university's emblem on it.

(Agree) 44.4% vs 55.6% (Uncertain and Do Not Agree combination) - A large number of respondents (55.6%) indicated that they have not experienced that CPUT has a campus shop that sells all types of items (clothes, rucksacks, bumper and other stickers, caps, jackets, track suites, umbrellas, coffee mugs, bags, stationary, and so on) with the university's emblem on it. This group constitutes more than 50%, but is not significantly more than the group that agreed (p-value = 0.063). The university does not have a campus shop for students to buy items that creates loyalty, a culture, good memories and an emotional attachment to the university.

Question 25: As a student or alumnus, I have at least one item, which has the university's emblem/logo on it that I wear or use with pride in public.

(Agree) 42.6% vs 67.4% (Uncertain and Do Not Agree combination) - Quite a significant number (p-value < 0.05) of respondents (67.4%) said that they do not have at least one item. which has the university's emblem/logo on it that they wear or use with pride in public. Most of the university's students do not see a reason

to own an item which has the university's emblem/logo on it. For them it is not important to have something in common with many others and to see their part of a network as valuable.

Question 26: As a current student, or an alumnus, I participate in one or more of the following activities under the emblem/logo or in the colours of the university: a sport team; an association (for example, choir, debate club, chess club, mountain club, and so on).

(Agree) 20.55 vs 79.5% (Uncertain and Do Not Agree combination) - A significantly large number (p-value < 0.001) of respondents (79.5%) said that they did not participate in one or more of the following activities under the emblem/logo or in the colours of the university: a sport team; and/or an association (for example, choir, debate club , chess club, mountain club, and so on) as a current student, or as an alumnus. The majority of students do not show their loyalty in performing in the colours of the university.

Question 27: When on holiday (away from campus), over weekends, or after work or after classes (when socializing somewhere at clubs, for example), I am not shy to wear clothes that has my university's emblem/logo on it.

(Agree) 44.9% vs 55.1% (Uncertain and Do Not Agree combination) - A number of respondents indicated (55.1%) that they are shy to wear clothes when on holiday (away from campus), over weekends, or after work or after classes (when socializing somewhere at clubs, for example), with CPUT's emblem/logo on it. This group constitutes more than 50%, but is not significantly more than the group that agreed (p-value = 0.098). By not wearing university clothing indicates a lack of loyalty, or the university's reputation does not activate or stimulate them to do so.

The vertical bar chart (Fig. 1) represents the above results.

CONCLUSION

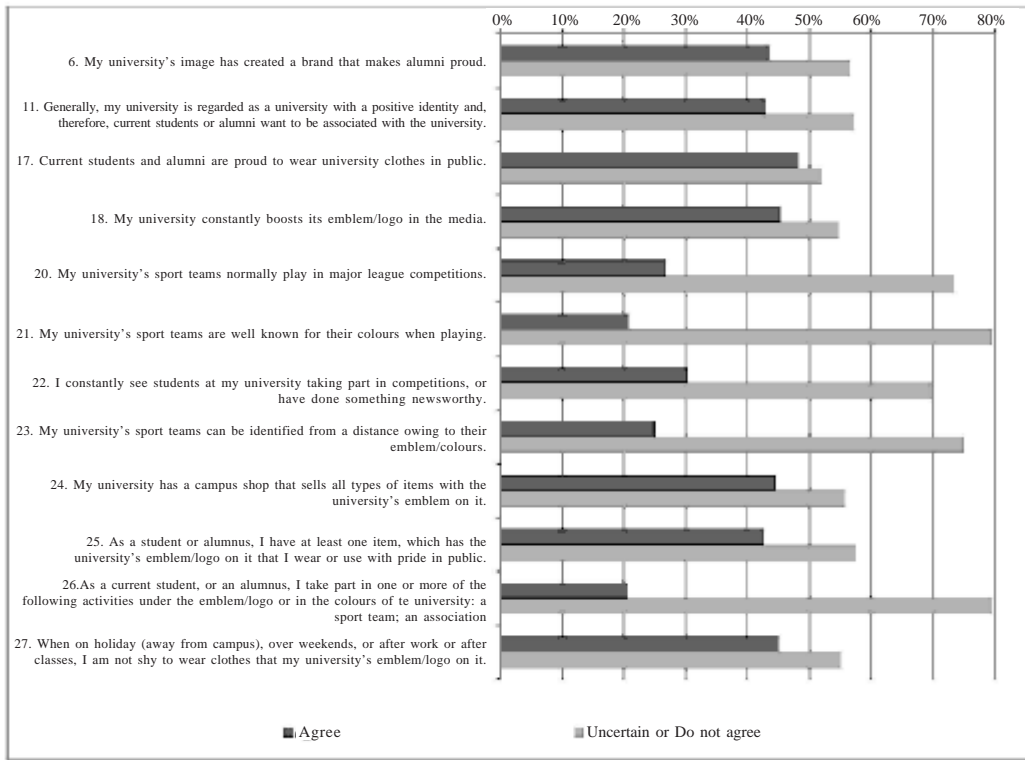This study concludes that senior students of the Cape Peninsula University of Technolo-

Fig. 1. **Percentage agreement on statements by alumni**

gy are not yet convinced that the efforts of the university, to build a successful identity, is fruitful. Efforts by CPUT in respect of creation of an emblem/logo that is well known by the immediate role players, but also in the wider community, were not experienced. Therefore, identification for students to be associated with, is lacking at CPUT. Therefore, the reputation of CPUT needs attention. Further, it was experienced that: CPUT's brand is not well developed that all past members of the university are proud to be associated with the university (this is also linked to an underdeveloped reputation); not all students or alumni are proud to wear CPUT clothing in public (this is again link to an underdeveloped reputation); efforts where CPUT constantly boosts its emblem/logo in the media are not known by students (this is an indication of ineffective communication at the university); CPUT's students are not seen to play in major league competitions (an indication of reputation problems); CPUT sport teams are not well known for their colours when playing in competitions (an indication of communication problems); CPUT's students are not known for participating in competitions, or constantly do something newsworthy to appear on local television or in the daily newspapers (an indication of reputation problems) ; CPUT's sport teams cannot be identified from a distance owing to their emblem/colours (also an indication of communication problems); students are unaware of a campus shop (this indicates problems with loyal students and a lack of university events); students do not have at least one item, which has the university's emblem/logo on it that they wear or use with pride in public (an indication of problems with graduates' privileges); students have not participate in activities under the emblem/logo or in the colours of the university in the past (this indicates disloyal students); students are shy to wear clothing when on holiday (away from campus), over weekends, or after work or after classes (when socializing somewhere at clubs, for example), with CPUT's emblem/logo on it (it indicates problems with loyal students or the reputation of the university).

RECOMMENDATIONS

The above findings mean that CPUT's specific identity (logo/emblem) is something that the senior students have not really accepted as

their main driving image when it comes to the institution. This further means that the current identity of CPUT does not give them a feeling of belonging, or to act on behalf of the university. Chances that other members of the university (alumni, staff, donors) will probably have the same feelings as the current students are good and, therefore, the efforts of CPUT to build a successful identity cannot be regarded as successful. The study highlighted that the efforts of building an identity for CPUT are not successful and should be rethought. Therefore, attention should be given to the ground rules for a university in identity building. CPUT should therefore focus on the following to identify factors that can be used to build a successful university identity and a brand at CPUT: a reputation of prestige inside and outside the classroom should be built; ongoing investment must be done to ensure students have a satisfied experience during their studies; effective communication should be done in order to broadcast the reputation of the university so that students are eager to follow; events should be organised to build a university culture, good memories, and an emotional attachment to the university; students should be made aware of the privilege to be part of the university family and the benefits of the network it has; and the university should give credit and recognition where necessary for students to feel valued.

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