



## Report

# Educational Publishers' Brand Awareness and Values Survey: 11-16 Education, 2002

prepared by: ACT2  
52-54 Kennington Oval  
London SE11 5SW

Tel: 020 7793 8444  
Fax: 020 7793 8443  
Email: [info@act2.co.uk](mailto:info@act2.co.uk)

Project No: 2210

Date: April 2002

## Introduction

Educational publishers have traditionally built brand value around individual series and schemes, relegating the wider brand identity to a colophon on books' spines.

This survey was born out of the need to understand the relative perceptions that budget-holding teachers hold about the main educational publishers, irrespective of the subject specialisms of those teachers.

The results of the survey will be of use to publishers wishing to leverage their main brand to:

- \* penetrate new subjects,
- \* sell into cross-curricular budgets,
- \* retain the loyalty of customers who move across subjects,
- \* attract customers to company-wide web portals,
- \* support a competitive service proposition.

To the best of our knowledge this is the first time that a national brand survey has been undertaken in this market, certainly on an independent basis.

### Timing of the survey

The survey was sent out by second class post on 15th Feb '02, with a latest-response date advertised as 28th Feb '02. Responses were actually accepted until 6th March '02.

### The publishers covered in the survey

We chose for the survey the 10 publishers with the greatest subject coverage. This does mean that some quite significant publishers were excluded. An additional dummy publisher, Innovative Press, was included for reasons of data validation.

### The teachers to whom the survey was sent

The survey was sent to 1000 budget-holding teachers (heads of department or subject coordinators) representing the top 20 subject budgets in a British secondary school. There were in total 163 responses. Numbers of respondents per subject are appended on page 17.

### The schools surveyed

50 schools were randomly selected from a matrix of secondary schools broken down by size group and school type, to create a proportionally accurate view of the market. The full matrix is appended on page 17.

### The questions asked

Respondents were asked to answer questions in 3 groups:

Q1 Which of the publishers they had heard of.

Q2-10 Statements of brand value covering different quality criteria for student texts.

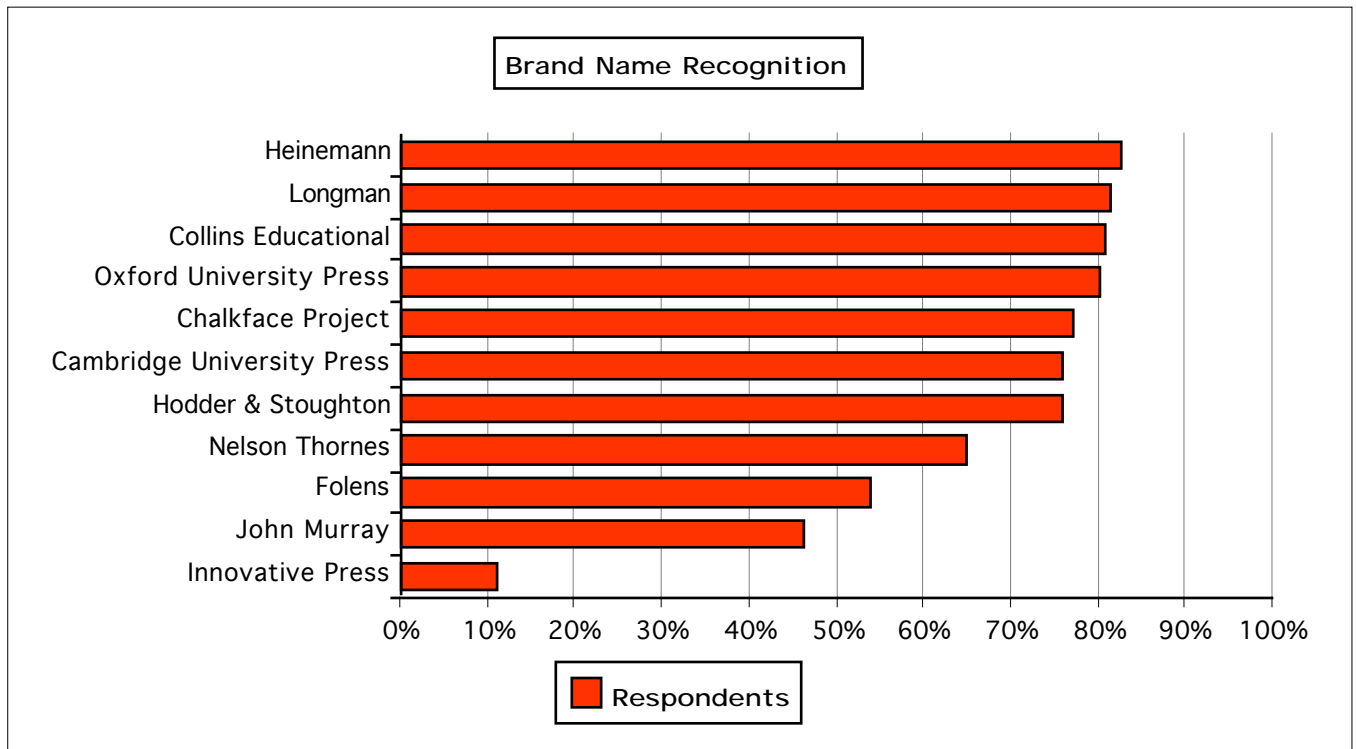
Respondents were asked to select three publishers against each statement.

Q11 A final question asking from which one publisher they would most like to receive a £25 voucher. This acted as incentive as well as being a direct measure of purchasing preference. Comments were also elicited as to why this one was chosen. These are appended on pages 19-13.

The entire questionnaire is appended on page 18.

## Brand Name Recognition

This graph gives the total number of ticks to the question "which of these have you heard of?" Overall recognition appears very high. 18 respondents (11%) claim to have heard of Innovative Press, the dummy. Since every teacher who ticked Innovative Press also ticked every other box for this question, some of this can be ascribed to normal error rates in self-completion questionnaires of this type.



### Notes

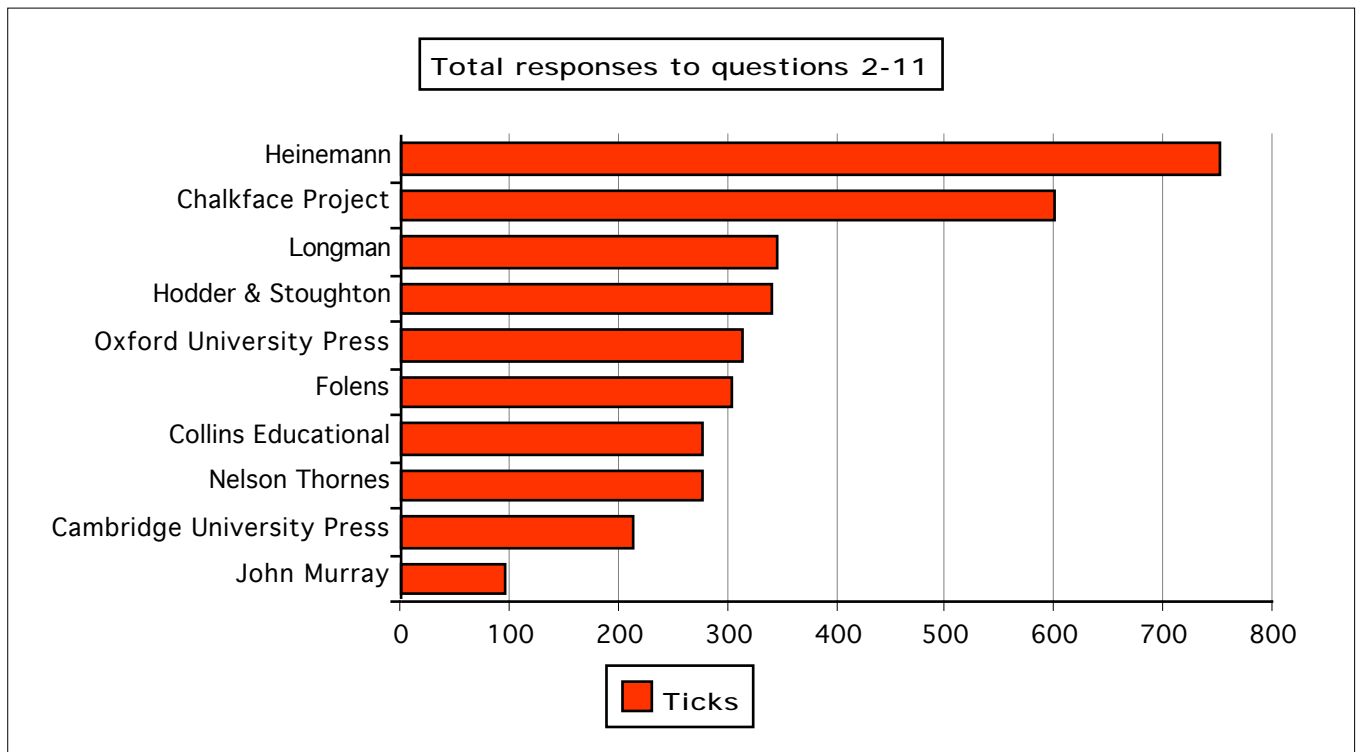
The figures for **Nelson Thornes** must be read in the light of the recent merger of Stanley Thornes and Thomas Nelson. Although 65% of teachers claim to have heard of Nelson Thornes, they could be responding to the general familiarity of the composite name while not knowing that their Stanley Thornes and Thomas Nelson schemes are actually from that publisher. If this is the case then Nelson Thornes' position should improve dramatically in next year's survey.

We chose to research the brand **Heinemann**, rather than REPP, Heinemann's owner. It was felt that few teachers would be aware of either Reed Elsevier or of REPP under those names, so they were excluded.

For the same reasons, we researched **Longman** rather than Pearson Education.

## Brand Value Totals

This graph indicates total responses per publisher to all other questions. Because respondents were asked to tick only 3 boxes per question, this shows greater variety than the previous graph.



### Notes

Ten respondents ascribed positive values to the dummy in questions 2-11, in addition to ticking them in Q1. These responses were considered unreliable and removed from the data hence only 153 responses are analysed for Questions 2-11.

# Details of how the survey was carried out

## 1. Distribution Matrix

Schools were divided into five types: Comprehensive, Secondary Modern, Grammar, Independent, Public. Approx 72% of secondary schools are Comprehensives, with the other four types taking approx. 7% each.

Schools were divided into five size bands by number of pupils.

1-500 18%

500-750 24%

750-1000 26%

1000-1500 28%

1500+ 4%

This was then translated into a distribution matrix of 50 schools thus:

School size band	Comprehensive	Secondary Modern	Grammar	Independent	Public
1-500	7	1	0	0	0
501-750	9	1	1	1	0
751-1000	10	1	0	1	1
1001-1500	10	1	1	1	1
1501+	2	1	0	0	0

Data drawn from the Education Authorities Directory; ISBN 0 900640 56 1

## 2. Teachers by subject

In each school, twenty different budget holding teachers were mailed. These are the subjects mailed: the number in brackets after each represents the number of responses from teachers of those subjects. The Head of Geography was omitted due to an oversight. Although an error, we do not believe this affected the data significantly.

- Head of Art & Design (11)
- Head of Business Studies (5)
- Head of Drama (6)
- Head of English (8)
- Head of Food & Textiles (12)
- Head of History (8)
- Head of Induction Year (7)
- Head of Maths (8)
- Head of MFL (6)
- Head of Music (6)
- Head of PE (8)
- Head of RE (10)
- Head of Science (8)
- Behaviour and Truancy Coordinator (11)
- Careers Coordinator (11)
- Citizenship Coordinator (8)
- ICT Coordinator (5)
- PSE Coordinator (11)
- Special Needs Coordinator (11)
- Vocational Education Coordinator (3)

# act2

52-54 Kennington Oval, London SE11 5SW  
 Tel: 020 7793 8444 Fax: 020 7793 8443  
 Email: [info@act2.co.uk](mailto:info@act2.co.uk)

## THE TOP EDUCATIONAL PUBLISHERS – A SURVEY

John Smith (Head of Mathematics)  
 Example School  
 Street  
 Town  
 POS TCODE

Ref no

Now is your chance to get £25-worth of educational materials free for your department, and at the same time help Britains top educational publishers to improve their service. Please set aside a moment or two of your time to fill in the questionnaire below. For every fully-completed questionnaire we receive, we will send a £25 voucher to spend with one of our sponsors (some but not all of the publishers named below).

ACT2 are an independent market research agency and as members of the Market Research Society, guarantee that all information received is strictly confidential and will not be linked with your name or other personal details in order to sell you products or services in the future.

Please tick your answers clearly below and return to us either in the enclosed reply-paid envelope or by faxing us at 0207 793 8443 before Thursday 28th February.

		Cambridge Univ. Press	Chalkface Project	Collins Educational	Folens	Heinemann	Hodder & Stoughton	Innovative Press	John Murray	Longman	Nelson Thornes	Oxford University Press
		A	B	C	D	E	F	G	H	J	K	L
<b>Q.1</b> Which of these have you heard of? (tick <b>all</b> that apply)	1											
<b>Q.2</b> Which of these do you consider to... (tick <b>three</b> in each line)												
...support mixed ability teaching best	2											
...be the most practical	3											
...hold students' interest best	4											
...provide the best teacher support	5											
...support low ability students best	6											
...support high ability students best	7											
...provide the best value for money	8											
...work best in the classroom	9											
...provide the best service	10											
<b>Q.3</b> Some but not all of these companies are sponsoring this survey. From which <b>one</b> would you most like to receive a £25 voucher? We'll comply if we can.	11											
<b>Q. 4</b> Why would you choose this one?												