

CONSTRUCTING ETHOS THROUGH MOTTOS AND MISSION
STATEMENTS: EXPLORING THE MEANINGS OF SCHOOL MOTTOS IN
OHANGWENA REGION, NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH STUDIES

OF

THE UNIVERSITY OF NAMIBIA

HAMBELELENI PANDULENI HAMUNYELA

200715275

JANUARY 2018

SUPERVISOR: PROF. J. KANGIRA



ABSTRACT

School mottos and mission statements use language that is similar to language of advertisement. This study is a stylistic analysis of school mottos and mission statements. The main purpose of the study was to analyse how schools construct their ethos/character through school mottos and mission statements. The study also profiled the nature of school mottos found in Ohangwena region as well as their purpose. This study is a qualitative study. The data collected were critically analysed based on the ethos they intended to profess. This was informed by the linguistic-stylistic theory that focuses on analysing and synthesising texts. It allowed the researcher to analyse the text focusing on the linguistic and stylistic features employed in the text. Content analysis was employed as a data analysis method.

The study revealed that schools in Ohangwena region construct their intended ethos through their aims, beliefs and goals, which are embedded in their mottos, mission statements as well as logos. It was also revealed that mottos, mission statements and logos work together to construct the ethos of the school. The mottos used imperative verbs, ellipsis, metaphors and hyperbole. The school mottos were found to fall under the following categories: religion, education, knowledge, motivation, unity and achievement and aspirations.

The findings of this study add to the field of research into slogans/ mottos and mission statements in Namibia. The study brought to the fore the ethos portrayed by schools through their beliefs and aims as well as the stylistics and linguistics components employed in school mottos and mission statements. The schools constructed the following characters: *“knowledge providers”*, *“providers of quality education”*, *“promoters of HIV and AIDS eradication”*, *“producers of successful*

and excellent learners”, “unifiers of the nation”, “creators of conducive learning and teaching environment” and “learning opportunity providers”.

ACKNOWLEDGMENTS

I would like to express my gratitude and appreciation to everyone who supported me throughout my Master of Arts in English Studies' thesis. Firstly, I would like to thank the Almighty, God, for strength, faith, hope and courage he granted me throughout my journey.

Secondly, I would like to thank my husband, Armas Ikolelela, for all his help on this academic journey. He encouraged my academic interests and supported me morally and financially so that I could achieve this degree.

I would also like to thank my supervisor Prof J. Kangira for his patience and invaluable constructive criticism during the writing of this thesis. I would like to thank all my relatives and friends for their spiritual and emotional support during my studies. Special thanks go to my sister Saima and her husband, for their unwavering support.

To my classmates Mercy, Katrina and Naitsi, thank you for your support, encouragement and for the laughter and the tears we shared along this journey. Thank you for being there and supporting me, even when you were little aware of the support you were offering. You believed in me even when I didn't believe in myself. This is a gift I will always cherish. Every gesture has moved me towards our shared goal. You have been patient with my impatience and accepted me as I am. You have become a second family to me.

Finally, thank you Mrs Pasi for editing this document.

DEDICATION

This thesis is dedicated to the two most important people in my life, my role models.

The strongest woman I ever know, my sister Saima and the most supportive best friend I know, my husband Ikolelela Armas.

DECLARATION

I, Hambeleleni P. Hamunyela hereby declare that this study is my original work and that this work has not been submitted for a degree to any other institution or elsewhere. No part of this thesis may be reproduced, or transmitted in any form, or by any means (e.g. electronic, mechanical, recording or otherwise) without the author's permission or the University of Namibia on her behalf. I acknowledged the work of others that I used and I referenced them.

Signature..... Date:

Table of Contents

| | |
|---|-----|
| ABSTRACT | i |
| ACKNOWLEDGMENTS | iii |
| DEDICATION | iv |
| DECLARATION | v |
| CHAPTER 1 | 1 |
| BACKGROUND OF THE STUDY | 1 |
| 1.1 Introduction | 1 |
| 1.2 Orientation of the proposed study | 1 |
| 1.3 Statement of the problem | 2 |
| 1.4 Objectives of the study | 3 |
| 1.5 Significance of the study | 3 |
| 1.6 Limitations of the study | 4 |
| 1.7. Summary | 4 |
| CHAPTER 2 | 5 |
| LITERATURE REVIEW AND THEORETICAL FRAMEWORK | 5 |
| 2.1 Introduction | 5 |
| 2.2 Defining school ethos | 5 |
| 2.3 Origin, practice and language of school ethos | 8 |
| 2.4 Relationship between school mottos/slogans and school mission statements .. | 11 |
| 2.5 School Mottos..... | 12 |
| 2.6 Components of Mission statements..... | 14 |
| 2.7 General purposes of mission statements..... | 17 |
| 2.8 Studies on commercial slogans | 30 |
| 2.9 Theoretical framework | 31 |
| CHAPTER 3 | 33 |
| 3. METHODOLOGY | 33 |
| 3.1 Introduction | 33 |
| 3.2 Research design | 33 |
| 3.3 Population..... | 34 |
| 3.4 Sample | 34 |
| 3.5 Procedure | 35 |
| 3.6 Data analysis..... | 35 |
| 3.7 Research ethics | 36 |
| 3.8 Summary | 36 |

| | |
|---|-----|
| CHAPTER 4 | 37 |
| ANALYSIS OF SCHOOL MOTTOS AND MISSION STATEMENTS | 37 |
| 4.1 Introduction | 37 |
| 4.2 Mottos' categories | 37 |
| 4.2.1 Promoting education | 38 |
| 4.2.2 Achievement and Aspirations..... | 63 |
| 4.2.3 Promoting religion..... | 66 |
| 4.2.4 Promoting knowledge | 68 |
| 4.2.5 Promoting unity | 74 |
| 4.2.6 Motivating mottos..... | 82 |
| CHAPTER 5 | 93 |
| CONCLUSIONS AND RECOMMENDATIONS | 93 |
| 5.1 Introduction | 93 |
| 5.2 Profile of the nature of school mottos and mission statements in the Ohangwena region..... | 93 |
| 5.2.1 Categories of mottos | 93 |
| 5.2.2 Graphological features of school mottos in the Ohangwena region | 94 |
| 5.2.3 Syntactical features of mottos in the Ohangwena region | 95 |
| 5.2.4 Lexical features of mottos in the Ohangwena region | 95 |
| 5.3 The underlying purpose of school mottos and mission statements | 96 |
| 5.4 Creation of ethos/character through mottos and mission statements | 97 |
| 5.5 Summary of conclusions | 98 |
| 5.6 Recommendations | 99 |
| REFERENCES..... | 100 |

CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

This study seeks to examine how the ethos/ character is represented by schools through school mottos and mission statements. The study further explores the nature of school mottos in the Ohangwena region as well as the underlying purpose of school mottos and mission statements. This chapter presents the orientation of the study which spells out the background on the study. The chapter also outlines the statement of the problem, research questions, significance of the study, and limitations of the study.

1.2 Orientation of the proposed study

Muhabat, Noor and Iqbal (2015) argue that schools also advertise through school slogans (mottos). Premised on this argument, the study treated Namibian school mottos as form of advertisement. Using Dyer's (2008) lens, the study defines an advertisement as a way of drawing attention to something or notifying or informing somebody of something. Schools use mottos to promote their core beliefs and values, and to ensure that their students and staff members stay motivated (Lane, 2010). For example, the school motto of Oshikunde Combined School '*Aim high*' encourages the students and staff members of the school to always do more than is required of them, and to dream big. Schools, therefore, persuade, convince and manipulate through their mottos.

Although not all schools have displayed their mottos, the majority of schools in Namibia have school mottos usually written on the walls at the entrances for the

public to read. Schools in the Ohangwena region are not an exception to this. Although not all the schools have mottos in Ohangwena, a significant number of schools do. Some examples of the mottos are: *“Developing a child’s future”*, *“Always my best”*, *“Education brightens your future”* and *“Knowledge is wisdom”*. All of these mottos are written in English. The major concern of this study stems from the realisation that mottos are formulated in order to express the desired virtues and competences of the schools, and to serve as guiding principles and aims that the school can strive for (Aagaard-Hansen & Oyugi, 2013). One way to help the beliefs and values of the school to live in the hearts and minds of staff and students is to choose a school motto (Linkona, 2004). Hence, this study’s argument is that mottos help in the creation of the ethos/character of the school. This study therefore seeks to evaluate how these mottos create the ethos of the schools and analyses the underlying meanings of the selected school mottos.

1.3 Statement of the problem

School mottos have an elevated status. They are an important device of framing the school. However, not much attention has been paid to school mottos since there are only a few international scholars (Muhabat et al., 2015; Aaggard-Hansen & Oyugi 2013; Mabuto, Nyoni & Nyoni 2014; Slyusarenko & Lugovyy, 2015) who have studied school mottos. Mabuto, et al. (2014) for example analysed school names and mottos in Zimbabwe, and concluded that the school mottos and school names in Zimbabwe contained loaded messages that reflect the nature of human relations both past and present at national level. The study found that most of the school names and school mottos were still written in Latin. While, Mabuto et al. (2014) evaluated both school names and mottos from a colonial perspective, this study introduces a different dimension of mottos. Firstly, the current study did not consider the colonial

perspective of the mottos, but rather concentrated on the messages they relay. Secondly, the present study did not link the school name to its motto, but rather evaluated how the school character is embedded in its motto by first establishing the school character through its mission statement. The researcher significantly notes that of all the scholars who studied school mottos and mission statements, none of the scholars studied school mottos as a representation of the school ethos (character) and their meanings. Moreover, there seems to be no study conducted in Namibia on school mottos. This left a possible gap for the present study.

1.4 Objectives of the study

The objectives of this study were to:

1. profile the nature of school mottos in Ohangwena Region;
2. assess the underlying purposes of different selected school mottos; and
3. analyse how the selected mottos and mission statements create the ethos or character of the school.

1.5 Significance of the study

There seems to be no literature on the study of mottos and mission statements in Namibia. According to Canter and Canter (2002) schools promote specific core values that define their commitment. This promotion is mainly done through a school motto or mission statement. Through school mottos and mission statements, the school projects its ethos/ character to the world. Hence, this study contributes to the body of knowledge creation and dissemination of mottos and mission statements in Namibia. The study also intends to encourage further exploration of ethos construction in other organisations that use mottos/slogans in Namibia. Moreover,

the study also raised a collection of school mottos which could help the Ohangwena region schools, and other schools in Namibia to be more aware of the importance of having, as well as improving, their own mottos.

1.6 Limitations of the study

The study was limited to the mottos and mission statements of 29 schools in the Ohangwena region. Nonetheless, there are other schools in Namibia which are situated in other regions apart from the Ohangwena region. These schools from the different regions might not necessarily share the same mottos and represented ethos, thus the findings of this study might not be generalised to all schools in Namibia.

1.7. Summary

This chapter gave more information about the background of the study. It also focuses on the statement of the problem, research questions, and significance of the study as well as limitations of the study. Chapter 2 will focus on the literature reviewed. The theoretical framework employed in this study will also be discussed in details. A great number of different conclusions are drawn by many researchers and they are discussed in details and related to the current study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents the review of the relevant literature related to the study. It shows how the focus of this study has emerged from previous studies. The review starts with the definition of the school ethos. This is followed by a review of studies relating to school mottos, mission statements and slogans. The theoretical framework, namely, Linguistic-stylistics is then explained.

2.2 Defining school ethos

Since Aristotle, the definition of ethos has been debated among scholars. Many researchers for example (Hoffe, 2010; McLaughlin, 2005; Torrington & Weightman, 1989; Halstead & Taylor, 200; Smith, 2003) have acknowledged that defining ethos in terms of school was difficult, but necessary. To start with, Hoffe (2010) defines ethos as habits and custom. This could refer to the custom and habits of the school.

McLaughlin (2005) argues that it is difficult to limit research into the specific meaning of ethos. This scholar acknowledges the discrepancy between an intended ethos and an experienced ethos. An intended ethos could be the character that the school intends to build or be recognised for while an experienced ethos is the character the school identifies itself with. Nevertheless, it was pointed out that ethos in both the intended and experienced sense is important to a school and is rooted in Aristotle's notions of character and ethics. As such, McLaughlin (2005) suggests that when evaluating ethos, be it intended or experienced, the evaluation needs to be much broader and deeper than a superficial examination of school produced

statements. The current study investigates the intended ethos of schools with a specific rootedness in their mission statements. The analysis focused on what character the schools intend to construct and project through their mission statements.

According to Hoy and Miskel (as cited in Sackney, 2000), the internal characteristics of a school distinguish a specific school from other schools. These internal characteristics can be referred to as ethos. Ethos is a Greek word which means “character” and is used to describe the guiding beliefs or ideals that characterise a community, nation and ideology. In this study, “ethos” is used to mean the character of the school.

The word “character” is a derivation from the Greek word “charakter” which means enduring mark (Murphy, 2002). Ethos can be seen as the expressed wishes of those who command authority within an organisation, and it is the means by which individuals within the organisation are committed to what is deemed natural, proper and right (Torrington & Weightman, 1989).

Halstead and Taylor (2000, page??) suggest that:

The term ‘ethos’ encompasses the nature of relationships within school, the dominant forms of social interaction, the attitudes and expectations of teachers, the learning climate, the way that conflicts are resolved, the physical environment, links with parents and the local community, patterns of communication, the nature of pupil involvement in the school, discipline procedures, anti-bullying and anti-racist policies, management styles, the school’s underlying philosophy and aims and the system of caring.

Smith (2003, p.25) also proposes that the school ethos embraces all:

Aspects of a school culture, climate and philosophy that impinge directly on pupil's affective and cognitive learning and are perceived by all school's stakeholders. It is construed through an interaction between the culture mix of teachers, pupils, parents, the local community and the school's official values system-mediated through organisational structures and processes and also by staff culture, climate and competence.

The school's aim and values that are embraced by ethos as suggested by Halstead and Taylor (2000) and Smith (2003) are usually embedded in the school mottos and school mission statements. This study will thus demonstrate how the schools' mottos and mission statements impinge on processes of constructing the schools' intended ethos.

Glover and Coleman (2005) suggest that the school ethos is a less measurable feature of the atmosphere of schools, such as the relationship between people, the values and principles of the school. McLaughlin (2005) shares the same claim that ethos is more subjective; it is something that is 'felt' rather than 'thought'. This means that the school character is determined by how certain individuals feel about a particular school. In their implementation manual, "Educating for character in the Denver Public schools", Elbolt and Evans (2000), observe that many schools that have created deep, sustained characters have done so through school mottos and mission statements as the aid of a school wide touchstone. These are ways that the schools use to express the shared value and aspirations of the school to all members of the school community. Also implied is that the relationship between mission statements, school mottos and school character needs to be interrogated.

2.3 Origin, practice and language of school ethos

The term school ethos originated in 1979 when Rutter, Maughan and Ouston (1979) studied school effectiveness and found that some schools provided more positive experiences of their learners than might otherwise have been expected. However, when Rutter et al. (1979) failed to link the phenomenon of school effectiveness to the usual factors such as the social organisation of the school, characteristics of the learners, behaviour of the learners and interactions between the school and its environment, the concept of school ethos was introduced.

Relying on Rutter et al.'s (1979) concept of school ethos, Glover and Law (2004) established a link between school ethos, school effectiveness and school improvement. School ethos is associated with concepts such as school culture, school climate and school atmosphere and embrace some aspects of school environment and relationships between those within it (Manchester & Bragg, 2013). It was then noted that schools have an identity, moral codes, customs and beliefs of their own (Maslowski, 2006). Thus, schools are identified differently, depending on the culture that they display as organisations.

Culture is defined as the way people do things in an organisation and also the way of life of a particular group (Fink, 2000; Bush & Anderson, 2003). Moloi (2005) and Fink (2000) contend that culture is easy to define and can be observed through behavioural indicators. These indicators, according to Deal and Peterson (2009), could be symbols or custom language. Hence, each school has its own norms, beliefs and values that form its culture and it is the same culture that makes each school unique. School ethos can entirely be formed by the people within the organisation and it is left entirely up to them to sustain it or let it fade. However, the community

plays an important role, because it recognises the ethos of each school. This essentially means that for the school to embrace its ethos there must be collaboration within its community. Ethos must thus, echo with the wider community which the school serves and from which it can draw its strength (Kantarova, 2009).

Brown, Busfield, O'Shea and Sibthorpe (2011) conducted a mixed method study within London district schools. The aim of the study was to explore the extent to which the school ethos and good practices informed the delivery of personal and social health education. It was then found out that the studied schools had mission statements with clear defined sets of aims and values but staff members were not familiar with them, because they were only found in the principals' office. This outcome implies that a displayed mission statement that is easily visible reflects the norms, values and commitment of the school. Once the mission statement is visible, it reminds teachers of what the school is working towards and this helps teachers to work toward the same goal. Organisations are thus, finding out more and more that their mission statements can work as a source of motivation for employees. A mission statement might speak to the inner sense of purpose of the individual. Employees who feel this type of alignment with the purpose of their employer might function more creatively and with quality. However, leaders need to help their employees to understand and believe in the message of the mission statement (Pollard, 2002).

Striepe, Clarke and O'Donoghue (2014) also conducted a study at three faith-based schools in Australia and found that school ethos was characterised by the following features: respect, trust, continuous empowerment, serving others, collegiality, shared values, caring and teamwork. It was also revealed that the principle of good academic performance was the responsibility of each staff member. This is

particularly so as the schools in the above mentioned study value and believe that learning is for everyone in the school, including staff members.

Concurring with the Striepe et al.'s (2014) study are the findings by Hatton (2013) study conducted in North England involving primary and junior schools from both rural and urban areas where the mixed method approach (as triangulation of qualitative and quantitative data) was utilised. Hatton (2013) found that respect and teamwork were the norm in these schools. Teachers in these schools treat learners with great respect and learners' views are always taken into consideration.

Learner's participation in school matters by the management and teachers is a means to nurture the school ethos as the learner body views are important in the smooth running of the school and for the school to prosper. This insight is further buttressed by Mncube (2009) who suggests that listening to learners, encouraging their participation and giving them more responsibility and power, leads to a better functioning school.

Brick (1999) argues that language is essential for building ethos. Schools should therefore inspire a language that distinguishes the uniqueness and dignity of each of its members. The language referred to could be the language used in the school motto and mission statement. This language could be linked to the ethos of the school which is what the current study aspires to find out. The school link between ethos and language is supported by Pring (2000) who states that the ethos and culture of a school are partly formed by the language through which the relationship between society and the school is described and evaluated. However, Pring (2000) is not in support of reducing ethos only to language since there are so many factors involved in identifying the ethos of a school.

The use of language in projecting and creating a school ethos is examined closely by Humes (2000) who argues that managerial discourse has shifted in order to appeal more to emotion than to reason. This is to say, many schools are using the language that appeals more to emotions but not to reason. Humes (2000) therefore suggests a close scrutiny of the credibility and trustworthiness of the official image presented by schools.

2.4 Relationship between school mottos/slogans and school mission statements

Schools promote specific core values that define their commitment (Canter & Canter, 2002). This promotion is mainly done through a school motto or mission statement. According to Wayne and Ryan (1993), a school motto and a mission statement are very important in making public the specific character-building goals (ethos) that the administration, teachers and staff are committed to fostering. The school motto provides a statement designed to be easily remembered by the teachers, students and the community that observe them, while a mission statement is the text which outlines and captures the essence of an organisation's mission and aim.

The possible functions of mission statements are numerous. The most commonly articulated functions are to provide a foundation for setting priorities, strategies and plans (David & David 2003). This means a school mission statement provides a representation of the values and beliefs that drive daily school functions and special activities. This is significant as it marks a point of separation from one school to another as each school is defined by its motto and mission statement, thus each school can be said to have a different character.

Linkona (2004) states that one way of linking the motto to the school character is by making a school motto a culture of that school through its mission statement. While

the school motto just summarises the aim of the school in a statement, the mission statement elaborates further not only on the aim of the school, but the goals, values and beliefs of the school. Therefore, when the two are linked, one can get a clear understanding of what the school stands for as an organisation and what it envisions to achieve. Following Linkona (2004), this study linked school mottos to mission statements.

2.5 School Mottos

Some scholars (Aagaard-Hansen & Oyugi, 2013; Ndyali, 2013; Stanciu & Bratianu, 2009; Slyusarenko & Lugovyy, 2015; Noor, 2015) have studied school mottos/slogans. To start with, Aagaard-Hansen and Oyugi (2013) studied school mottos as a reflection of educational values and principles in western Kenya. The aim of the study was to describe school mottos premised on the phrasing of the mottos. The study concluded that the majority of school mottos focused on the “means” (giving directions for conduct on how schooling should be achieved) rather than the “goals” (pointing to alleged long-term benefits). For example, mottos like “*Aim Higher*”, “*Be among the best*” and “*strive and achieve*”, focused more on the means of how one can achieve success in school, while mottos like “*Wisdom is our strength*”, “*Education is light*” and “*Education for service and integrity*”, focused more on the goals by emphasising more on the benefits of education and knowledge rather than on how to achieve success.

Ndyali (2013) investigated the role of the school head in enhancing students’ academic performance in community secondary schools in Mbeya urban in Tanzania. The study also aimed at establishing the implications of school mottos on students’ academic performance and found that, to a large extent, school heads in community

secondary schools had failed to play their role fully in elaborating the implications of school mottos on students' academic performance. Ndyali's findings have also placed the current study in an interesting position to find out whether the school mottos contribute to the character of the school in any way. Ndyali (2013) observes that community secondary schools have mottos which do not convey explicit messages. The messages were ambiguous and not clearly articulated. This study will attempt to establish the messages which the school mottos convey.

According to Stanciu and Bratianu (2009), the role of a school motto could also be to attract potential students. These scholars conducted a qualitative and quantitative research to examine the attractiveness of university mottos for their potential students and for their stakeholders. The study confirmed that indeed mottos can be useful attractors for potential students. As a result, many universities associate their mottos with their vision and mission statements. Through mottos and mission statements, potential students are able to clearly understand the values and beliefs of a certain university, thus making it easier to make their University choices. This is insightful to the current study whose thrust is to establish the values and beliefs of schools as reflected in their mottos and mission statements. A most pertinent point here is that mottos and mission statements are interrogated in order to understand the characters of the schools.

In another study, Slyusarenko and Lugovyy (2015) investigated the essential characteristics of the mission statements and mottos of top performing institutions in Shanghai. The study linked mottos to their mission statements and found that the two worked interchangeably and even shared common words.

Similarly, the present study seeks to link schools' mottos and mission statements to establish the schools' characters. The establishment of the school character then

allows the researcher to measure how the school motto contributes to the ethos of the school. Unlike Slyusarenko and Lugovyy's (2015) study, however, the present study's selected schools were not categorised according to their academic performance, but they were randomly selected.

Muhabat et al. (2015) pursued this line of thought by studying school slogans. Muhabat et al.'s study revealed that school slogans made claims of meaning, of being different and of being unique. They made such type of claims to get the attention of the audience. Some made claims of higher achievements for example, "*Towards academic excellence*" from Bloomfield Hall School while some schools made claims of being unique and different from others, for example, "*A unique school system*", Exaa school. The current study also profiled the nature of school mottos and mission statements in Ohangwena region by categorising them into themes of what they claim. Muhabat et al. (2015) also found out that slogans use persuasive words related to education, in order to transform students' thinking positively. Most of the slogans used imperative clauses, short sentences and phrases.

2.6 Components of Mission statements

Some scholars have noted that mission statements are as old as human history, yet they are still embraced enthusiastically by organisations (Abraham, 2007; Bart, 2001). This explains in part why many schools including Namibian schools have published mission statements.

Many scholars defy a singular definition of mission statements. According to Hill and Jones (2001), a mission statement is a formal document that articulates the organisation's ethical priorities. Other scholars define an organisation's mission as a declaration of the reason for its existence (Daft, 2009; Kibuuka, 2001; Newsom &

Hayes, 1991; Pearce & David, 1987) or a “reason for being” (Abrahams, 2007). Grabowski (1981) further asserts that a mission statement is a “commitment to a concrete, specific plan with clearly stated priorities” (as cited in Woodrow, 2006).

Despite these varied scholarly definitions, a mission statement has been suggested to be a set of goals that help the organisation reach its aims and at the same time expresses the organisation’s strategic objectives (Tutar, 2004). Dincer (2004), supports this idea by observing that a mission statement is a long-term goal, a shared value and belief, which is unique to the organisation. This common perspective and suggestion that a mission statement is a symbolic expression of the organisation’s interests, belief and values has been expressed by a number of researchers (Lushaba, 2000; Deal & Peterson, 2009; Mintzberg, 1998; Bolman & Deal, 1996).

However, some scholars like Daft (2008) and Drohan (1999) do not only agree that a mission statement outlines the organisation’s core values but also suggest that it provides the reason for the organisation’s existence by expressing its reason for being, conveying its identity and stating its purpose, focus and direction. This study, thus, wished to find out how mission statements convey the schools’ identity (character).

Morphew and Taylor assert that:

Mission statements are sacred artefacts for colleges. Virtually every educational institution has gone through a well-considered process to produce a mission statement describing its distinct qualities and values, with the assumption that those documents will be the official and exclusive means of communicating organisational identity. Working committees are convened and reconvened, drafts are considered and reconsidered, and word choice are

painstakingly debated. Hundreds of hours are put into wordsmithing these formal descriptions of organisational purpose (Morphew & Taylor, 2009, p.2).

Namibian schools also go through the same process as described by Morphew and Taylor (2009) to finally come up with a mission statement as required by the Education Act document (2001).

In fact, some researchers believe that in practice mission statements have both the internal use, such as strategic planning, and external use, such as image or identity building. The current study's main thrust is the external use of mission statements which involves image or character construction. Rigby (1998) suggests that a mission statement should always communicate the organisation's key goals by clearly stating what the organisation is doing currently and its future plans. However, after considering various perspectives, Bart and Tabone (2000) also concur with Rigby (1998) that mission statements should articulate an organisation's distinct and enduring purpose. It should answer certain fundamental questions about the organisation, such as the reason for its existence, purpose and what the organisation ought to achieve.

Upon providing answers to such questions, a mission statement becomes the cornerstone of every organisation's formal strategy (Bart & Tabone, 2000, p. 46). Although views about mission statements vary, it is evident that the mission statement of an organisation should outline the key values, beliefs, objectives, goals and purpose that the organisation sets out to promote. These values serve as a guide to the organisations' activities and also guides its staff towards achieving its purpose. Using the same logic, schools' mission statements reflect their beliefs, objectives,

goals and values, thus the school ethos can be derived from the school mission statement.

Mission statements are also the most public statement of vision and purpose and should, therefore, include a description of the education that students should expect to experience (Arum and Roksa, 2011). These statements of identity and purpose should not only inform the public what the institution is and what its goals are, but they should also provide the measuring stick that helps to ascertain if these goals are accomplished. Since each institution is unique, mission statements should reveal this uniqueness. Institutional similarities and differences should be articulated clearly. Additionally, mission statements should articulate the outputs that stakeholders should expect from the institution (Wang, 2007). Although mission statements have been considered important to higher education institutions for many years, the current focus on the value of these statements is being driven by the expectations of stakeholders such as government, employers, students, and their parents (Meacham, 2008).

2.7 General purposes of mission statements

Mission statements are commonplace in the world of education. Although not all schools, Colleges or universities have mission statements, the majority have. According to Walton (2005), the purpose of these mission statements is to communicate to a wide internal and external audience. Scholars in the education sector have pointed out that mission statements have multiple purposes. One purpose of mission statements is to communicate a sense of uniqueness in its purpose, scope of operations, and service.

Mission statements in the college environment can also serve as a tool to address and solve problems in a sustainable way and allow dialogue between faculty and administrators (Meacham, 2008). Abelman, Dalessandro, Snyder-Suhy, Janstova, and Pettey (2007)'s study further contends that mission statements at academic institutions, particularly secular ones, serve diverse but complementary purposes. Other purposes of mission statements include recruitment, marketing, accreditation, accountability, funding, decision-making, resource allocation, faculty, students' character reinforcement and learning goals, administrators, financial performance, organisational performance, motivation, unifying force, internal and external stakeholders, and strategic planning. Some of these purposes are discussed below.

Beyond recruitment and marketing, mission statements allow the existence of an institution of higher education to continue (Lake & Mrozinski, 2011; Mrozinski, 2010). Both regional and specialised accreditation associations set standards that evaluate each institution on its commitment to its individual mission. In Namibia, the Educational Act (2001) encourages schools to keep mission statements as the umbrella of what a school intends to achieve. The mission statements should however, be clearly defined, comprehensive, specific to the institution, and appropriate for an academic institution.

Mission statements are an effective means for an institution to be held accountable to the criteria of its mission. The institution should therefore have specific and clear educational objectives which correspond to its mission. By implication, the mission statement should underscore sufficient resources, programs, and services to fulfill and sustain its intended mission (Anderson, 2012).

Ultimately, the success and efficacy of community college mission statements are dependent on clearly articulated purposes for the benefit of stakeholders. Without

clarity, success cannot be measured, and efficacy remains elusive (Lake & Mrozinski, 2011). Kuh, Kinzie, Schuh and Whitt (2010) also consider the mission statement beneficial because it can be examined on a semi-regular basis in order to ensure and prolong the relevance of the educational and philosophical foundations of the institution. Arguably, an institution must put into practice its prescribed mission (Meacham & Gaff, 2006). Kuh, Kinzie, Schuh and Whitt (2010) point out that every college has two missions: (1) the espoused one which immediately comes to mind; one which shows what an institution would want to assert about itself, and (2) the enacted mission or rather who the school serves and what it actually carries out. These authors established that institutions could distinguish themselves by possessing a narrower gap between their espoused mission and their enacted mission.

Another purpose of mission statements is that they help in decision-making. Significantly, mission definitions of community colleges are distinguished and examined because they can influence the rules and procedures by which decisions about curriculum, advising, and hiring are made. These same policies are used to assess the organisation's performance (Dougherty & Hong, 2006).

For faculty members, mission statements can serve two purposes: (1) as a guide to communicate their collective identity and what they intend to teach the students and, (2) as a defence for academic freedom and faculty rights (Meacham, 2008). For students, the college's mission grants them a sight of their final outcome as graduates of that institution (Wang, Gibson, Salinas, Solis, & Slate, 2007). Students are therefore allowed to be aware of what they could achieve at the end of their academic journey. By knowing this outcome, the students are then motivated to work towards the same goal as their institution. This essentially means that the institution and its mission statement are accountable to students. Hara (2005), further observes that a

mission statement has “immense weight and responsibility” as it represents “the promise of a college” (p. 4).

According to Meacham (2008), mission statements very often contain language about student learning goals and can be used by campuses to assess their attainment. A survey of more than 300 of the top colleges and universities conducted by Meacham (2008) revealed that most institutions set forth on average, five student learning outcomes. The most common learning outcome was to experience and acquire a liberal education, and the second most common goal was for graduates to contribute to their communities. The third most common learning outcome was to develop and engage in social responsibility in a democratic society.

Mission statements can also reinforce character. This valid point is also buttressed by Davis, Ruhe, Lee, and Rajadhyaksha (2007), who suggest that mission statements may play a role in character reinforcement. Using a sample of senior business students at 16 universities, Davis et al. (2007), discovered that students attending universities which explicitly stated ethical statements in their missions had significantly higher perceived character trait importance than those at universities without ethical elements in their mission statement. The results of Davis et al.’ (2007) study conclude that colleges containing explicit ethical content in their mission statements influence the ethical orientation of their students.

Mission statements can also be a source of motivation and unity. Such an insistence suggests that the mission statements can motivate and unite the workplace in a powerful way as well as provide direction, empowerment, and meaning in work (Kouzes & Posner, 2008). Mission statements also unify an institution or organisation behind a singular direction or purpose which in turn can better streamline decision-making processes. According to this line of thought, mission

statements can be helpful in getting people to move in the same direction in the pursuit of common and well-understood goals. Mission statements have the capacity to unify students and staff with the upper administration, faculty, and even with the executive body (Abelman & Dalessandro, 2009; Palmer & Short, 2008). Mission statements create a “shared sense of purpose” (Morphew & Harley, 2006, p. 457) by aligning student and institutional views and offering a set of common objectives and values (Abelman, 2011).

A key purpose of colleges and universities is to educate students, and thus one of the accreditation outcomes that is examined is student learning outcomes (van der Vorm, 2001). Mission statements should be instrumental in guiding institutional and academic processes that impact this important outcome (van der Vorm, 2001). If the mission guides student learning, it is equally important that it should impact the faculty that is responsible for creating the educational experience. Businesses, colleges, and universities should use a mission statement to guide their strategic planning as a means to maintain their identity and achieve their goals. Strategic plans are meant to guide and motivate the staff in those processes and actions that further the goals of the organisation, whether business or institution. If the mission statement reflects the identity and goals of the organisation, it should also drive all aspects of strategic planning (van der Vorm, 2001).

Varied reasons for the existence of mission statements have been expressed in research literature. These include: defining organisational goals and purposes, communicating with internal and external stakeholders, and describing the values of the organisation in order to inspire organisational members (Bartikus, Glassman, & McAfee, 2000; Desmidt, Prinzie & Decramer, 2011). A mission statement can serve as an effective communication tool with internal and external stakeholders (Bartkus

et al., 2000). Hence, schools as organisations, are able to communicate their values and beliefs to the outside world through their mottos and mission statements. By describing the values of the organisation, the mission statement will inspire and guide its members (Desmidt et al., 2011). A mission statement therefore among other things can also be a means to inspire and motivate employees to achieve the organisation's purpose.

Mission statements within the educational context are likened to the business and management paradigm. Sidhu (2003) suggests that to be effective, a mission statement should outline the school's purpose, direction, values, philosophies, core competencies, and the ends to which it will achieve its mission. According to Meacham (2008), mission statements declare a campus's vision of excellence for students, faculty, and institution, as well as its rationale, purpose, and responsibilities toward both the student body and the community. Supporting this idea, Schuh (2003) suggests that an institution's mission statement functions as a reminder of what the institution is all about and seeks to achieve. This intrinsically means that the mission statement should not only indicate an institution's intentions, but also how it mirrors its philosophical foundations and how it identifies its market (Finley, Rogers, & Galloway, 2001).

The general consensus among scholars (Atrill, Omran & Pointon, 2005; Bart, Bontis & Tagger, 2001; Bart and Baetz, 1998) is that developing a mission statement is beneficial to an organisation and this should eventually lead to improved performance. Bart et al. (2001) succinctly observe that the mission statement sets out the organisation's purpose and this helps to formulate realistic and coherent goals which can finally lead to improved performance.

A few studies have attempted to establish a link between the mission statement and organisational performance. For instance, Hirota et al. (2010) observe that firms with a strong focus on their mission had a superior performance in terms of profitability (p. 1145). Jing, Avery, and Bergsteiner (2013) found positive relationships between the communication of mission statement information and performance, especially in terms of employee satisfaction and turnover (p. 613). Bart and Tabone (2000) found that healthcare organisations that truly followed their stated mission enjoyed improved performance. While the corporate and healthcare communities struggle to demonstrate a clear link between mission statements and performance, it seems easier to come by in the study of non-profits (Kirk & Beth-Nolan, 2010) and educational institutions (Palmer & Short, 2008)

Several researchers have also explored the relationship between the mission statement and various programs, divisions, and practices. Boylan (2005) studied mission statements and its relationship to student engagement and the learning environment. The thrust of Boylan's study was on the students' perceptions on the institutional mission statement. The study then concluded that, the presence of thematic elements and goals in the mission statement influenced students' perceptions of the campus environment. Alaby (2002) explores program-level mission as it relates to learning outcomes and found out the same relationship exists.

Most of the research on schools' vision and mission is related to school leadership (Robinson et al., 2008; Murphy, 2005; Mulford & Silins, 2003; Hallinger & Heck, 2002; Leithwood, 1994). A comprehensive research study by Hallinger & Heck (2002), on the effects of school leadership () identified vision as the most significant way through which school leaders impact learning. More recent research in this area

confirmed this by placing vision as the second most significant way through which school principals' influence learning in classrooms (Robinson et al., 2008).

However, there is a notable difference between the way researchers in instructional leadership and those in transformational leadership consider the use of vision in school improvement. The instructional leadership scholars posit that a school's vision, mission and goals should contain an academic focus (Robinson et al., 2008; Murphy, 2005; Hallinger & Heck, 2002), while the scholars in transformational leadership domain assert that the values inherent in the vision and mission statement should also be pursued (Mulford & Silins, 2003; Leithwood, 1994). The transformational leadership scholars believe that the academic focus is not enough. They argue that a school's success should move beyond academic achievement and that values inherent in the vision and mission are equally important (Mulford & Silins, 2003). From the literature reviewed, values feature prominently in vision and mission statements. In the next section, the concept of values will be explored in detail. Scholars like Boerema (2006); Davis, Ruhe, Lee & Rajadhyaksha (2007), studied mission statements of private institutions. The findings proved that these mission statements did not strongly emphasise the academic or intellectual development of the students, but the emphasis was rather highly placed on religion and ethical values. This is in contrast to the public institutions that place weaker emphasis on ethical values in their mission statements. The reason for this could be that private institutions regarded academic development as so obvious that it did not need to be stated. Evidently, private school communities saw the central task of the school in much large terms than academic development. In another study, Morpew and Hartley (2006) examined the mission statements of close to 300 public and private colleges and universities. It was equally found out that public and private

colleges and universities differed in terms of the phrases most frequently used in their mission statements.

Boerema (2006) also examined mission and vision statements of six groups of private schools in British Columbia (B.C.), Canada using content analysis. The analysis was meant to provide insight into both the diversity of private schools and the goals that these schools have for their educational programs. The mission and vision statements were analysed using five main content categories created by the author: unique characteristics of the schools, their goals and objectives, services they offer, the environment they are placed in, and parent participation. It was found that, of the five main categories, there were differences between the schools with regards to their dimension of goals and objectives. In other words, mission statements from each school had a distinct character. These subtle and important differences become clearest when comparing the mission statements.

Ferrain (2006) studied the relationship between the mission statement and activities of the schools. It was found that mission statements and activities of the schools were positively related, since the goal and aim of the school is embedded in the mission statement. Most of the school activities are said to have been determined by the mission statement of the school. Firmin and Gilson (2010) also examined the mission statements of 107 colleges and universities. The study concluded that mission statements of universities mostly emphasised the subjects of education, religion, society, life and academia, and that mission statements expressed the reason for the existence of these universities and colleges. These findings endorse Dincer's (2004) role of a mission statement which is to present the main goal of the institution. In other words, the main aim of the mission statement is to answer the fundamental question as to why the institution exists (Daft, 2008; Drohan, 1999).

The focus of many studies in the mission statement literature has been on the content of mission statements in a variety of organisations (Cady et al., 2011; Stemler & Bebell, 1999; Stemler et al., 2011 and Weiss & Piderit, 1999). It was noted that it is important for the mission statement to have enough content to define purpose and to inspire efforts of the stakeholders (David and David, 2003). In their quantitative study of the mission statement content, Sufi and Lyons (2003) noted that mission statements may range from seven to 1000 words, yet of the 30 mission statements they reviewed the longest was 365 words. These results indicate that mission statements can be reliably coded quantitatively and that schools vary systematically and sensibly with regard to both the number and types of themes incorporated into their mission statements. Furthermore, consistent with prior research, the quantitative results showed that principals generally regard mission statements as an important tool for shaping practice and communicating core values. Cady et al. (2011) reviewed 474 statements and found 46 different titles in the content. In a meta-analysis of mission statements research, Desmidt et al. (2011) found out that, mission statements often describe the same concepts for an organisation.

The true benefit of a mission statement has however been questioned by some researchers such as: Taylor & Morpew, 2010; Bartkus, Glassman, & McAfee, 2000. These researchers have wondered whether or not the words in the mission reflect the true testament to the beliefs of the institution or are merely another engaging stratagem (Taylor & Morpew, 2010; Bartkus, Glassman, & McAfee, 2000). In addition, Morpew and Hartley (2006), questioned whether a mission statement is necessary to the existence of the institution or it is just a box that needs to be checked. A number of studies have examined mission statements of universities and

have determined that many looked the same (Connell & Galasiski 1998; Davies 1986; Davies & Glaister 1997; Delucchi 1997).

However, some scholars could not agree as they found mission statements to represent institutional uniqueness (Keller 1983). Scholars like, Morphew and Hartley (2006) claim that while the language used in mission statements might appear to be similar and broad to outsiders, there are meanings and nuances in the language of mission statements that visibly differentiate them from each other.

This was further demonstrated by Smith et al. (1993)'s study. The study revealed the themes of access and participation to be mirrored in most institutional mission statements but with evident differences in emphases that could be attributed to the history and position of the institution. In fact, Davis, Ruhe, Lee, and Rajadhyaksha (2007) conclude that if mission statements are productive, then they should incorporate similar characteristics within a certain marketplace.

However, while some scholars have disregarded the title 'mission statement' and only studied the content of the mission statement itself (Stemler, Bebell & Sonnabend, 2011), others have sought to focus solely on the title 'mission' statements (Collins & Porras, 1997; Desmidt et al, 2011) to provide clarity around what constitutes a 'mission' statement, as opposed to other statements or the organisational vision or intent. The core duty of the mission statement should be to describe the purpose of the organisation and what it wants to achieve (Bart et al., 2001; Desmidt et al., 2011).

In mission statements research, various kinds of units of analysis have been used and named: from being termed components (David 2007; Newsom & Hayes 1991; Campbell 1992; Bart 1997; Bart & Baetz 1998; Smith et al 2002; Hegeman et al

2007); themes (Zhang & Wildemuth 2009); elements (Stemler & Bebell 1998; Morpew & Hartley 2006; James & Huisman 2009); to keywords (Davies & Glaister 1997; Stober 1997). For the analysis of the mission statements in the present study, the term 'themes' was used to refer to recurring themes in mission statements. This was done to profile the nature of school mission statements in Ohangwena region.

More recently, researchers of the community colleges have identified a number of clear, and recurrent themes in community college mission statements, namely, workforce and economic development, comprehensive services, responsiveness to need, access, and quality in service (Bragg, 2001; Dougherty & Townsend, 2006; Hegeman, Banning, & Davies, 2007; Levin, 2000). These themes mostly underscore the goal of the institution. In addition to the aforementioned themes, Ayers's (2002) study revealed that diversity and specified service areas were also two components frequently addressed in the mission statements. Similarly, Hegeman, Davies, and Banning's (2007) study of mission statements located on the community colleges' websites, pinpointed three messages that were consistently expressed in community college mission statements, namely, access, diversity, and service area. In their seminal book on community colleges, Cohen and Brawer (2003) classified the community college mission into the following functional categories: community service, vocational-technical or career education, remedial or developmental education, continuing education, and the collegiate function, which includes academic transfer and the liberal arts curriculum.

Most research on mission statements employs content analysis (Smith, Heady, Carson, & Carson, 2002; Boerema, 2006; Stemler & Babell, 1998). Boerema (2006) performed a content analysis on K-12 private schools in British Columbia. Estanek et al. (2006) performed a content analysis of Catholic college and university mission

statements. Stemler and Babell (1998) used content analysis to examine educational mission statements to characterise the purpose of education at the elementary, middle, secondary, and postsecondary levels. Most of the mission statement researches involved the analysis of key terms, components, themes or elements (Newsom & Hayes, 1991; Davies & Glaister, 1997; Stober, 1997; Sidhu, 2003; Morpew & Hartley, 2006; Hegeman, Davies & Banning 2007; James & Huisman 2009). Content analysis is used to identify the presence and absence of specific themes or components (Newsom and Hayes, 1991; Davies and Glaister, 1997; Stober, 1997); compare frequencies of mission elements (Stemler & Bebell, 2012; Morpew & Hartley, 2006; James & Huisman, 2009); or interpret and analyse specific messages (Hegeman, Davies & Banning 2007). To illustrate mission elements, James and Huisman (2009) examined the mission statements of the higher education institutions in Wales using content analysis. The authors identified the mission elements of the Welsh higher education institutions and compared them with the mission elements from the policy and funding documents. The aim was to determine the degree of alignment between the three sets of missions.

Most of the studies in literature seem to focus on mission statements of businesses rather than of school mission statements. Yurtseven (2003) conducted a survey among senior managers of 50 five-star hotels, and examined their mission statements. He found that 62% of the hotels emphasised product and service promotion and 48% emphasised the philosophy of the organisation in the dimension of stakeholders and 44% emphasised environmental-social responsibility, and 56% emphasised high quality and innovation in the dimension of strategic success.

From the review above, it is evident that mission statements have been extensively studied. However, there has not been a study that attempts to link the mission

statement to its motto. As such, the current study breaks new ground by analyzing the connectivity between mission statements and their mottos. There also seems to be a gap in literature as studies that have linked mottos and mission statements to the construction of the organisation ethos seem to be missing. This missing link justifies the need for a scholarly scrutiny of the link between mottos and mission statements, a gap that the current study attempts to investigate.

2.8 Studies on commercial slogans

Studies conducted on slogans are related to the current study. A slogan is a word, sentence or phrase attached as a legend to an 'impress' or emblematic design, while a motto is defined as a short sentence or phrase that expresses a rule for sensible behaviour, especially a way of behaving in a particular situation (Collins English Dictionary, 2016). However, both mottos and slogans belong to the family of stock phrases that include saws, proverbs and clichés. A number of scholars (Ardi, Tanjung & Zuliana, 2013; Maksimainen, 2011; Thi & Thuy, 2010 Windyaka, 2014) have studied commercial slogans. While these studies analysed business advertisements, the current study analyses non-commercial slogans, in this case, school mottos. Another scholar, Widyaka (2014) analysed speech acts in car advertisement slogans. It was found that those slogan utterances applied speech acts, especially locutionary and illocutionary acts. However, both studies relate to school mottos and mission statements because they analyse the language used in slogans which are sometimes referred to as mottos. Sindano (2014) points out that a slogan is vital, because it will remain in the people's minds. Slogans are meant to captivate and stimulate people's interest.

Similarly, Guseh (2008) conducted a study on commercial vehicles in Liberia to determine what the slogans and mottos reveal about Liberian philosophy, culture, and history. The study found out that many slogans and mottos for example slogans like: *“God is great”*, *“God time is the best”*, *“If God say yes, no man say no”*, *“God decides my destiny”*, *“God is in control”*, and *“God with us”*, reveal a strong emphasis on God and religion in Liberia, indicating that Liberians believe in God or a Supreme Being. They also suggest that traditional culture is very important in Liberia.

Scholars like Ardi et al. (2013); Maksimainen (2011) and Thi and Thuy (2010) analysed slogans of advertisements through linguistic analysis. While Maksimainen (2011) studied slogans used in refractive surgery advertisements, Thi and Thuy (2010) studied lexical, phonetic and syntactic features of different airline slogans, which means that they examined linguistic features that are different from those used in other studies. However, the objective of both studies was to provide an analysis of the language of advertising from a linguistic point of view and specify the linguistic means used in advertising texts. While these studies only scrutinised slogans from a linguistic perspective, the current study looked beyond linguistic features of the school mottos to study the underlying purpose of school mottos and mission statements.

2.9 Theoretical framework

This study adopted a linguistic-stylistic theory to analyse the ethos of the schools. Simpson (2004) defines stylistics “as a method of textual interpretation in which primacy of place is assigned to language” (p.2). Language is a very important means of communication, thus it needs to be interpreted for the conveyed message to be

understood. A distinction between linguistic and stylistics is made by Fabb (2015) who defines stylistics “as the study of linguistic style whereas linguistics is the study of linguistic form” (p.1). According to Haulofu (2017), form and style are inseparable, thus one cannot be studied without the other. Both form and style contribute to the meaning, hence both have to be analysed to interpret the meaning of the school’s ethos.

In addition, Nnadi (2010, p. 26) states that:

Linguistics is concerned with the quest for matter and manner in a work of art. It concerns itself with scientific study, applying linguistic techniques to a work of art with the aim of presenting the merits and demerits. It rigorously analyses and synthesises the work examining how a special configuration of language has been used in the realisation of a particular subject matter, quantifying all the linguistic means that coalesced to achieve a special aesthetic purpose. The result is supposed to be a somewhat objective evaluation based on realisation criteria.

The linguistic-stylistic theory is important to the current study, because it (the current study) focuses on language used in mottos and mission statements. The theory allows the researcher to critically analyse and scrutinise 29 mottos and mission statements. The research focuses on linguistic and stylistic devices used in the school mottos and mission statements and analyses how the use of linguistic and stylistic devices contribute to the construction of the school ethos. The theory also allows the researcher to construct meaning out of the school mottos and link the meaning to the character of the school.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the design and research methodology that was adopted to study the meaning and ethos constructed through school mottos and mission statements. It also includes a description of the sample size and characteristics used in selecting the sample, the research design and data collection. This chapter also describes the instruments used as well as the data analysis procedures. Finally, it gives the ethics considered in the study.

3.2 Research design

This study employed a qualitative approach and it made use of content analysis as the researcher anticipated to investigate the message that schools communicate through their mottos and how these mottos create the ethos of the school. Leedy and Ormrod (2015) define a qualitative approach as a means of digging deep to arrive at a complete understanding of the phenomenon being studied. This approach, therefore, allowed the researcher to thoroughly examine the school mottos and understand their messages better.

The thrust of this study is the analysis of school mottos and school mission statements. The research approach employed, therefore, is content analysis since this has been the most commonly used method for such analysis (Sidhu 2003; Smith et al

2002; Morphew & Hartley 2006; Hegeman, Davies & Banning 2007; James & Huisman 2009).

Content analysis is a research approach that is based on the systematic analysis of written words of selected textual materials (Krippendorff 2004). The analysis can be used to evaluate and classify key ideas from a variety of sources such as documents, reports, and written communications, in newspapers, books, and websites (Stemler 2001). In this study, content analysis was used to evaluate and classify key ideas of school mottos and mission statements as sources of written communications. Content analysis can be done in different ways, from the simple coding of words or phrases according to a coding scheme, to elaborating analyses of content. The central idea is that many of the words and phrases in a text can be classified into fewer numbers of content categories with similar or related meanings in order to identify and quantify specific ideas. The current study is therefore confined to the content analysis of the text of school mission statements and mottos, as this will help categorise the mottos into themes depending on their meaning, claims and purposes.

3.3 Population

The population of this study is all the 257 schools in Ohangwena region.

3.4 Sample

The researcher used purposive sampling to select 29 out of 257 schools in the Ohangwena region. Purposive sampling allows the judgement of the researcher as to who can provide the best information to achieve the objectives of the study (Kumar, 1999). This type of sampling was, therefore, useful for this study in choosing the most accessible of the schools and schools with mottos written at their entrances.

3.5 Procedure

There is no published document that contains mottos and mission statements of schools in Ohangwena region. Nevertheless, the researcher still accessed school mottos and mission statements through visiting schools in the Ohangwena region, after acquiring permission to visit schools from the Ministry of Education. The researcher went to the most accessible schools with mottos and mission statements written at their entrances and captured them using a camera. The researcher then studied the mission statements of the schools to establish their characters through their values and beliefs entrenched in their mission statements. Having established the school character, the researcher then identified the linguistic and stylistic devices used in the mottos by using the linguistic-stylistic theory. This helped the researcher to carry out a detailed content analysis of the purposively selected school mottos by concentrating on the messages they convey, as well as the devices used and how they exhibit the character of the school. Final findings were then presented in narrative form.

3.6 Data analysis

School mottos collected were analysed in terms of their linguistic, stylistic, semantic features and representation of the school ethos. The mottos were categorised according to their claims, purpose and meaning. Emerging themes were categorised according to Synott and Symes (1995) categories of mottos. These emerging themes were education, knowledge, religion, motivation, achievement and aspirations. The themes were then used as subheadings. The linguistic-stylistic theory was used to determine the stylistic and linguistic devices used in the mottos and how they helped

the schools to construct their ethos. The findings were then synthesised and conclusions were drawn. The study suggested some implications for establishing a good motto for an educational institution and gave some suggestions for further research. The data were summarised according to the themes and objectives of the study. They were recorded in paragraphs.

3.7 Research ethics

The researcher was guided by the University of Namibia's Policy of Research Ethics from the stage of the proposal up to the time of the final thesis. The researcher undertook to remain objective by being aware of possible personal biases. The researcher evaded personal biases by reporting different perspectives and contrary findings as they are. Permission was sought from the Ministry of Education and The Director of Education of the Ohangwena region in order to access school mottos and mission statements.

3.8 Summary

The purpose of this chapter was to describe the research methodology of this study, explain the sample selection, describe the procedures used in collecting the data, and provide an explanation of the procedures used to analyse the data that were collected during the study. It also looked at the ethical considerations of the study.

CHAPTER 4

ANALYSIS OF SCHOOL MOTTOS AND MISSION STATEMENTS

4.1 Introduction

This chapter presents the analysis of 29 school mottos and mission statements in the Ohangwena region. The mottos were analysed using the linguistic-stylistic theory. The research objectives of this study were: to profile the nature of school mottos and mission statements in the Ohangwena region; to assess the underlying purposes of different selected school mottos; and analyse how the selected mottos and mission statements create the ethos or character of the school. The selected school mottos were categorised according to their purposes and claims while mission statements were themed according to their values and beliefs. The analysis was done according to the themes as the main subheadings. Moreover, the mottos were analysed for their lexical, graphological, structural, and semantic features and how they contribute to the construction of the school ethos.

4.2 Mottos' categories

Most of the school mottos in the Ohangwena region are written in English and can easily be understood by the stakeholders of education. However, they might not be understood by some parents who do not read, speak or write English, since most of these schools are found in rural areas. Although the majority of the mottos were written in English, interestingly, the researcher found one motto written in Latin instead of English. This motto therefore, might not be understood by some stakeholders of education.

The researcher profiled the mottos into six categories, depending on their aims and purposes. The six categories were: *Promoting Education, Achievement and aspirations, Promoting Religion, Promoting knowledge, Promoting Unity and Motivating mottos.*

4.2.1 Promoting education



Figure 1

Graphological features

The motto of this school reads “*education brightens our life*”. This motto is reflected by the images in the school logo. An open book is a symbol of knowledge provided through education. There are also two people standing on the sides of the logo. The man and a woman standing are wearing graduation gowns as well as graduation caps. These are not children but rather adults, which could mean that the lives of these adults are already brightened by education since they are wearing gowns which symbolise achievement. These images inform the learners that if they study hard, their future lives will be bright, as shown by the two people standing beside the logo. The two images are gender sensitive, thus showing that education does not discriminate. It is therefore the belief of this school that, if one is not educated then one’s life is not bright. This is a powerful proverbial clause, hence the brightness being referred to can be interpreted as success. The images assist the school in creating its ethos. The character of the school as portrayed by the images is one that will build the learner’s future through educating them.

Lexical features

The use of the pronoun ‘*our*’ in the motto shows the educational benefits are all encompassing. This also shows the team work spirit and it gives a sense of belonging. As such, the pronoun “*our*” helps the school to construct the ethos of building all the learners’ future through education. The school ethos is further strengthened by the words used in the mission statement. The school aims at providing quality education. The word ‘*quality*’ is an adjective used to describe the word ‘*education*’ in this case. Emphasis is thus placed on the type of education the school wishes to provide. The school also wishes to educate learners in totality. The word ‘*totality*’ implies that learners can be educated intellectually, emotionally and

spiritually. It could also imply that learners can be educated to use all skills. Educating learners in totality thus might provide enough opportunities for the learners to succeed, which then contributes to the brightness of their lives being referred to in the motto.

The school also states that it aims at generating the spirit of professionalism among its members. The word “*Professionalism*” entails the conduct of the members. Although the focus of this aim could be more on the staff members, it could also apply to the learners. This is in agreement with Kouzes and Posner’s (2008) observation that mission statements unify an institution or organization behind a single direction or purpose. This shows that the school does not only focus on the learners but on the staff members too. Apart from that, the school also ensures that the learning and teaching environment is conducive and that a higher standard of moral behaviour is fostered among the members. All these aims contribute to the bright life referred to in the school motto, which is the main goal of the school. By using such strong adjectives to describe education, the school ethos which is to provide a better future through education is strongly emphasised.

Hyperbole

The motto of Oshela combined school, “*Education brightens our life*” and the motto of Onghala Combined School, “*Education for the brighter future*” share the same meaning (see Fig. 20). The two mottos are both hyperbolic. A hyperbole is an exaggeration of certain ideas or points. It is used in persuasive language to make people believe what is being said. A hyperbole is used in this motto to give the word “education” greater importance, especially in situations where it is not believed that life or the future can be brightened by education. The statements seem to be highly exaggerated, since the two schools cannot assure that all the learners leaving the

school will have a bright future. However, the use of hyperbole enables the schools to create their ethos, since it exaggerates what education is capable of doing, thus placing emphasis on the character of the schools which is to build learners' future through education.

Syntactic features

The motto is written in a complete sentence. Every language structure dictates the way in which sentences must be structured. For example, the common order in which words are arranged in most sentences in English is Subject – Verb – Object. Specific language elements may be combined to get a complete sentence. The motto “*Education brightens our life*” is written in a Subject (*Education*) _Verb (*brightens*) _Object (*our life*) structure. This motto is also a declarative type of sentence. A declarative sentence helps the ethos of the school to be constructed as education is the key word in the declaration. Many people would want to have bright lives, thus this declaration makes readers to realise how they can get bright lives through education.

Syntactic deviation was also observed in the motto “*Education brightens our life*”. In syntax, deviations might be bad or incorrect grammar. This motto is a good example of this. The word “life” is singular while it is preceded by a plural possessive pronoun. The correct grammar would be “*our lives*”.

Oshela therefore has constructed its ethos of a school that produces educated and successful people in society. It is the provider of bright lives and future of people through education. This is constructed using stylistic and linguistic devices used in the motto and mission statement since they work interchangeably.

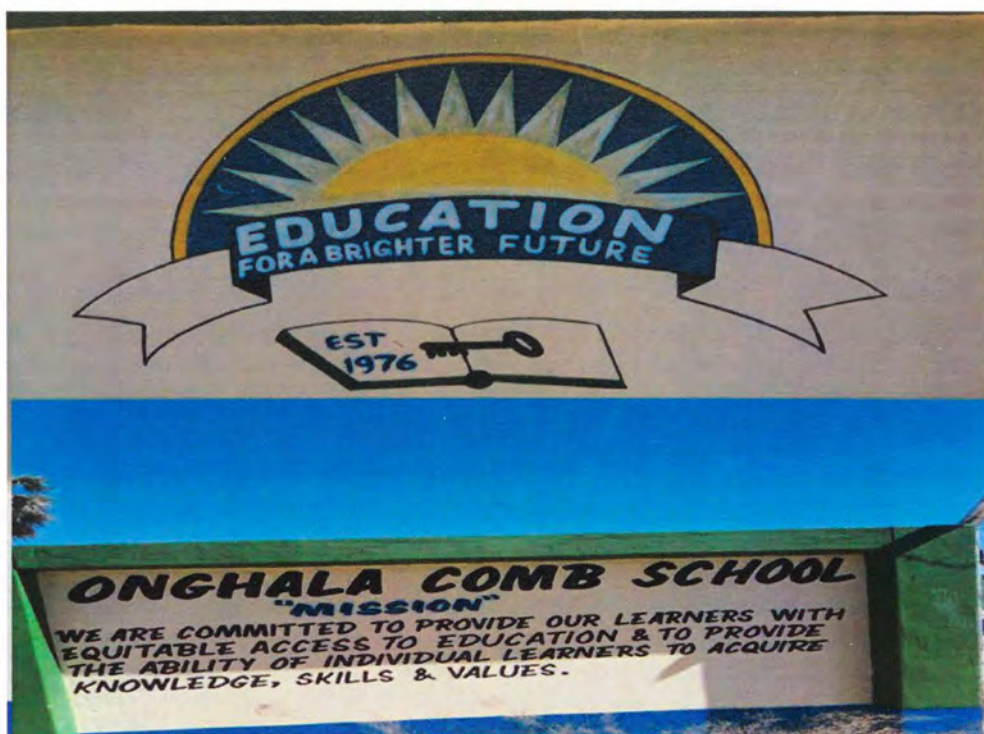


Figure 2

Graphological features

The logo of Onghala Combined School is designed in an image of a bright sun. The sun is known to be a symbol of life. When the sun shines bright, it represents the light that determines the direction and purpose of the planets. Thus, the sun may be regarded as a symbol of power since it gives, controls, organises, directs and governs life. The image of the sun in this logo represents the school as the provider of the light that will brighten the learners' future through education. The school is therefore presented as a powerful tool that controls and directs the future of learners by providing them with education. Education is represented as the opener of a bright future through the image of an open book and a key.



Figure 3

Lexical feature

The mottos of the two schools namely Onghala Combined School and Paulus Hamutenya Primary School, share the same meaning but different words. The motto of Onghala Combined School is “*Education for brighter future*” (see Fig 2). The word “*for*” is used as a function word to indicate the purpose of education which is to provide bright futures. This means that, to have a brighter future, one has to be educated. The motto of Onghala Combined School, however did not provide much assurance in its motto as compared to the motto of Paulus Hamutenya Primary School. However, the motto of Paulus Hamutenya Primary School is “*Education provides BRIGHT FUTURE*” (see Fig 3). In comparison to Onghala Combined

School's motto, Paulus Hamutenya Primary School's motto used the verb "*provides*" instead of the preposition "*for*". By using the verb "*provides*" Paulus Hamutenya has given more assurance to the learners that through education, a bright future is surely provided. Bright future here has a lot to do with success, since one has a bright future when one is successful. The mission of the school states that the school is committed to provide the ability of individual learners to acquire knowledge, skills and values.



Figure 4

Graphological features

The logo of Eembidi Combined School reflects the words in the written motto through images. An image of an open book and a pen are inscribed on top of the logo

as a symbol of knowledge and education. A photo of a person wearing a graduation gown and cap is then placed below the book. The book seems to be carried on the person's head. The placement of the images is interesting and could contribute to the construction of the ethos of the school by displaying the importance of education. Considering the position of the book and pen, the message displayed by the images could be that education should be a priority to every learner at the school. It must be taken as a responsibility of each learner thus it is placed on their heads. The graduation attire alludes to the type of future the school wishes to cultivate for its learners, which is for the learners to become graduates and to always take education seriously. By using such informative images, the school has managed to construct the character of one that will build the learners' future through education.

Lexical features

The motto of this school reads: "*We take education serious....*" The pronoun "*We*" in this motto could refer to the members of this school, both learners and staff members. "*We*" is a plural pronoun of the first person pronoun usually used to refer to a group of people. This pronoun is inclusive and gives a sense of togetherness, oneness and team working spirit. Everybody at this school is expected to work hard without any exemption. The benefit of using the plural pronoun *we* is that it helps to spread the responsibility of taking education seriously. Consequently, this will strengthen the ethos of the school. This school aspires to be identified as a school that uses its time effectively when it comes to education concerns. This aspiration is reflected through the use of the word "*serious*" in the motto. The word '*serious*' carries a firm and emphatic tone as it can easily scare away those who are not ready to work hard and adhere to the demands and attention that education requires. The

use of a word like “*serious*” assists the school to show the importance of education, thus constructing the ethos of the school.

By using the word ‘*serious*’ but not ‘*seriously*’, school recognises the importance of education, thus it has no time to waste. It wants to be viewed as a school that takes education seriously. This could imply many strong characters. For example, these could be characters of dedication and hard work. If education is taken serious at this school, then it could equally mean education in this school hinges on dedication and hard work.

Turning to the school’s mission statement, the school vows to perform varied activities. To start with, it vows to involve parents and the community at large. This can grant parents and the community members an opportunity to participate in and contribute to the school. This could be done either through giving their views and suggestions towards the school’s improvement, through parents meetings or through financial contributions towards the school’s development. This will also help the school fulfil its second vow, which is to foster unity and co-operation. The word ‘unity’ correlates with the pronoun ‘*We*’ in the motto. The unity being referred to here can be the unity between learners, teachers, parents and community members.

The school also hopes to encourage self-motivation and discipline among learners. By self-motivation, the school expects learners to be self-reliant for motivation. This type of motivation is internal or intrinsic rather than the external motivation that is provided by the teachers or parents. This way the school could groom responsible citizens who are independent.

Syntactic features

The motto is written as a simple sentence. It takes the Subject-Verb-Object structure. It is a declarative sentence, declaring what the school does which is to take education seriously. However, the sentence does not end with a full stop as per the grammar rule. Since it is a statement one expects the sentence to start with a capital letter and end with an appropriate punctuation which is a full stop in this case, but the sentence ends with ellipsis instead. This is a syntactic deviation. The use of ellipsis suggests that education is a timeless entity that has to be taken seriously. The syntactic features used in this motto emphasise that education is a serious aspect of one's success. This then helps the school to construct its ethos.

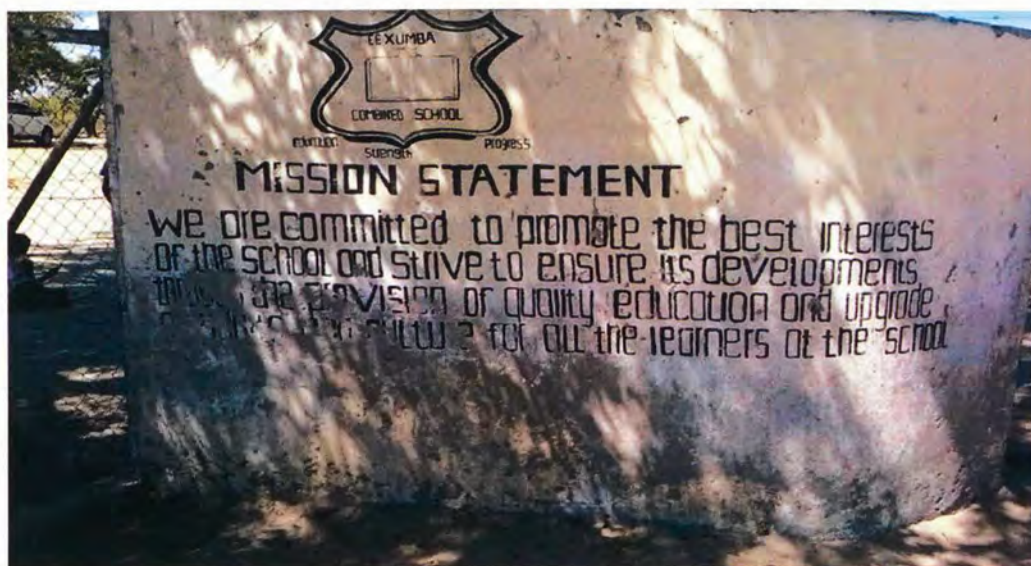


Figure 5

Graphological features

Resembling the logo of Oupili Combined school (see Fig 6), the logo of Eexumba combined school is simply presented. In both logos, an open book is seen. This open book is a symbol of education and knowledge. The fact that the book is open shows

the readiness of the school to provide education. The image promotes education as the key aspect to progress. However, the image could have been made more inviting.

Lexical features

The motto of the school states that “*education strength progress*”. The word progress in the motto alludes to a gradual betterment of learners through education. Progress is an onward movement towards a destination, which in this case is success. Learners go to school because they want to be successful in life. This word could also be interpreted to mean development. Namibia is a developing country and is working hard to become a developed country. Namibia therefore believes that one way to become developed is through educating its people. The motto of Eexumba combined school, thus shares the same national view. This motto posits that when people are educated, the progress which could refer to development in this case, is strengthened. When people are educated then development is likely to be attained, thus strengthened

The school is committed to promoting the best interests of the school. This means that one of the goals of this school is to make sure that it promotes itself positively. The school yearns for its existence to be known. It also strives to ensure its developments towards the provision of quality education and to upgrade results and the culture of all the learners at the school.

Structural features

All the three words used in the motto are nouns, thus it is not clear to the readers whether the three words were meant to be understood as nouns or if the word “*strength*” supposed to be a verb so that the motto reads as a sentence. Despite that,

‘Education strength progress’ can be interpreted to be a declarative sentence. However, a syntactical deviation is observed in this motto. It has deviated from the subject- verb agreement grammatical rule that states that the subject must agree with the verb, if the verb is singular the subject must be plural and vice-versa. “Education” is a singular noun therefore the verb “strength” should be plural. The grammatical sentence would then be *“Education strengthens progress”*.



Figure 6

Graphological features

The logo of Ofifiya Primary School is a reflection of the words in the written motto through images. An open book is inscribed into the logo as a symbol of knowledge and education. There is also an image of the sun that lights through the book and a graduation cap placed on top of the logo. The placement of the graduation cap is

interesting as it contributes to the interpretation of the message. Considering the position of the cap, the message carried by the graduation cap could be that education should not just end at Ofifiya Primary school, but should be advanced to tertiary education where learners can attain the graduation cap. In Namibia, learners pass through three phases of education before they finally achieve tertiary education which allows them to enter the work market. Since Ofifiya Primary School offers the first phase of education, positioning the graduation cap further on top of the logo could also be an indication of how long the journey is for the learners to finally attain the cap. The image of the sun providing light to the book can serve as a symbol of hope for the learners not to give up until they reach their success. These images help the school to construct its ethos as a provider of knowledge through education.

Metaphor

“Education is the key of knowledge” is the motto of Ofifiya primary school. This motto is a metaphor that compares education to a key that can unlock knowledge. The motto thus, means that knowledge can be acquired through education. Education is like a key that opens an opportunity for one to gain knowledge. The motto uses persuasive language because it encourages people to believe that knowledge can be acquired through education.

The motto is reinforced by the mission statement. Since the school believes that knowledge is attained through education, the mission statement pledges to provide effective education. This could imply that the education provided at the school will be effective in providing knowledge. This school also provides the type of education that inspires learners to be creative, critical thinkers, socially accountable and productive citizens. This demonstrates that the school cares for the nation. Ofifiya Primary School is a school that produces learners who will be accountable and

productive citizens, by providing them with knowledge through education, hence contributing positively to the society and nation at large.



Figure 7

Lexical features

The motto of Oupili Combined School is “*breeding better future through education*”. This motto is similar to Ofifiya Primary School (see fig 5). The motto of Oupili Combined School is also metaphoric. “*Breeding*” is a word that refers more to the process of bearing offsprings, especially in animals, or the process of producing plants. It is a word that underpins reproduction. However, in this motto the word “*breeding*” was used to mean a different type of reproduction. Using this word, Oupili Combined School constructs an ethos of a school that produces a better future for its learners through education. By this motto, the school believes that when it provides education to the learners, then it is producing better futures for the learners. The adjective “*better*” signifies a future that is successful. A better future in this

motto could mean a future that is not the same as the learners' current situation or life, but rather a future that transcends present boundaries and one that remarkably differs from the present.

The mission statement of this school aims at uplifting and inculcating morals and values in the academic world of the current generation. This school ensures that its learners are equipped with the relevant principles. Learners are therefore expected to acquire morals that enable them to distinguish right from wrong. They are equally expected to know their values, so that they know what is important and what is not. This will also help the society to view these learners for who they are and for what they deserve, as well as to value them.

In the end, this school can be identified as a school that aims at producing better a future through providing education and by making sure that learners at this school are equipped with good morals and values which can be useful in bettering their future.

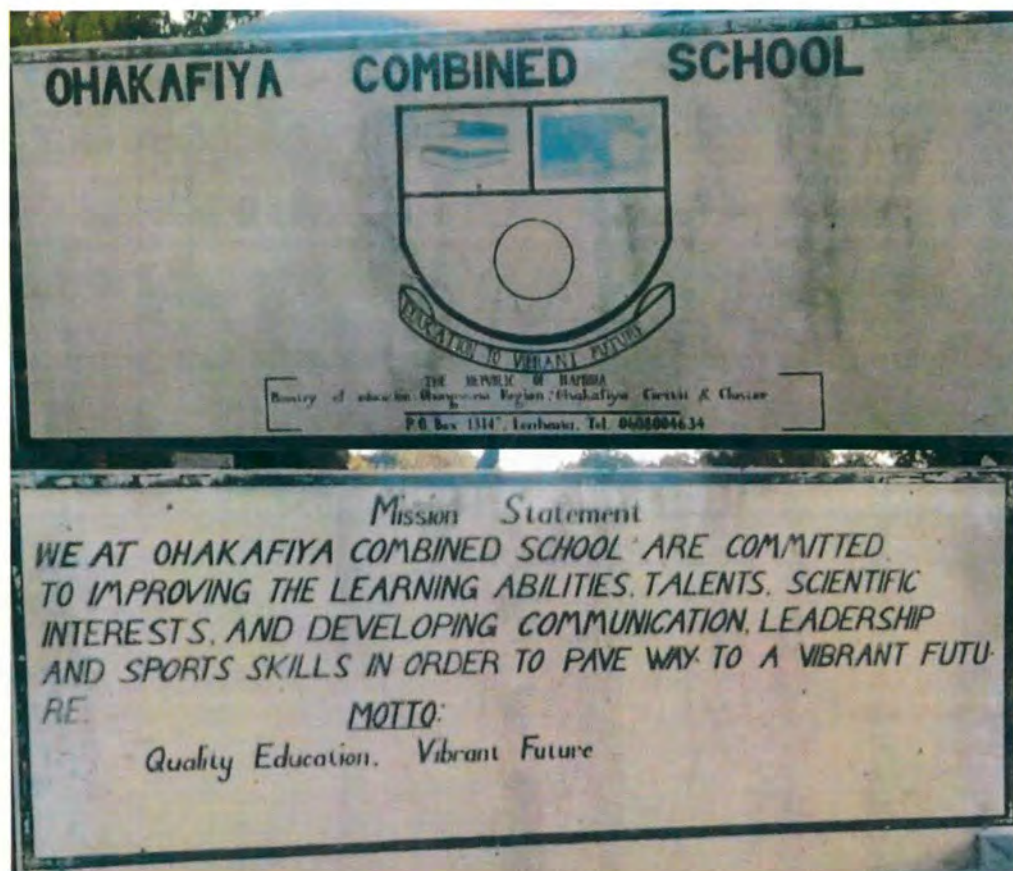


Figure 8

Lexical features

The motto of Ohakafiya combined school is “*Quality Education. Vibrant future*”. The word “*vibrant*” in this motto is an adjective alluding to a vigorous, full of activity future. This thus, points towards a fruitful and prosperous future which requires its learners to work hard. This motto therefore, defines Ohakafiya as a school that values quality education which results in learner success and bright future. The motto is strengthened by the mission statement. The school is committed to improving the learning abilities, talents, scientific interest and sports skills of the learners in order to pave way to a vibrant future. For the learners to attain a successful future, this school aims at developing a holistic learner. The school does not only want to focus on the academic ability of the learners, but its wish it develop well-rounded scholars.

The school, thus, identifies and develops learners' talents, so that if they do not succeed in their academic abilities, they will have other developed skills to rely on. The school helps in developing and arousing scientific interest in the learners. It also develops the learners' communication leadership skills. The school further develops the sporting skills of the learners, so that they can be able to rely on these skills in future.

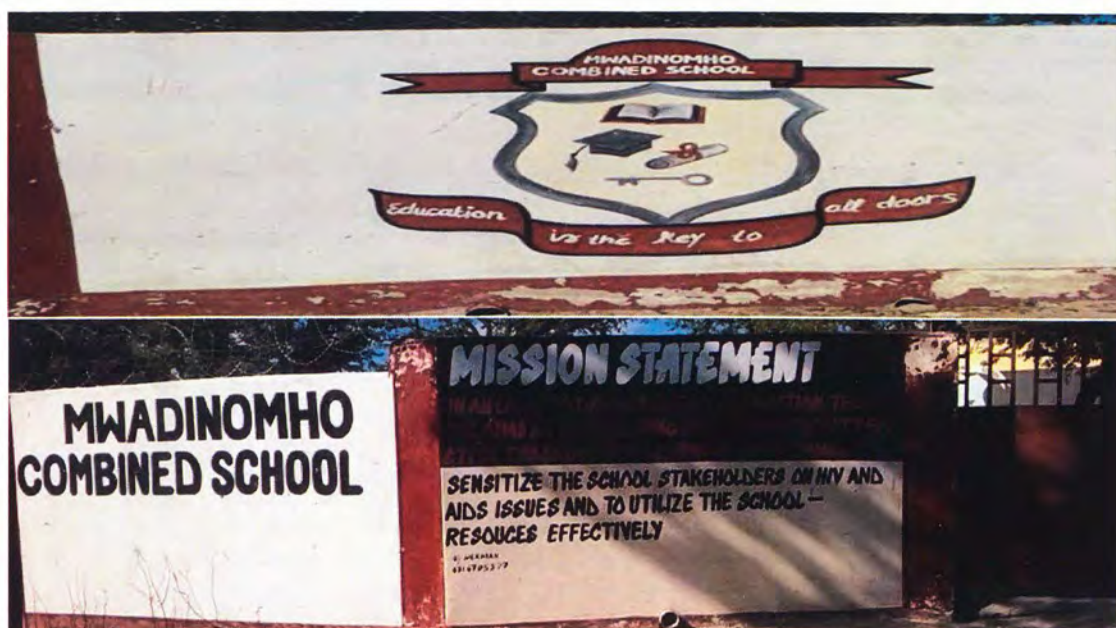


Figure 9

Lexical features

The motto of Mwadinomho combined school reads “*education is the key to all doors*”. This motto implies that education opens and broadens one’s opportunities. However, by using the word “*all*” this made the motto to refer to any possible opportunity one can get in life.

The school aims at encouraging unity, punctuality, effective teaching and a conducive learning environment. Many schools have aimed for unity among their members. However, Mwadinomho also wants to train its members to be punctual.

This punctuality might not only involve coming to work, school or classroom on time, but also meeting set deadlines on time. For Mwadinhomo, if teaching and learning are to progress, the environment has to be considered. Thus, the school's aim is to ensure that the environment is conducive and suitable for learning and teaching.

Mwadinhomo further aims at sensitising the school stakeholders on HIV and AIDS issues and to utilize the school resources effectively. Schools like ST Marry Odibo and Savo Private School also create HIV and AIDS awareness among the learners. However, Mwadinhomo does not only target learners but all the stakeholders of education, including parents. It also uses the school resources for what they were meant for and effectively.



Figure 10

Lexical features

Savo Nuts Private School seems to have two mottoes: “*Your mutual partner in education*” and “*is key to life*”. It can be said that the school believes that education is the key to life. This means that education enhances one’s life. In other words, parallels are drawn between education and success in life, hence increasing opportunities.

Savo Nuts Private School, clearly states in its mission statement that it believes in providing excellent learner-centered basic education. A learner-centered education engages learners and promotes learner participation in the learning process. Learners are expected to take charge of their education and to be actively involved in their education. It further, aims at upholding academic principles and activities through teaching, practising and adhering to the education act. Since this is a private school, it was important to point out that it adheres to the education act of the country. This can help people to understand that being a private school does not mean following a different education act, but that a private school is expected to conform to the same education act that public schools conform to.

The school finally, vows in its mission statement to play its part in the fight against the spread of the HIV and AIDS pandemic. Apart from academic education, the school also wants its learners to be aware of the pandemic and to join in the fight of its spread.

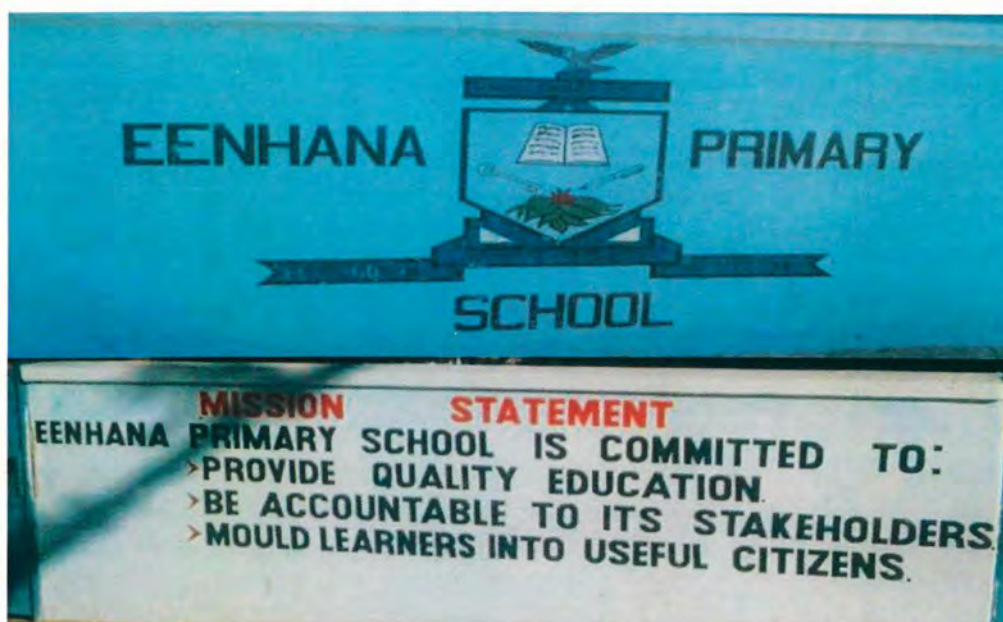


Figure 11

Graphological features

The logo of the school shows an image of a plant, maybe to epitomize the town after which the school is named, Eenhana town. Eenhana town is known as a green town for it has many trees. The logo also shows a pen and a key as well as an open book. All the three images are a representation of education and knowledge. The bird on top of the logo seems ready to fly and may be interpreted as the representation of the phrase “quality life” in the motto. When learners acquire education, they are like birds preparing to and ready to fly. The images used in the logo helped Eenhana primary school to construct its ethos as a school that produces successful learners who are well educated.

Lexical features

The motto of Eenhana P.S states, “*Education totality provides quality life*”. This school therefore defines itself as a school that believes in the totality of education. The word “*totality*” includes other numerous skills that a child can acquire. It can

therefore be said that the school does not only aim at providing academic knowledge to the child, but educates the child in all areas of life. These skills include sporting, computer skills, music and life skills. The general belief of the school therefore is that if a child is educated in different areas, then the child will be able to have a quality life. A life that is rich in all skills offers the learner more life-sustaining opportunities.

The mission statement vows to provide quality education, just like many other schools. However, this is a school that also wants to be accountable to its stakeholders. This means that the school is guided by and follows all the policies. It also partners with its stakeholders, for example the parents of the learners at that school.

Finally, this is the school that wants to be identified for molding learners into useful citizens. In Namibia, being a useful citizen refers to someone who has become successful, has a career and helps in society as a professional. Eenhana Primary School is a school that provides education for the mere purpose of producing learners who can be useful in society by becoming professionals.

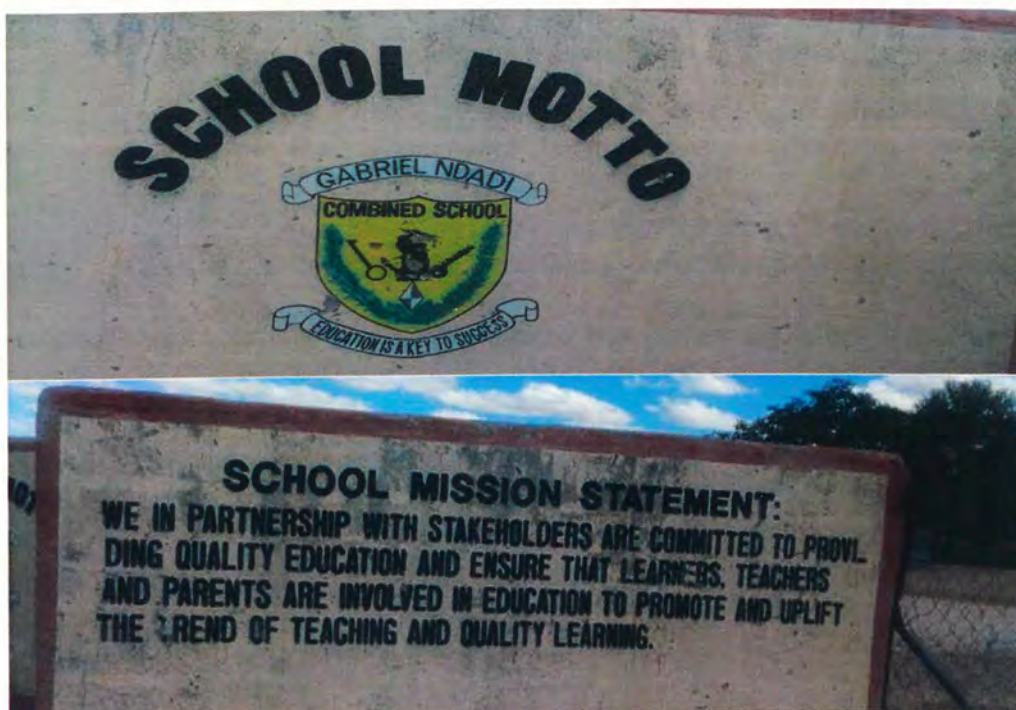


Figure 12

Graphological features

Gabriel Ndadi combined school is another school found in Ohangwena region which shares the same motto with Efidi combined School, thus also identifies itself as a promoter of education. The school motto states that “*Education is the key to success*”. The images in the school logo emulates the written motto. In this logo, is a person wearing a graduation cap as well. Arguably, the graduation cap symbolises success in education or accomplished tertiary education. There is also an image of two keys on the sides of the graduate, placing the graduate in the middle. The keys also symbolise the ability to open educational doors. Positioning the graduate in the middle of the two keys implies that there is no other way to success if not through education. It is only through education that learners can become graduates with successful careers. The images in the logo are persuasive, because anyone who sees the graduation cap, will obviously want to possess it, thus, prompting a strong drive

among learners to achieve and to believe that education is the only way to success. The image corresponds well with the motto statement. Through this motto, learners are made to believe that education is the only singular way to success. Learners are then kept in school with the hope of succeeding one day. This might also encourage them not to quit school. If they do, then they will not succeed, as indicated in the motto. By using such strong images, Gabriel Ndadi creates its ethos as a school that produces life achievers in society through education.

Lexical features

The school thrives for its learners to achieve a broad and balanced command of knowledge skills and attitude in the cognitive, affective and psychomotor domains. The school also aims at developing self-reliance and entrepreneur skills, including self-employment. This means that learners from this school are expected to be independent and to challenge the dependency syndrome. The entrepreneur skills teaches them to be innovative in order to create jobs for themselves, instead of waiting for someone to recruit them.

The school aims at encouraging lifelong learning. This is to say upon completing school, these learners are encouraged to study further and for life. They should never stop learning. It further aims at developing and instilling a sense of national identity, unity and loyalty to Namibia. This is meant for the learners to be proud of their citizenship and identify with it wherever they are. To realise the responsibility they have towards their country as the future leaders of the country (incomplete sentence). They are also taught to unite as a nation and to be loyal towards their country and to take care of their national responsibility.

Above all, learners are expected to learn self-respect.

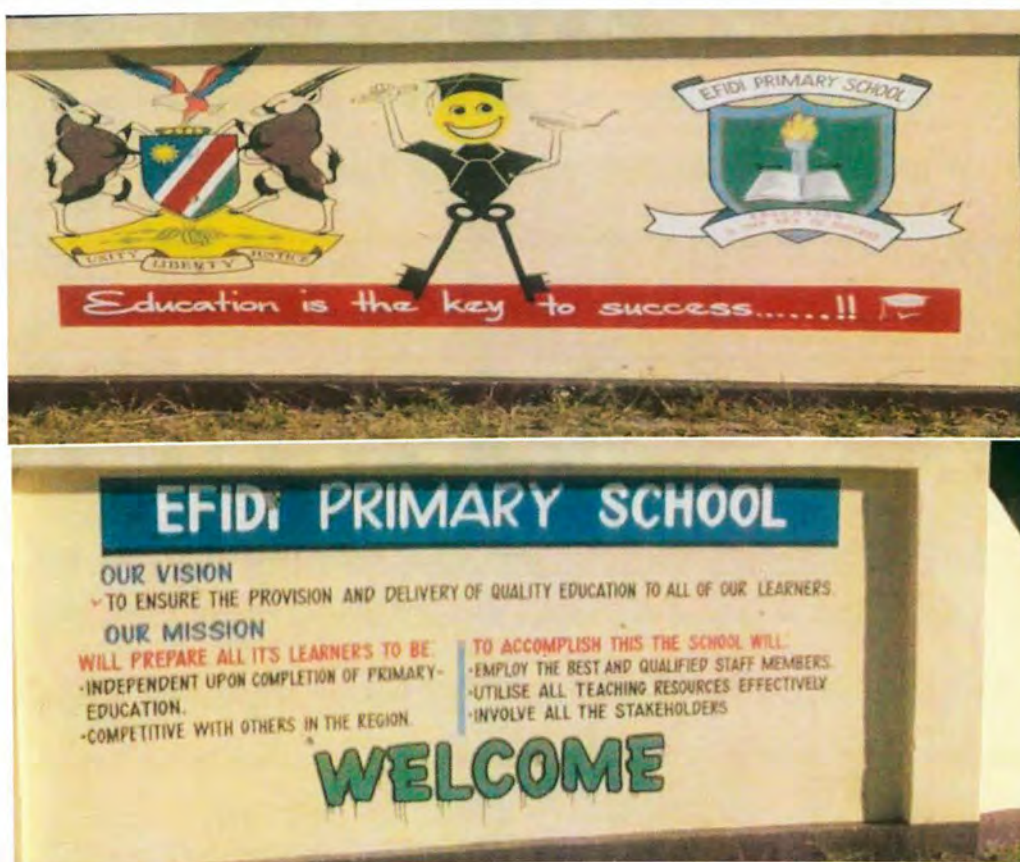


Figure 13

Graphological features

The images accompanying the Efidi Primary School motto echo the meaning of the motto. There is an image of a standing learner, looking very happy, perhaps due to the achievement of success. The learner is wearing a graduation cap to symbolise success and is lifting a book on one hand, and a pen on the other. These two images represent education as the only means to success. Interestingly, the legs of the learners are represented by two keys. Legs enable the individual to be mobile. Hence, if the legs of this learner are replaced by the two keys, it implies that the key opens doors to success. The two keys represent education thus implying that without education, one can never be able to move ahead in life to succeed. The image of the learner helps the school to place emphasis on education, thus, constructing its ethos

as a producer of accomplished and successful learners through education. Apart from the image of the learner, an open book is observed in the school logo. The image of an open book symbolises a manifestation of knowledge. This knowledge is provided through education. The torch is a symbol of truth and intelligence. All the images place emphasis on the importance of education, thus bringing out the ethos of the school.

Efidi, further, aims at preparing all its learners to be independent upon completion of primary education and to be competitive. This means that, when learners leave Efidi, they must be able to work on their own, without depending on anyone to work for them or to tell them to work. Thus the school is defined as an institution that instills self-discipline in the learners. Such learners are self-driven and do not depend on external discipline. Having gained such skills, these learners are bound to succeed in life.

The motto of Efidi primary school reads: "*Education is the key to success*". This motto can be interpreted to mean that without education, many people would not succeed. However, if people are educated, then they will also succeed in life. Hence, for one to succeed in life, one needs to be educated. This being the motto of the school, Efidi Primary constructs the ethos of a school that leads learners to their success through education.

4.2.2 Achievement and Aspirations

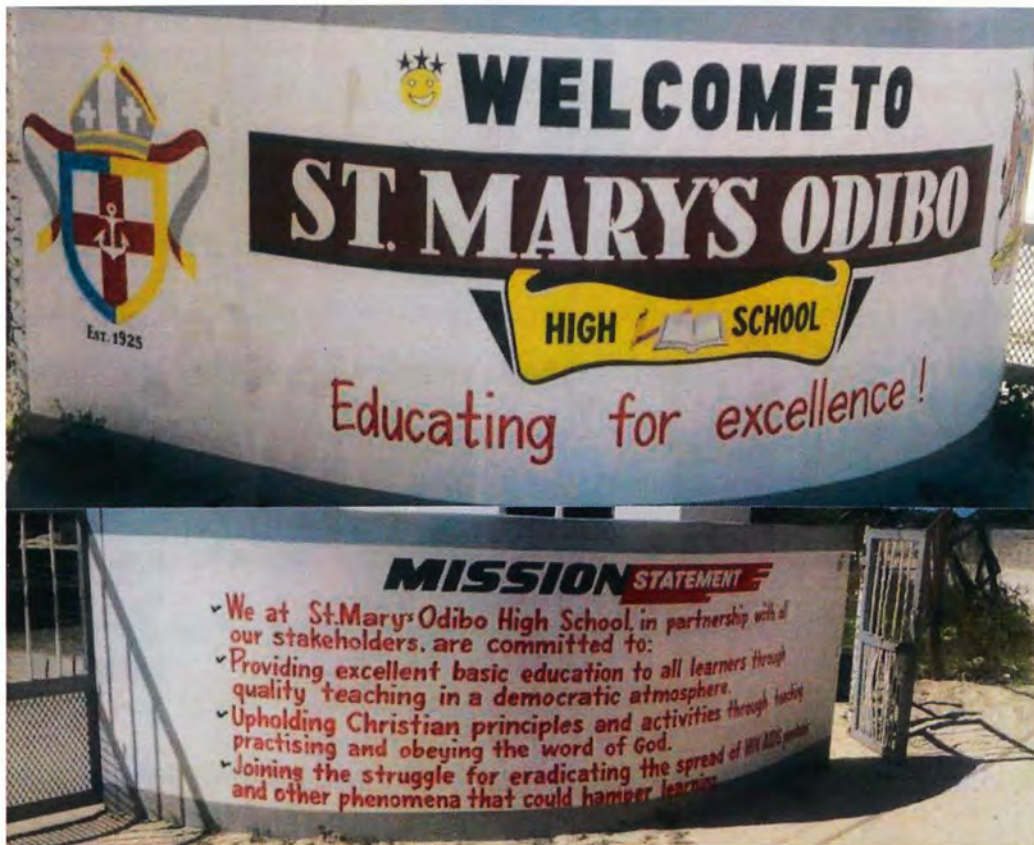


Figure 14

Graphological features

Some schools like ST. Mary's Odibo construct more than one character. On one hand the school aims at upholding Christian principles and activities through teaching, practising and obeying the word of God. On the other hand, the school aims to be identified as an academic excellence institution. The statement of upholding Christian principles projects the ethos of this school as a Christian school. The image of the school logo strengthens this character of the school too. The logo of the school is an image of a bishop's MITRE. This is a type of headgear which is a traditional, ceremonial head-dress of bishops and some other clergy in Christian churches. It is

mostly worn in the Orthodox Church, Roman Catholic Church, Anglican Communion and some Lutheran churches. On the MITRE, there are three crosses reminding the leaders of the life, death and resurrection of Jesus. Christians believe that Jesus was committed to serve the dignity and worth of others, even to death. Thus, for the school to have a cross in its logo, it should be a symbol that ST..Mary's members radiate in their lives, Christian joy and confidence because Christ is risen and Christ is alive. Moreover, the use of this image helps the school to construct its ethos and be identified as a Christian school immediately.

Lexical features

However, the school motto for ST. Mary's Odibo is "*Educating for excellence*". This school believes in educating learners to excel in whatever that they do. The word "*excellence*" in this motto claims the higher achievement and accomplishments in the field of education. This supports the findings made by Muhabat et al. (2015) who notes that school slogans make claims. ST. Mary's Odibo also claims that it can produce excellent learners through education, this is the school's ethos. The word 'excellence' in this context is also a strong metaphor which presents the school as a school that is ever ready to produce only excellent learners. For this school, the thrust is for learners to become excellent performers through education. Hence, learners may join this school with high hopes that they will become excellent.

The character of the school is further reinforced by the mission statement of the school. This school clearly states in its mission statement that it aims at providing excellent basic education to all learners through quality teaching in a democratic atmosphere. This statement reinforces the set values of the school. The school also encourages freedom of all parties working together. This gives an impression that

learners and teachers in this school are free to share their opinions and their respective opinions are respected.

This school further promotes quality teaching. Thus, teaching is a purposeful activity that transcends the teaching for the sake of teaching boundaries. The school also believes that all learners must be provided with basic education. By including '*all learners*' in the mission statement, the school refers to every individual learner who is part of it. Learners can have different abilities, thus by saying all learners; this school has included all the learners with their different abilities. This school further vows to join in the struggle of eradicating the spread of HIV and AIDS as it could hamper learning thus preventing learners from becoming excellent.

This school has succeeded in constructing its ethos as a Christian school, a caring school, a provider of quality education and finally a school ready to fight HIV and AIDS. Hence, ST. Mary's Odibo is a school that produces educated and successful people excel in society.

4.2.3 Promoting religion

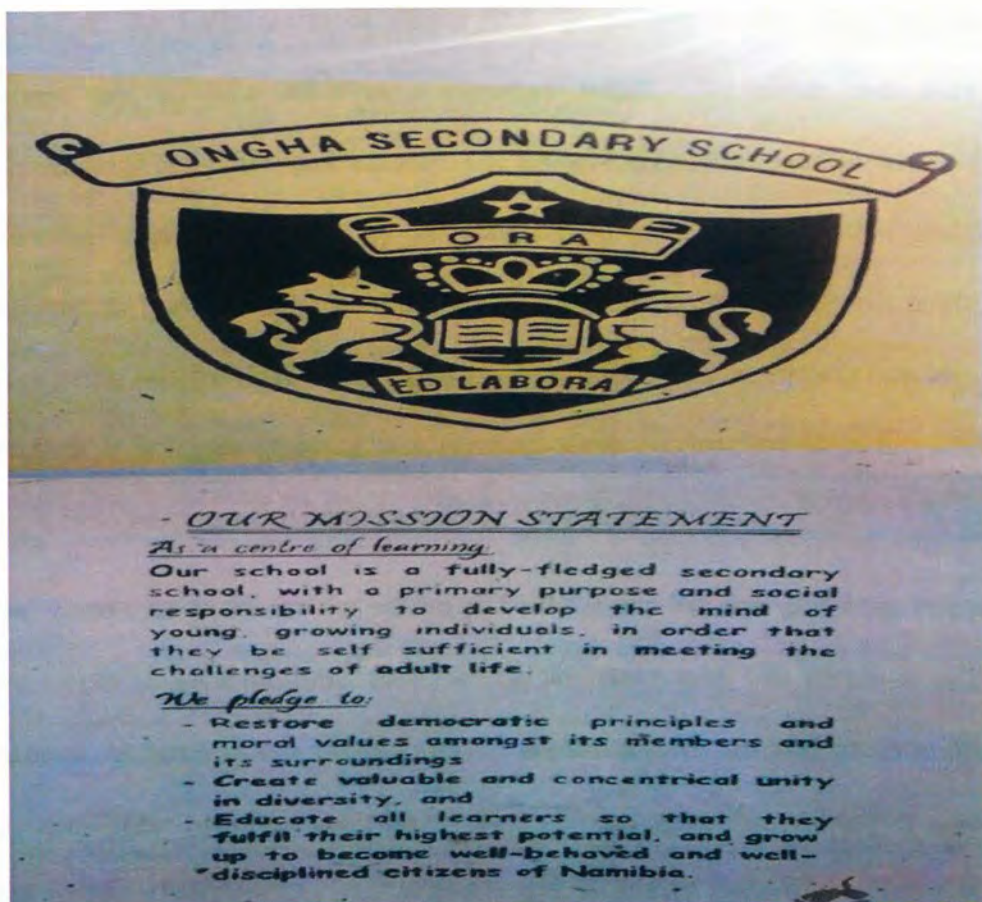


Figure 15

Lexical features

Another school that aims at promoting Christianity is Ongha Senior Secondary School. Ongha is one of the schools in Ohangwena region which has its motto written in Latin. However, the researcher will the English translated version of this motto. The motto is “*ORA ED LABORA*” which means “*pray and work or pray and labor*” in English. It refers to the Christian monastic practice of working and praying. Generally, it is associated with the rule of Saint Benedict. Benedict viewed prayer and work as partners, and believed in combining contemplation with action.

The phrase expresses the need to balance prayer and work in monastic settings and has been used in many religious communities from the middle Ages onwards.

Therefore, the Latin motto of Ongha SSS "*prays and works*" (Ora Ed Labora) defines this school's ethos as a Christian school. The motto underlines the interrelationship of faith and learning. The school has sought to remain faithful to its Christian monastic practice by encouraging students, administration and staff members to pray and work hard at the same time. Since this is a school motto, the work being referred to can only be that of working towards educational success. For learners, it involves studying and learning while for teachers it is the work of teaching to make sure that learners succeed through hard work.

The motto thus, identifies this school as a school that believes that when one prays and works at the same time, then there is no reason why that person should not succeed. As much as one needs to work hard to succeed, one also needs to pray to succeed. These two must complement each other. Ongha SSS is therefore a school that produces hard working and faithful people in society. It equips learners with the skill of working hard and instils in them the religious beliefs in prayers.

However, as a community of liberal learning, Ongha is also a community that encourages and nurtures individuals whose minds are well developed to meet the challenges of adult life. This means that learners at Ongha are expected to develop maturity, to be able to face any challenge that they might meet on their journey as they become adults. The school thus educates learners for life, so that they become responsible adults in society. The motto of this school does not promise learners any achievement, but it gives them hope for a better future school that wants to produce people who are responsible and are stern believers in prayer and hard work.

Syntactical features

The motto “*pray and work*” is a verb phrase written as an imperative. An imperative is a type of sentence that gives advice or instruction or that expresses a request or command. The motto of Ongha is commanding, instructing and advising at the same time. The motto commands learners to pray and work.

4.2.4 Promoting knowledge

Lexical features

The researcher found four schools that promote knowledge. However, three schools (Kongo primary, Mandume Ndemufayo and Haimbili Haufiku SS) share the same motto. The motto is “*Knowledge is wisdom*” (See Figs 15, 16 and 17). The two nouns “*knowledge*” and “*wisdom*” are not synonymous, however they are related. Knowledge refers to the information that one can gain through experience, reasoning and acquaintances while wisdom has to do with the ability to judge what is true, right or wrong. Knowledge can exist without wisdom because one can be knowledgeable without being wise, but wisdom cannot exist without knowledge. By using two nouns that seem similar yet different, the schools have managed to create their ethos that produces knowledgeable and wise people in society. The use of the word “*wisdom*” set the schools’ character apart from other schools that might just want to provide knowledge. This motto is persuasive in nature as it encourages learners at these schools to believe that they are gaining an extra skill which is wisdom, apart from just gaining knowledge. The motto is also hyperbolic in a way because the schools cannot guarantee that all learners will be wise upon gaining knowledge.

Given the nature of this motto of the three schools, they thus portray the same character which is to be schools that believe that knowledge equals wisdom. The schools do not believe that they only provide knowledge, but that by providing knowledge, wisdom is also imparted at the same time. Learners will not only gain knowledge but they will also gain the skill of knowing how to apply that particular knowledge and also learn what is wrong from what is right.

Graphological features

Although Kongo primary, Mandume Ndemufayo and Haimbili Haufiku SS do not share the same images in their logos, an open book is a common image observed in the logos of all the three schools. This is interesting because, the image of an open book symbolises knowledge that is ready to be received by the learners since the book is open. By using this image, the three schools are able to emulate what they share in common which is the motto "*knowledge is wisdom*". The use of this image thus shows that the schools have constructed the same ethos. The three schools then share a belief that when one has gained knowledge then one has equally gained wisdom.

Although Kongo PS, Haimbili Haufiku SSS and Mandume Ndemufayo P.S share the same motto which states that knowledge is wisdom, the schools still managed to set themselves apart from each other through their different aims captured in their mission statements. Their mission statements will therefore be analysed separately.



Figure 16

The motto of Kongo P.S “*Knowledge is wisdom*” is cemented by the mission statement of this school. This school’s aim is to create a teaching atmosphere where learners are not only taught knowledge, but discipline as well. Learners at this school are moulded to realise their full potential and abilities academically, morally and physically. Learners graduating from this school, therefore, are not only expected to be academically knowledgeable, but they are also expected to have gained wisdom, by being able to discern what is wrong from what is right. They must also be aware of their full potential so that at the end of the day, these learners do not only depend on the academic area to succeed, but rely on their physical and moral skills for success.

All these make any reader to realise the identity or the ethos of this school as a school that believes in educating a child holistically. Thus, the ethos of this school is embedded in its motto as well as in its mission statement. The two works together well in constructing the ethos of this school.

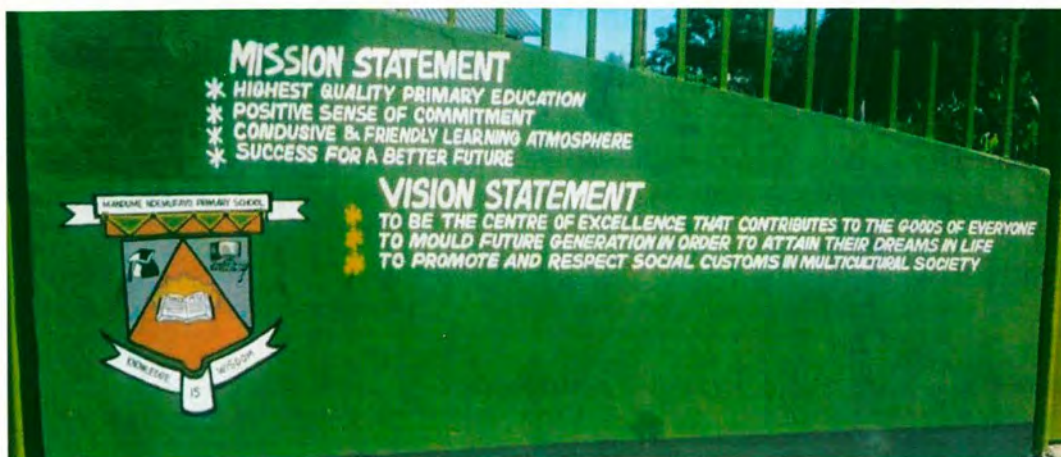


Figure 17

In addition to the school motto “*Knowledge is Wisdom*”, the mission statement of Mandume Ndemufayo P.S identifies the school as the primary school that aims at providing the highest quality primary education. It also aims at instilling a positive sense of commitment in its learners. This means that learners here are committed to hard work and once this sense of commitment is instilled in them, they will be ready to face the world. This commitment makes them wise. The school also aims at providing a conducive and friendly learning atmosphere for learners to work towards a better future. The mission statement has helped the school to construct its ethos of producing committed, knowledgeable and wise people in society.



Figure 18

Haimbili aims at inculcating democratic principles and moral values in its members. Since, the motto of Haimbili is “*knowledge is wisdom*”, it can be argued that the school does not only aim for its learners to gain knowledge but also encourages them to put the knowledge into practice. Thus for Haimbili it is not enough that learners are taught about democracy, but they are also taught the principles and moral values of exercising that democracy.

Haimbili further aims at instilling a sense of unity in diversity in its members. With this, the school identifies itself as an institution that accommodates diversity through unity. This means that the members of this school are expected to unite with individuals and work towards the same goal despite their differences. One can therefore, expect the members of this school to work as a team.

The school finally, aims at moulding good and responsible citizens. The assumption is that when the skill of wisdom is instilled in learners, then those learners will also be responsible. The mission statement of Haimbili helps the school in constructing its ethos which is, a school that produces responsible, wise and knowledgeable people in society.



Figure 19

Lexical features

The motto of David Shingo is “*voyage of knowledge*”. This motto has an idiomatic meaning. It covertly is reminiscent of the long journey of acquiring knowledge by searching for it. The school therefore identifies itself as a provider of knowledge; a place where knowledge is found only after being sought for. Since this is a long journey search, it can include hard work and self-reliance.

However, this long journey search could also refer to the period the learners have to stay learning at this school. David Shingo is a primary school that offers primary and junior secondary phases thus, learners can stay at this school for two academic phases. The term “*voyage*” therefore might refer to the two phases as a long journey,

because the learner will only be left with a two year secondary phase to complete their school education.

The motto of David Shingo is strengthened by its mission statement. The mission statement aims at providing a conducive teaching atmosphere where learners are inspired to search for knowledge to succeed. The words used in the motto and the mission statements help the school to create its ethos as a school that produces people who are knowledgeable and hard working.

4.2.5 Promoting unity



Figure 20

Lexical features

The motto for Epoli combined school is *Unity, Study, and Success*. It lists the most three important beliefs of the school. Hence, the school identifies with these three terms.

The word “*Unity*” is in large the word that appeals to all stakeholders of education. The word calls for unity among teachers, learners, parents, regional directors of education, ministry of education and any other educational stakeholder. This word implies that when all stakeholders of education are united, working together, then the education fraternity will succeed. Working together however, has to do with team work. All members of the team, therefore, have to agree and believe in the same goal or vision in order to achieve it. Nevertheless, if people are not united, then they might not be able to achieve success. On the other hand, this term could also just be directed to learners alone. Since it is not presented as a verb, it could be presented as a requirement needed by learners for success.

The term “*Study*” in this motto seems to be directed to the learners of this particular school. It is more of a command, directly commanding learners to study hard. The school believes that if learners do their part, which is working hard on their studies, then this can only result in success. It is also the belief of this school that success cannot be achieved without working towards it. “*Success*” is the last term in this motto. It seems to be the result that can only be achieved if the first two goals are achieved. In a way, the school believes that if the stakeholders are united and learners are studying then the result can only be success for both parties involved in the learning process. The school motto of Epoli Combined School is strongly complimented by its mission statement. The school can be identified as a school that aims to provide not only knowledge, but skills and attitudes in unified studying

environments to produce responsible citizens. This mission statement compliments the motto very well. The school's aim to provide a unified studying environment seems to correspond to the two terms used in the motto which are: unity and study. This is because, if learners are provided with a unified environment, then they are likely to be motivated to study in such an environment and at the same time learn the essence of unity. They will then be able to unite and pass it on to others wherever they find themselves. The school wants its learners to succeed, since only successful learners can become responsible citizens. The three terms help the school to construct its ethos as a school that produces people who are able to unite, work hard and people who are responsible and successful in society.

Graphological features

The logo of the school echoes the school motto. In the logo, an open book and a key is observed. These two are symbols of studying and knowledge. Thus, they mirror the word "STUDY" in the motto. However, the book is written "Education is the" which is completed by an image of a key so that it reads "Education is the key". The use of an image to complete the sentence is a stylistic technique called graphological deviation. The key will then reflect the word "SUCCESS" in the motto.

Through the motto, mission statement and the use of graphological features, the school has managed to construct the character of a school that believes in Unity, Study and Success.

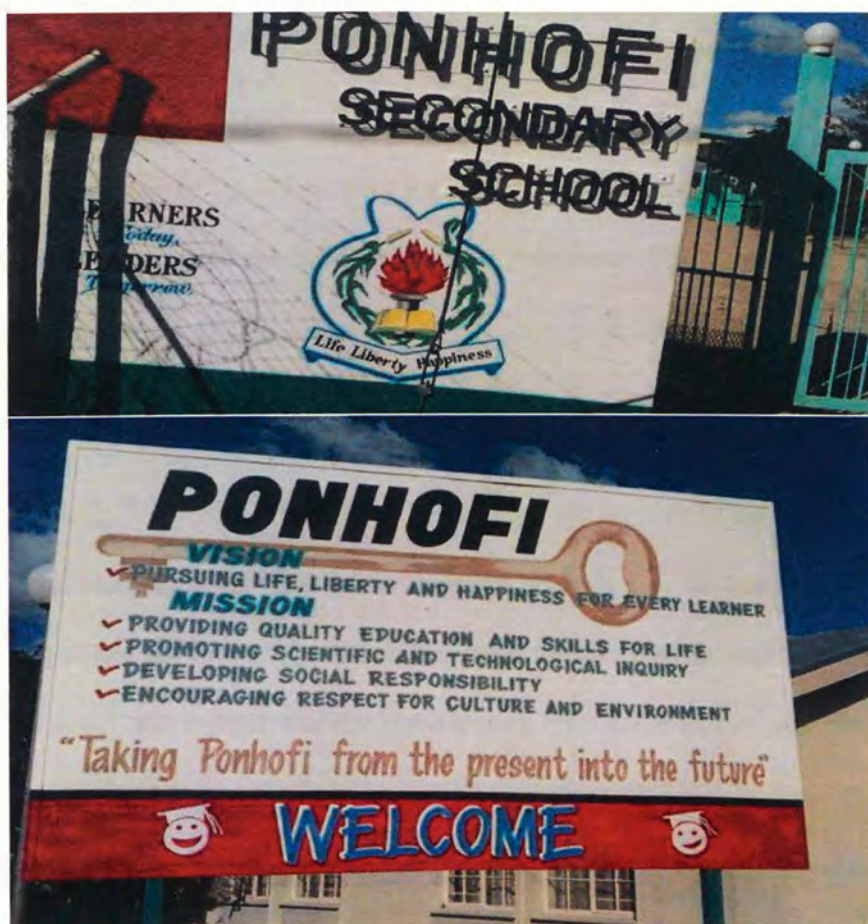


Figure 21

Graphological features

The motto of Ponghofi S.S.S is also a three word term, which is Life, Liberty, Happiness. It is similar to that of Epoli Combined School. The logo of the school managed to echo one word from the motto which is 'Liberty'. The torch in the logo is a symbol of enlightenment, hope and liberty. A flame on the torch is used to shed light on the darkness. This torch could light up the learners' lives thus bringing them 'Happiness'.

Besides, there is another slogan appearing on this picture. The slogan reads "LEARNERS Today, LEADERS Tomorrow". This could be interpreted to mean that

the children might be learners in the present (today), but in future they will be leaders. This shows that the school strongly believes in the ability of its learners to rise and become future leaders. The language used in this slogan is persuasive, and motivating at the same time. Learners are persuaded by this slogan because they are made to believe that they can be the leaders of tomorrow. The slogan also motivates them to not give up.

Foregrounding

The two words “LEARNERS AND LEADERS” are written in capital and bolded letters thus, foregrounded. The school perhaps intends for the reader to see these words and focus on them. The remaining two words “*Today and tomorrow*” are written in small, not bolded, but italicised letters. The name of the school is written in capitals, but underlined by an image of a key instead of a regular line. This could mean that the school is the key to the future. The stylistic feature being used here is foregrounding. Foregrounding means the use of foregrounded, linguistic devices that make that expression stand out as unique. It is uncommon to underline a word with a key, thus implying a different meaning. It is uncommon to underline a word with a key, thus implying different meaning.

Lexical features

Ponhofi identifies itself as a school that believes in the lives of its learners. It does not only want to provide quality education for its learners, but skills for life as well. Given that not all learners might succeed academically; Ponhofi would like to make sure that even when its learners do not succeed academically, they will still be successful in life because they gain other skills that they can use to succeed in life.

Ponhofi also wants to promote scientific and technological inquiry. The words “scientific and technology” modernised this school, identifying it as a school that is up to date thus setting it apart from other schools. Technology has become an important part of life in a modern world and Pohnofi wants to make sure that its learners are not left behind by this new development. This means that learners are provided with skills for life. The motto is also persuasive as it encourages learners to be part of this school and to learn updated skills of technology. Ponhofi also aims at developing social responsibility in its learners. This is another skill of life that enables learners to be exemplary in society and to be socially responsible.

Ponhofi finally aims at encouraging respect for culture and the environment. This is also an important aspect of life. If learners are taught to respect their culture and environment, then such learners gain many skills in life. Ponhofi has therefore, managed to construct its ethos through its motto and mission statement. It is identified as a school that believes in educating learners in totality. It educates learners not only academically, but equips them with life skills. It cares a lot about its learners, because it equips them with skills that enable them to succeed from any angle of life. Leaving its learners well educated about life, liberated and happy.

The stylistic, linguistic devices used in the motto and mission statements have helped Ponhofi to construct its ethos as a school that produces people who are successful, educated and responsible.



Figure 22

Graphological features

Okatope C.S is another school with an interesting motto. The motto states that “*Unity provides success*”. Precisely, this means when unity is exercised, the only possible result is success. Okatope is therefore a school that identifies itself as a unifier of the nation through education. Interestingly, the logo of the school shows an image of the Namibian map and a pen. The map might be a representation of the word ‘*unity*’ in the motto, while a pen represents education. Success is represented by the image of a person wearing a graduation cap, who is placed on top of the school logo.

Lexical features

The mission statement clearly states that Okatope J.S aims at providing quality education. It also aims at educating learners in totality. The word “*totality*” here refers to educating learners in all the skills that they can use to succeed in life, be it sport, computer skills, life skills and entrepreneur skills. The school further aims at preparing learners for good results which can either enable them to secure opportunities to continue with their secondary phase education, or opportunities in the job market. By implication, learners leaving this school having gained enough skills to help them succeed in life. If they fail in furthering their studies, they at least would have gained enough skills to help them find a job and join the job market in order to fend for themselves. The linguistic and stylistic devices employed in the motto and mission statement, assist Okatope to construct the ethos of a school that produces people who have acquired enough skills to succeed. It also promotes unity.

4.2.6 Motivating mottos



Figure 23

Lexical features

Usko Nghaamwa Special School in Ohangwena region is a school meant for the hearing impaired learners. The motto of the school is also made up of three individual words, “*Access, Opportunity, Empowerment*”. Since this is a special school, it identifies itself as a school that provides access to education to children with hearing impairments. The word “*opportunity*” is powerfully used since the hearing impaired are special learners who are not really accommodated by public schools in society. By using the word “*opportunity*” the school creates a character of

an extraordinary school that gives such children an opportunity to learn as well as empower themselves.

The mission statement strengthens the motto of this school. It aims at moulding and developing the deaf and hard of hearing learners using sign language to enhance their communication. This school therefore presents the character of a caring school. It takes care of children who are easily forgotten in society because of their special needs. It moulds and develops these learners' sign language. This means that this school gives these learners a voice and a communication means in society. The aim could only be to help these learners communicate and be part of a society as well as to develop a sense of belonging in them.

This school also strives to provide quality education which develops independent learners. The vow here is not only to make sure that learners are provided with education, but it is also on the type of education they should be provided with, which in this case is quality education. The mission statement also emphasises the independence of learners. The school wants to produce learners who will be able to do things on their own, without relying or always depending on someone to do it for them. Lastly, this school aims at raising awareness and understanding the needs of deaf children in the community.

The words embedded in the motto and mission statements help the school therefore to construct its ethos as the voice of the voiceless. It wants the society to know that its type of learners exist, and for them to be known in society and be understood in the community.



Figure 24

Lexical features

The school has a three word motto. The word ‘Access’ in the motto could be referring to the opportunities that need to be accessed. A school can be one of such opportunities. “Learn” is another word used in the motto. The three words working together encourage learners to have access to school, so that they can learn and acquire knowledge.

The school vows to provide a conducive learning environment. This corresponds with the goal of the motto since one of the words in the motto is “learn”. The learning environment is therefore a priority to this school, perhaps because it believes that it is one of the most important factors that influence the learning process.



Figure 25

Graphological features

The motto of the school is "strive for success". The motto is simplified by the images shown. The picture of the two learners, who are busy reading while walking, shows that they are striving for success, which is what the motto instructs. By showing the image of learners who are rather busy, as if they are complying with an order given, the image has managed to help the school construct its ethos. This motto is more of command that could be directed to all members of the school, both learners and staff members.

Lexical features

It is a very motivating motto which encourages the members of school to try very hard towards achieving success. The word 'strive' implies a great effort towards achieving success, thus school members are motivated not to give up, but to work hard. The motto can also be interpreted to be a belief of the school. It could be said that the school believes that people should strive for success.

The mission statement promises to make Onamunhama a centre of excellence. This is the goal of the school, hence the school itself also strives for success, which can be achieved when the school is finally made a centre of excellence. According to Meacham (2008) mission statements can communicate what needs to be done for the students. The mission statement of this school conforms to this statement by further explaining how it intends to make the school a centre of excellence. A centre of excellence can be created by providing quality education through equipping learners with sufficient knowledge, skills and attitudes for further learning opportunities to meet the demands of today's world. This shows that the school cares for the learners. It uses the pronoun "*our*" to refer to the learners, showing that it considers these learners as their own children thus, their own responsibility. The school therefore does not only want to provide education, but goes further into the learners' future and tries to make sure that they acquire further learning opportunities. The school also guarantees that the children become responsible adults in the society. Through linguistic and stylistic devices used in its motto and mission statement, this school has therefore managed to construct the ethos of a caring school beyond educating learners. It produces successful learners by making sure that they work hard to become successful.

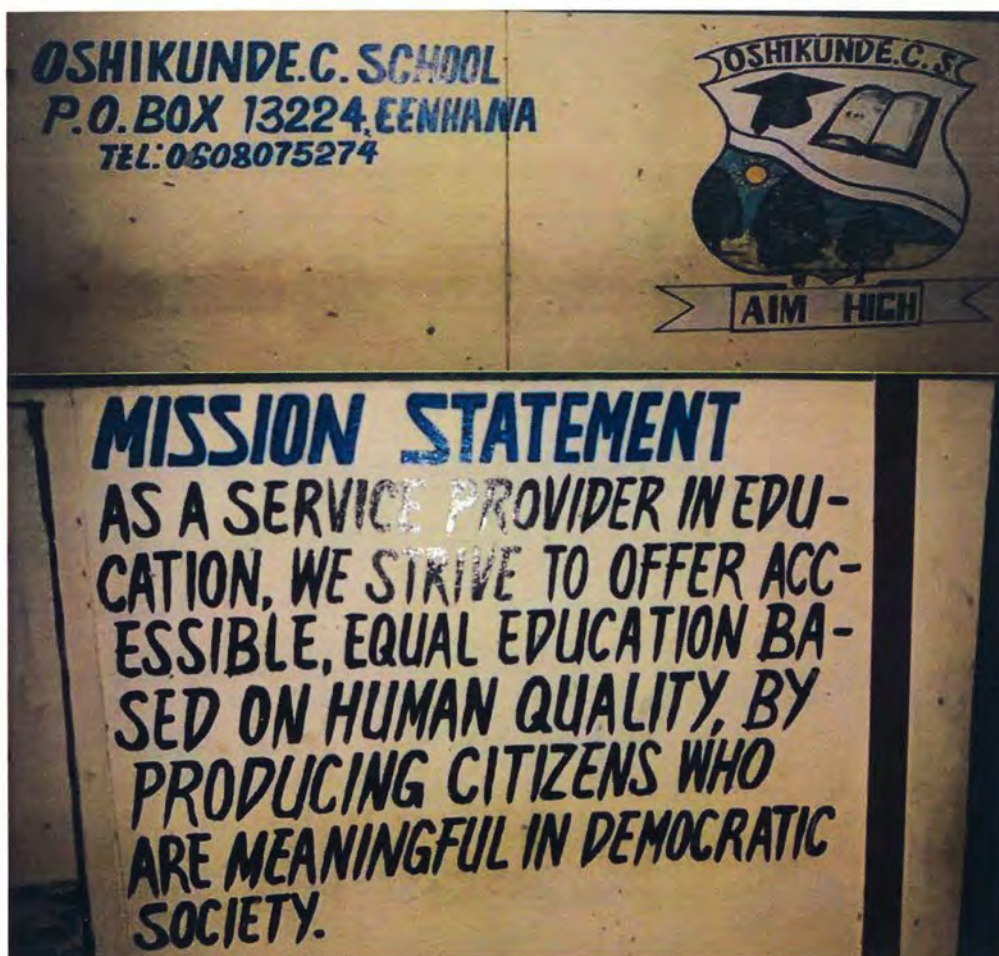


Figure 26

Lexical features

The motto of Oshikunde combined School is 'Aim High'. This motto is more of a command, commanding learners and teachers to be ambitious. The use of the word "aim" instructs learners to have goals and visions to know what they want to achieve. It is a motivational motto as it motivates and encourages the members of the school. It is the wish of this school that all its members try to reach their full potential. These people might already have ambitions, but by using the word "high" the motto instructs the school members to elevate these aims. The school thus wishes that these aims are high and far beyond everybody's potential. It is also a persuasive motto,

because it makes people believe that there is something high out there that they can aim for. The motto however, does not say what it is that should be aimed for.

The mission statement of the school characterised the school as a service provider of education which strives to offer accessible and equal education based on human quality. It vows to do this by producing citizens who have a meaningful existence in a democratic society.

The motto and mission statement helps the school to construct its ethos as a school that produces people with high aims, thus highly successful.



Mission Statements: Nakambuda primary school aims for poverty reduction by moulding learners into independent and responsible citizens by providing them with quality education through efficient and effective teaching and learning.

Figure 27

Lexical features

The motto of Nakambuda is “*progress to prosperity*”. This motto seems to instruct the school members to progress to prosperity. The word ‘*prosperity*’ here refers to the state of being successful, while the word ‘*progress*’ is used in this motto to refer to a movement towards a destination which in this case is prosperity. Thus, the motto encourages people not to give up, but to keep moving forward until they achieve success.

The school vows to join in the fight of poverty eradication. It believes that this can be done by providing quality education through efficient and effective teaching and learning. Unlike other schools, this school does not only promise to provide quality education, but states how it is going to do it. This might get the readers to trust the school. The school also wishes to make sure that the teaching and learning is effective so that it leads these learners to prosperity. This strengthens the motto of the school.

The ethos of this school is that of a school that produces successful people and people who are not ready to give up in society.

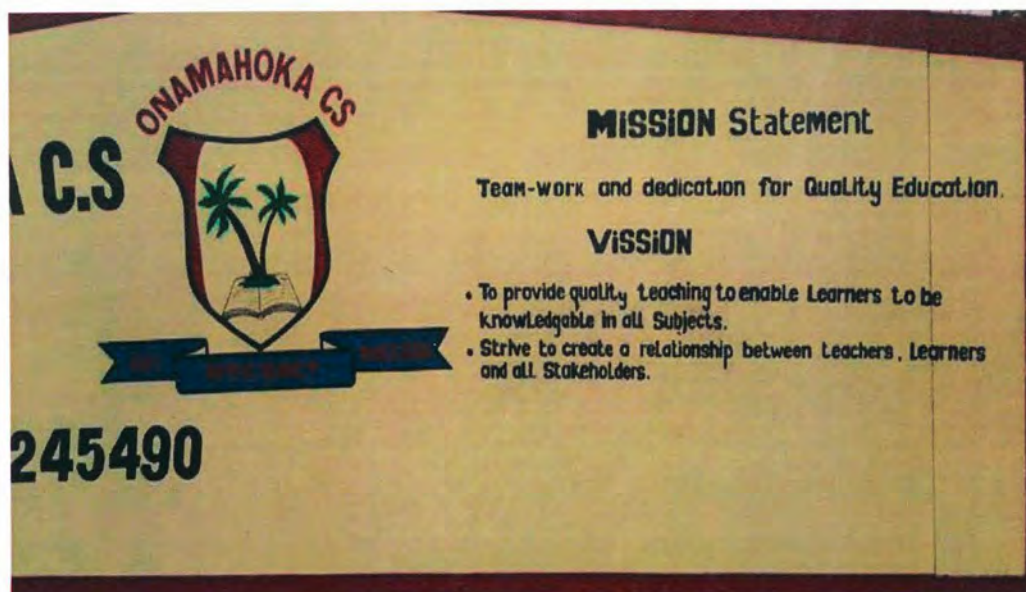


Figure 28

Lexical features

The motto of Onamahoka Combined School is a three word motto. Each word displays a different meaning. The mission statement is made just in one sentence. It calls for team-work and dedication for quality education. This shows that the school would want to provide quality education to its learners. However, the school also believes this cannot be done in isolation. The school thus calls for teamwork and dedication among its members in order to achieve its goal. It can argued that this school believes that for an organisation to succeed, the members have to work together and dedicate themselves towards achieving the common goal.

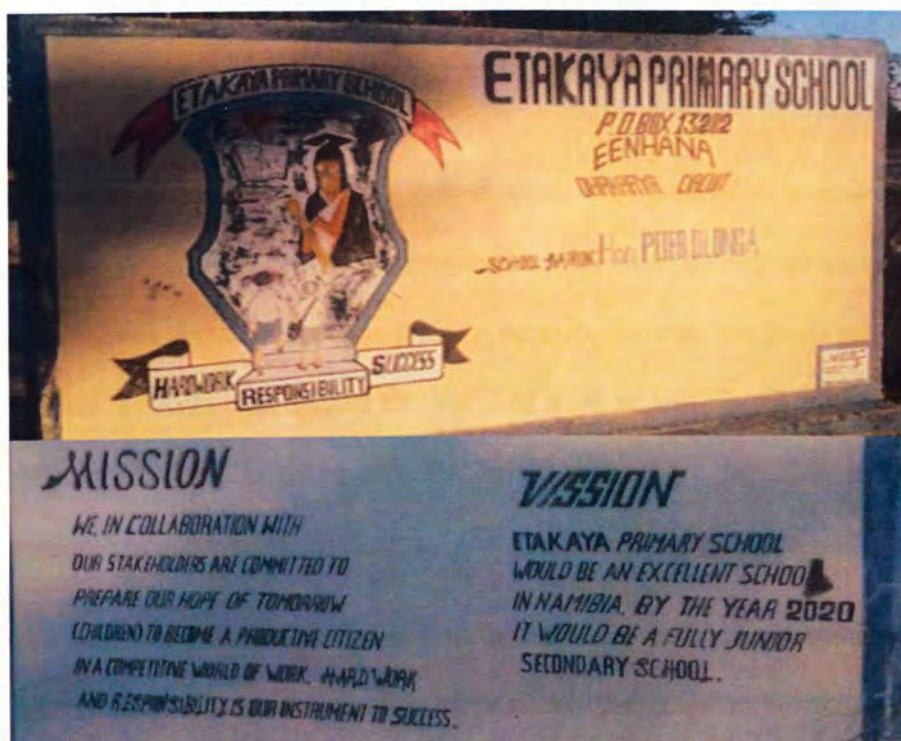


Figure 29

Lexical features

“*Hardwork, Responsibility, Success*” are the three independent words that make up the motto of Etakaya Primary School. The word “*Hardwork*” in this motto encourages learners and staff members to work harder. It encourages them to do their best and to dedicate more energy in their work, be it studying or teaching.

Through the word “*Responsibility*”, the school members are also encouraged to take responsibility of their lives and school work. This means that they should be accountable for their school work. They need to take charge and not expect other people to do it for them. The word “*Success*” in this motto is more of an encouragement, encouraging learners to succeed in whatever, they are doing. However, it can also be interpreted as a result or award that one can get for working

hard and for taking responsibility as implied by one of the goals stated in the mission statement: *“Hardwork and Responsibility is our instalment to success”*

The mission statement of this school reads: *“committed to prepare our hope of tomorrow (children) to become productive citizens in a competitive world of work”*.

This school focuses more on making sure its learners are successful. Part of this success involves excelling in the world of work or securing jobs after school. Thus, the school wants to make sure that when that time comes, the learners are well prepared to survive this challenge.

Learners being trained at this school become responsible and productive citizens in future. The school has therefore constructed the ethos of a school that produces responsible, hardworking and successful people in society.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this thesis was to analyse the selected school mottos and school mission statements of schools in the Ohangwena region. Conclusions and interpretations drawn from the findings of the data collected are presented in this chapter. The study's conclusions are premised on the linguistic-stylistic theory and the three research objectives that form the basis of this study:

1. profile the nature of school mottos and mission statements in the Ohangwena region
2. assess the underlying purposes of different selected school mottos
3. analyse how the selected mottos and mission statements create the ethos or character of the school

5.2 Profile of the nature of school mottos and mission statements in the Ohangwena region

5.2.1 Categories of mottos

Some mottos studied were found to fall under some of the motto categories suggested by Synott and Symes (1995) (see 2.5.2). These include *Chivalry*, *Religion*, *Knowledge*, and *Work*, *Combinations* and *Achievement and aspiration*. However, unlike the mottos in Queensland, Australia, the Ohangwena region mottos have not incorporated the category of *Work and Chivalry*. Instead, the findings formed three new categories that are not part of what Synott and Symes (1995) suggest. These are *Motivation* (see figures 22-28), *Education* (see figures 1-12) and *Unity* (see figures

19-21). This shows that, mottos in the Ohangwena region, also motivate and promote education as well as unity among learners.

5.2.2 Graphological features of school mottos in the Ohangwena region

All the analysed mottos were presented below well-thought out images that are inscribed in a school logo (see figures 1-28). In many cases the images in the logos reflect the written mottos. A reader can understand the motto by looking at the visual images without reading what the written motto states. There are common images used in logos by schools in Ohangwena. For example, a graduation cap and gown are used as a representation of success and achievements. An open book and a pen symbolise education and knowledge. A bright sun is a representation of hope and aspirations. Some logos have used plants to symbolise their environments. The application of such a stylistic presentation enhanced easy understanding of the school's character and was also used to attract the attention of the readers. Functionally, the inscribed images/ symbols in the school logo and the written motto attempt to convey the goal/ mission of the school and at the same time familiarise the community members to the school. It can, thus, be deduced that school mottos, logos and mission statements are very important tools that schools use interchangeably to communicate with the outside world. They are working tools employed by the schools to familiarise themselves with the community and to convey their characters to the society.

5.2.3 Syntactical features of mottos in the Ohangwena region

The majority of the mottos in the Ohangwena region were found to have been presented in complete sentences. The most commonly used sentence type to present the mottos was the declarative, while only four were presented as imperatives. Only five mottos were found to have been written in phrases, mostly noun phrases see figures 4,12,13,16 and 24, while the rest were presented in independent individual single words, mostly three words (see figures 1,2,11,18 and 21). These findings correspond with Noor's (2015) findings (see 2.5). The findings also show that imperatives and ellipsis were also some of the syntactic features used on mottos. Imperatives were only found in two mottos (see figures 24 and 27) while ellipsis was used in four mottos only (see figures 11, 13, 24 and 27).

The analysis carried out on the syntactic features revealed that the syntax of school mottos is generally simple. No complex clauses were noted. This means that the mottos are intentionally made short, concise or precise so that the readers or school members can memorise or retain them. The concise nature of the syntax also enables the learners to easily understand the mottos.

5.2.4 Lexical features of mottos in the Ohangwena region

Lexis in linguistics refers to the entire vocabulary of a given language. In stylistics analysis, how the words are selected from the language user's linguistic repertoire to meet communication ends is the major concern. The analysis of the texts in the corpus has revealed that the key words are mostly descriptive and emotive. Most of the words are presented in metaphors which embody the goals, aims, beliefs and

values of the school. To be retained and remembered easily, the mottos are mostly in single word or phrase form.

Words like '*success, education, knowledge, life*' and '*future*' appear in most mottos. These words are the central aim of schooling, since the aim of every learner is to succeed and to receive quality education as well as knowledge in order to succeed in their lives. The immediate implication is that learners are likely to join schools with such mottos. This is in agreement with Muhabat et al.'s (2015) findings who found out that school slogans used charming words related to education in order to promote positive change among the students. The vocabulary of the mottos therefore entails everyday words that are descriptive, motivate, emotive and mostly metaphorical.

5.3 The underlying purpose of school mottos and mission statements

School mottos are sayings or phrases that inspire and encapsulate the values or ideals of learners and teachers. School mottos in the Ohangwena region convey hopes, ideals and principles of the school. The purpose of the school mottos and slogans is to bring learners and teachers together, and to inspire and motivate them with a short meaningful motto. For example, the mottos; "*Aim high*" of Oshikunde Combined School and "*strive for success*" of Onamunhama Combined School are short meaningful mottos aiming at inspiring the learners and teachers. An inspiring motto focuses on sharing ideals that relate to life or education. School mottos or slogans focus the mind on important principles, standards and ethics. They drive people in a school community to live in harmony and achieve educational success.

School mottos serve to unify people and create a sense of community. Mottos and mission statements are means by which schools promote their core beliefs. Unlike school mottos in Western Kenya studied by Aagaard-Hanseb and Oyugi (2013) (see 2.5), the mottos of schools in the Ohangwena region focus on the goals (pointing to alleged long-term benefits) rather than the means (giving directions for conduct on how schooling should be achieved).

The findings of the study agree with Daft (2008) and Drohan (1999) (see 2.6), that mission statements outline the core values of the organisation but also provide the reason for the organisation's existence by expressing its reason for being, conveying its identity, and stating its purpose, focus and direction. This was found to be the main purpose of the mission statements by this study.

5.4 Creation of ethos/character through mottos and mission statements

The findings reveal that schools display their ethos/ characters through their mottos and mission statements. The mottos are strengthened by the mission statements to construct the ethos of the school. Some schools share similar mottos, but different mission statements. However, this does not mean the schools share the same ethos. Despite the sharing of a similar motto, the school can still construct a different ethos. Thus, linking mottos to their mission statements, helped in finding out the constructed ethos as the two worked interchangeably towards this goal. This method is supported by Slyusarenko and Lugovyy's (2015) (see 2.5).

The findings also show that school ethos are created through the beliefs and values of the school that are embedded in school mottos and mission statements. This is confirmed by Halstead (2000) and Smith (2003) (see 2.2). The belief of the school

tells what the school stands for or what it is about. The schools constructed the following characters: “*knowledge providers*”, “*providers of quality education*”, “*promoters of HIV/AIDS eradication*”, “*producers of successful and excellent learners*”, “*unifiers of the nation*”, “*creators of conducive learning and teaching environment*” and “*learning opportunity providers*”.

5.5 Summary of conclusions

The study sought to analyse the ethos constructed by schools through their mottos and mission statements. The conclusion drawn from the data is that mottos and mission statements construct the ethos of the school. In most instances, the mottos and mission statements executed different responsibilities, in order to achieve one goal which is constructing the ethos of the school. Most of the mottos stated the belief of the school while the mission statement statements provided the goal of the school and what it aims to achieve. The logos of the schools were also well-crafted and thought-out to contribute to an easier understanding of the meaning of the motto. The researcher, expected to concentrate only on the mottos and mission statements, but found out that the logo mirrors the motto in many cases, thus could not be ignored in this study.

The nature of school mottos in the Ohangwena Region was also profiled in this study. Following Synnot and Symes’s (1995) suggestion, mottos were profiled into six categories. The conclusions drawn were that mottos in the Ohangwena region fall into six categories: Religion, Knowledge, Combinations, Motivation, Education and Achievement and aspiration. The mottos were profiled to have graphological features, for example the use of images in their logos. This is helpful in

communicating the motto of the school especially to people who are illiterate. The use of visual images can also be attractive and inviting. In fact, the majority of the mottos in the Ohangwena region were found to have been presented in complete but short sentences only five of these mottos were presented in phrases, and the rest were presented in independent individual single words, mostly three words. It can also be concluded that imperatives and ellipsis were some of the syntactic features used on mottos. However they were used in very few mottos, but effectively. The purpose of mottos and mission statements is mainly to present the goals, aims and beliefs of the school.

5.6 Recommendations

Mottos and mission statements are not frequently studied. However, a study can be conducted to find the link between school mottos, vision statements, mission statements and school logos. Another recommendation is to conduct a semiotic study on the school logos. Furthermore, a similar study can be carried out to include the perspectives of the school management members. Finally, mottos are recommended to be always grammatically correct.

REFERENCES

- Aagaard-Hansen, J., & Oyugi, O. P. (2013). School mottos in western Kenya as a reflection of educational values and principles. *Global Research Journal of Education*, 3(1), 12-19.
- Abelman, R., Dalessandro, A., Janstova, P., Snyder-Suhy, S., & Pettey, G. (2007). Charting the verbiage of institutional vision: Implications for academic advising. *NACADA Journal*, 27(1), 22-38.
- Abelman, R., & Dalessandro, A. (2009b). The institutional vision of historically black colleges and universities. *Journal of Black Studies*, 40(2), 105-134.
- Abelman, R. (2011). The institutional vision of tribal community colleges. *Community College Journal of Research and Practice*, 35(7), 513-538.
- Abrahams, J. (2007). *The mission statement book: 101 mission statements from top companies*. Berkeley, CA: Ten Speed Press.
- Alaby, J. A. (2002). *Means and ends of the Andrews University Leadership Program: A study of its critical components and outcomes as they relate to the mission statement* (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations.
- Anderson, L. D. (2012). *External factors affecting the mission statement of community colleges accredited by the Southern Association of Colleges and Schools Commission on Colleges*. ProQuest, UMI Dissertations.
- Ardi, H., Tanjung, F., & Zuliana, N. (2013). An analysis of language style used in

- the slogan of advertisement that found in the internet. *Zuliana Journal*. 2 (2), 12-16.
- Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago: University of Chicago Press.
- Ayers, D. F. (2002). Mission priorities of community colleges in the southern United States. *Community College Review*, 30(3), 11.
- Atrill, P., Omran, M., & Pointon, J. (2005). Company mission statements and financial performance. *Corporate Ownership & Control*, 2(3), 28-35.
- Bart, C. K. (1997). Sex, lies, and mission statements. *Business Horizons*, 8(4), 9-18.
- Bart, C. K. (2001). Measuring the mission effect in human intellectual capital. *Journal of Intellectual Capital*, 2(3), 320-330.
- Bart, C. K., & Baetz, M. C. (1998). The relationship between mission statement and firm performance: An exploratory study. *Journal of Management Studies*, 35 (3), 823-853.
- Bart, C., & Tabone, J. (2000). Mission statements in Canadian not-for-profit hospitals: does process matter? *Health Care Management Review*, 25(2), 45-63.
- Bart, C.K., Bontis, N. and Taggar, S. (2001), "A model of the impact of mission statements on firm performance". *Management Decision*. 39(1) pp. 19-35.
- Bartkus, B., Glassman, M., & McAfee, R. (2000). Mission statements: are they

- smoke and mirrors? *Business Horizons*, 43(6), 23-28.
- Boerema, A. J. (2006). An analysis of private school mission statements. *Peabody Journal of Education*, 81 (1), pp.180-202.
- Bolman, L., & Deal, T. (1996). *Leading with soul*. San Francisco: Jossey-Bass.
- Boylan, E. M. (2005). *The relationship between institutional mission and student engagement and learning environment* (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations. (AAT 3193118)
- Bragg, D. D. (2001b). Community college access, mission, and outcomes: Considering intriguing intersections and challenges. *Peabody Journal of Education*, 76(1), 93-116.
- Brick, J., (1999). The Catholic School is as Good as its Ethos. In: Conroy, J.C., ed., *Catholic Education Inside-Out Outside-In*. Dublin: Betaprint, 88-111.
- Brown, J., Busfield, R., O'Shea, A., & Sibthorpe, J. (2011). School Ethos and Personal, Social, Health Education. *An International Journal of Personal, Social and Emotional Development*, 29 (2), 117 – 131.
- Bush, T., & Anderson, L. (2003). Organizational culture. In T. Bush, M. Coleman and M. Thurlow (Eds). *Leadership and Strategic Management in South African Schools*. London: Commonwealth Secretariat.
- Cady, S. H., Wheeler, J. V., DeWolf, J., & Brodke, M. (2011). Mission, vision, and values: What do they say? *Organization Development Journal*, 29 (1), 63-78.

- Campbell, A. (1997). Mission statements. *Long Range Planning*, 30(6), 931-932.
- Canter, L. and Canter, M. 2001. *Assertive discipline: Positive behavior management for today's classroom*, Los Angeles, CA: Canter & Associates.
- Cohen, A.M & Brawer, F.B. (2003). *The American community college*. 4th Ed. San Francisco: Jossey-Bass.
- Collins, J. C., & Porras, J. I. (1991). Organizational vision and visionary organizations. *California Management Review*, 34(1), 30-52.
- Connell, I., & Galasiski D (1998) Academic Mission Statements: An Exercise in Negotiation, *Discourse Society*, 9(4), 457 – 479
- Daft, R. L. (2008). *The leadership experience*. Mason: Thomson South -Western.
- Daft, R. (2009). *Organization theory and design*. 10th Ed. Mason, OH: Cengage Learning.
- David, F. R., & David, F. R. (2003). It's time to redraft your mission statement. *The Journal of Business Strategy*, 24(1), 11-14.
- David, F.R. (2007). *Cases in Strategic Management*, 11th Ed. Prentice Hall, USA
- Davies, S. W., & Glaister, K. W. (1997). Business school mission statements?the bland leading the bland. *Long Range Planning*, 30 (4), 594-604.
- Davies, G. K. (1986). The importance of being general: Philosophy, politics and institutional mission statements. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research*. New York: Agathon Press.

- Davis, J. H., Ruhe, J. A., Lee, M., & Rajadhyaksha, U. (2007). Mission possible: Do school mission statements work? *Journal of Business Ethics*, 70(1), 99-110.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture*. San Francisco: Jossey-Bass.
- Delucchi, M. (1997). "Liberal arts" colleges and the myth of uniqueness. *Journal of Higher Education*, 68(4), 414-26.
- Desmidt, S., Prinzie, A. & Decramer, A. (2011). Looking for the value of mission statements: A meta-analysis of 20 years of research. *Management Decision*, 49(3), 468-483.
- Dougherty, K. J. & Hong, E. (2006). *Performance accountability as imperfect panacea: The community college experience. Defending the community college equity agenda*. Baltimore: Johns Hopkins University Press.
- Dougherty, K. J., & Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. *New Directions for Community Colleges*, 2006(136), 5-13.
- Drohan, W. (1999). Writing a mission statement. *Association Management*, 51(1), 117.
- Dyer, G. (2008). *Advertising as communication*. London, UK: Routledge.
- Estanek, S. M., James, M. J., & Norton, D. A. (2006). Assessing Catholic identity: A study of mission statements of Catholic colleges and universities. *Catholic*

Education: A Journal of Inquiry & Practice, 10(2), 199-217.

Fabb, N. (2015). *The teaching of stylistics*. Centre for Languages, Linguistics and Areas of Studies. Retrieved 6 August 2017, from <http://www.llas.ac.uk/resources/gpg/2755>.

Fink, D. (2000). *Good Schools/Real Schools: Why School Reform Doesn't Last*. New York: Teacher College Press.

Finley, D. S., Rogers, G., & Galloway, J. R. (2001). Beyond the mission statement: Alternative futures for today's universities. *Journal of Marketing for Higher Education*, 10(4), 63-82.

Firmin, M. W., & Gilson, K. M. (2010). Mission statement analysis of CCCU member institutions. *Christian Higher Education*, 9(1), 60-70.

Grabowski, S. M. (1981). *Marketing in higher education: AAHE-ERIC/Higher Education Research Report #5*, Washington, DC: American Association for Higher Education

Glover, D., & Law, S. (2004). Creating the right learning environment: The application of models of culture to student perceptions of teaching and learning in eleven secondary schools. *Journal of School effectiveness and improvement*, 15 (4), 313-336.

Guseh, J. S. (2008). Slogans and Mottos on Commercial Vehicles: A Reflection of

- Liberian Philosophy and Culture. *Journal of African Cultural Studies*, 20 (2), 159-171.
- Hallinger, P., & Heck, R. H. (2002). What do you call people with visions? The role of vision, mission and goals in school leadership and improvement. *International Handbook of Research in Educational Leadership and Administration*, 2 (2), 1-58.
- Halstead, J. M., & Taylor, M. J. (2000). Learning and Teaching About Values: a Review of Recent Research. *Cambridge Journal of Education*, 30 (2), 169-202.
- Hara, E. (2005). Graduation: Promises kept. *Community College Week*, 17(20), 4-5.
- Hatton, L. A. (2013). Disciplinary Exclusion: The Influence of School Ethos. *Emotional and Behavioural Difficulties*, 18 (2), 155-178.
- Haulofu, L. (2017). *A stylistic analysis of English online advertisements by telecommunication providers: a case study of MTC and TN mobile*. Thesis (M.S) – University of Namibia, Windhoek.
- Hegeman, D. L., Davies, T. G., & Banning, J. H. (2007). Community colleges' use of the web to communicate their mission: Slights of commission and omission. *Community College Journal of Research & Practice*, 31(7), 129-147.
- Hill, C. W. L., & Jones, G. R. (2001). *Strategic management: An integrated approach* (5th ed.). New York: Houghton Mifflin Company.
- Hirota, S., Kubo, K., Miyajima, H., Hong, P. and Park, Y.W. (2010), Corporate

- mission, corporate policies and business outcomes: evidence from Japan, *Management Decision*, 48 (7), 1134-1153.
- Hoy, W & Miskel, C. (2003). The conceptualization and measurement of trust., *Studies in leading and organizing schools* Charlotte, NC: Information Age.
- Huber, C. (2010). Professional learning 2.0. Educational
- Humes, W., (2000). The Discourse of Educational Management. *Journal of Educational Enquiry*, 1 (1), 35-53.
- James, H & Huisman, J. (2009). Mission statements in Wales: The impact of markets and policy on congruence between institutions. *Journal of Higher Education Policy and Management*, 31(1), 23-35.
- Jing, F., Avery, G., & Bergsteiner, H. (2013). Enhancing performance in small professional firms through vision communication and sharing. *Asia Pacific Journal of Management*, 31(2), 599-620.
- Kantarova, J. (2009). The school climate-Theoretical Principles and Research from the Perspective of Students, Teachers and Parents. *Odgojne Znanosti-Educational Sciences*, 11(1), 181-187.
- Keller, G. (1983). *Academic strategy: The management revolution in american higher education*. Baltimore: Johns Hopkins University Press
- Kibuuka, H. E. (2001). Vision and mission statements in Christian higher educational management in Eastern Africa. *Journal of Research in Christian Education*, 10 (5), 87-114.

- Kirk, G., & Beth- Nolan, S. (2010). Nonprofit mission statement focus and financial performance. *Nonprofit Management & Leadership*, 20(4), 473-490.
- Kouzes, J.M. & Posner, B.Z. (2008). *The five practices of exemplary leadership in business leadership: A Jossey-Bass reader*. Editor Gallos, J.V.
- Krippendorff, K. (2004). *Content analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J. & Associates. (2010). *Student success in college: Creating conditions that matter*. San Francisco: Jossey Bass.
- Kumar, R. (1999). *Research Methodology: A step by step guide for beginners*. London, UK: Sage.
- Lake, R. S., & Mrozinski, M. D. (2011). The conflicted realities of community college mission statements. *Planning for Higher Education*, 39(2), 4-14.
- Lane, L. T. (2010). *School mottos put focus on what 's important*. Lexington.
- Retrieved from <http://www.fcps.net/basics>
- Leedy, P.D., & Ormrod, J.E. (2015). *Practical research: planning and design*. (11th ed.). Pearson: London
- Leithwood, K. (1994). Leadership for school re-structuring. *Educational Administration Quarterly*, 30(4), 498-518.
- Levin, J.S. (2000). The revised institution: The community college mission at the end of the twentieth century. *Community College Review*, 28(2), 1-25.
- Linkona, T. (2004). *Character matters: How to help our children develop good*

- judgment, integrity, and other essential virtues*. New York, NY: Touchstone.
- Lushaba, M. J. (2000). *School mission as an aspect of vision: Implication for school effectiveness*. (Masters' thesis, University of Johannesburg). Johannesburg
- Mabuto, P. M., Nyoni, T., & Nyoni, M. (2014). Decoding school mottoes: A case of selected schools in Zimbabwe, *Greener Journal of Art and Humanities*, 4 (1), 1-6.
- Maksimainen, V. (2011). *A linguistic analysis of slogans used in refractive surgery advertisement*. (Masters' thesis, University of Tampere).
- Manchester, H., & Bragg, S. (2013). School Ethos and the Spatial Turn: “Capacious” Approaches to Research and Practice. *Qualitative Inquiry*, 19(10), 818-827.
- Maslowski, R. (2006). A Review of Inventories Diagnosing School Culture. *Journal of Educational Administration*, 44 (1), 6-35.
- McLaughlin, T. (2005). The Educative Importance of Ethos. *British Journal of Educational Studies*, 53(3), 306-325.
- Meacham, J. (2008). What's the Use of a Mission Statement? *Academe*, 94(1), 21-24.
- Meacham, J., & Gaff. J.G., (2006). Learning goals in mission statements: Implications for educational leadership. *Liberal Education*, 92(1): 6–13.
- Mintzberg, H. (1998). Covert leadership: Notes on managing professionals. *Harvard Business Review*, 76(6), 140-148.
- Mncube, V. (2009). The Perceptions of Parents of Their Role in the Democratic

- Governance of Schools in South Africa: Are They on Board? *South African Journal of Education*, 29 (4), 83-103
- Moloi, K. C. (2005). *The School as a Learning Organization: Reconceptualising School Practice in South Africa (2nd Ed.)*. Pretoria: Van Schaik Publishers.
- Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education*, 77(3), 456-471.
- Motto (1). (2016). In *Collins English Dictionary on line*. Retrieved September 6, 2016, from www.collinsdictionary.com/dictionary/english/motto.
- Mrozinski, M. D. (2010). *Multiple roles: The conflicted realities of community college mission statements*. ProQuest, UMI Dissertations Publishing.
- Muhabat, F., Noor, M., & Iqbal, M. (2015). Advertisement of school slogans: semantic analysis. *European academic research*, 5(1)
- Mulford, B., & Silins, H. (2003). Leadership for organizational learning and improved student outcomes-what do we know? *Cambridge Journal of Education*, 33(2), 175-195.
- Murphy, M. M. (2002). *Character education in America's blue ribbon schools: best practices for meeting the challenge*. New York, NY: Scarecrow press.
- Murphy, J. (2005). *Connecting teacher leadership and school improvement*.

Newbury Park: Corwin Press.

Ndyali, S. H. (2013). *The role of school head in enhancing students' academic performance in community secondary schools in Mbeya urban*. (Masters' thesis, University of Tanzania).

Newsom, W.A. & Hayes, C.R. (1991). Are mission statements worthwhile? *Planning for Higher Education*, 19(Winter 1990–91).

Nnadi, I. C. (2010). *A linguistic stylistic analysis of Chukwuemeka Ike's novels*. Thesis (PhD) – Jos University, Jos.

Palmer, T.B. & Short, J.C. (2008). Mission statements in U.S. colleges of business: An empirical examination of their content with linkages to configurations and performance. *Academy of Management Learning & Education*, 7(4), 454.

Pearce, J. A., & David, F. (1987). Corporate mission statements: The bottom line. *The Academy of Management Executive*, 1(2), 109-115.

Pollard, C. W. (2002). Mission as an organizing principle. In, F. Hesselbein & R. Johnston, (Eds.), *On mission and leadership: A leader to leader guide*. San Francisco: Jossey-Bass.

Pring, R., (2000). School Culture and Ethos – Towards an Understanding. In: School Culture and Ethos –Cracking the Code. Dublin: *Marino Institute of Education*. 3 (2) 1-14.

Rigby, R. (1998). Mission statements. *Management Today*, 4 (2), 56-59.

Robinson, V., Lloyd, C. and Rowe, K. (2008), "The impact of leadership on student

- outcomes: an analysis of the differential effects of leadership types”, *Educational administration quarterly*, 44 5)(, 635-74.
- Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen Thousand Hours: Secondary Schools and their Effects on Children*. London: Open Books.
- Sackney, L. (2000). Enhancing school learning climate: theory, research & practice. SSTA. Retrieved from <http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/SchoolImprovement/180.htm#fivestage>.
- Schuh, J. H. (2003). Strategic planning and finance. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.), *Student services: A handbook for the profession* (4th ed., San Francisco: Jossey-Bass.
- Sidhu, J. (2003). Mission statements: Is it time to shelve them? *European Management Journal*, 21(4), 439-446.
- Simpson, P. (2004). *Stylistics*. London: Routledge.
- Smith M, Heady RB, Carson PP & Carson KD (2002) Do Mission Statements Accomplish Their Missions? An Exploratory Analysis of Mission Statement Content and Organizational Longevity, *Journal of Applied Management and Entrepreneurship*, 6 (4), 75 – 96
- Smith, E. (2003). Ethos, Habitus and Situation for Learning. *British Journal of Sociology of Education*, 24(4), 463-471.

- Sindano, G. (2014). *The rhetorical devices used in selected car advertisements in The Namibian newspaper*. Thesis (M.S) – University of Namibia, Windhoek.
- Slyusarenko, O., & Lugovyy, V. (2015). Missions and mottos of world-class institutions of higher education. *Edukacja Miedzykultulowa*. 2 (4), 12-15.
- Stanciu, S., & Bratianu, C. (2009). An empirical research on the messages transmitted by the Universities mottos. *Mangement and Marketing*. 4 (2), 45-52.
- Stemler, S. E., & Bebell, D. J. (2012). *The school mission statement: Values, goals, & identities in American public education*. Larchmont, NY: Eye on Education.
- Stemler, S. E., Bebell, D., & Sonnabend, L. (2011). Using school mission statements for reflection and research. *Educational Administration Quarterly*, 47(2), 383- 420.
- Stemler, Stephen. 2001. "An Overview of Content Analysis." *Practical Assessment, Research and Evaluation* .7 (17), 46-53.
- Stober, S. S. (1997). *A content analysis of college and university mission statements* (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations. (AAT 9813554)
- Striepe, M., Clarke, S., & O'Donoghue, T. (2014). Spirituality, Values and School's Ethos: Factors Shaping Leadership in a Faith – Based School. *Issues in Educational Research*, 24 (1), 85 – 97.

- Sufi, T. & Lyons, H. (2003). Mission statements exposed. *Journal of Hospitality Management*, 15(5), 255-262.
- Synott, J., & Symes, C. (1995). The Genealogy of the school: an iconography of badges and mottos. *British journal of sociology of education*.16 (8), 139-152.
- Taylor, B. J., & Morpew, C. C. (2010). An analysis of Baccalaureate College mission statements. *Research in higher education*, 51(5), 483-503.
- Thi, B., & Thuy, B. (2010). *The use of rhetorical devices into the style of the English language used in advertising slogans issued by some world-famous airlines*. (Masters" thesis, Lietuvos edukologijos universitetas).
- Torrington, D., & Weightman, J. (1989). The management of secondary schools. *Journal of Management Studies*. 26 (5), 519-530.
- Tutar, H. (2004). *Kriz ve stres yönetimi*. Ankara: Seçkin Yayıncılık.
- Van der Vorm, P. T. (2001). The well-tempered search: Hiring faculty and administrators for mission. *Academe*, 87(3), 34-36.
- Walton, J. (2005). Would the real corporate university please stand up? *Journal of European Industrial Training*, 29(1), 7-20.
- Wang, J., Gibson, A., Salinas, L., Solis, F., & Slate, J. R. (2007). Thematic differences in mission statements between four-year public institutions and two-year colleges in Texas. *International Electronic Journal for Leadership in Learning*, 11(1).

- Weiss, J.A., & Piderit, S. K. (1999). The value of mission statements in public agencies. *Journal of Public Administration Research and Theory*, 9(2), 193-223.
- Widyaka, F.Z. (2014) *Speech acts analysis in the slogan of car advertisements in Jawa Pos newspaper*. (Master' thesis, Universitas Brawijaya).
- Woodrow, J. (2006). Institutional mission: The soul of Christian higher education. *Christian Higher Education* 4(5), 313-327.
- Wynne, E., & Ryan .K. (1993) *Reclaiming our schools*. Newyork: Macmillan
- Yurtseven, H. R. (2003). İşletmelerde misyon ifadesinin stratejik yönü: Türkiye' deki beş yıldızlı konaklama işletmeleri üzerine bir araştırma. *Ulusal Yönetim ve Organizasyon Kongresi içinde* (s. 179-188). Afyon Kocatepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi.
- Zhang ,Y., & Wildemuth, B.M. (2009) Qualitative Analysis of Content, in B Wildemuth. *Applications of Social Research Methods to Questions in Information and Library Science*, 9 (3), 308 – 319