



5. RESEARCH FINDINGS

5.1 INTRODUCTION

The findings on the summative evaluation phase will be described in this chapter. It also includes a description of the different data collection instruments as well as a further description of the findings.

The research problem, as identified in Chapter 1, is still the main object of this study:

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally

5.2 EVALUATION OF THE PROGRAM

5.2.1 INSTRUMENTS USED

5.2.1.1 Questionnaire

A questionnaire that consisted out of 34 questions was issued to the parents of Laerskool Lynnwood. The parents of learners from the Junior Primary



division, as well as three groups from the Senior Primary level were selected. (See Table 4.2 for a detailed analysis).

The questionnaire was designed in 3 divisions as follows:

Part 1:

To determine the computer literacy levels of the parents and to establish their access to computers and the Internet.

Part 2:

To determine the following aspects:

- How often do the parents visit the Web site.
- The parent's impression of the Web site.
- A comparison between other primary school Web sites and the Web site of Laerskool Lynnwood.

Part 3:

To determine the specific needs of the target population, regarding the Web site.

The parents of Laerskool Lynnwood evaluated this web site. The questionnaire used for this purpose consists of promotional, as well as content issues, which will be described, in detail in paragraph 5.2.1.

In **Table 5.1**, the questionnaire which was given to the parents will be described to make sure if the different objectives were met.

Only the questions that were related to the promoting of the web site are discussed in this table.

TABLE 5.1 QUESTIONNAIRE AND RELATED OBJECTIVES TO BE MET

OBJECTIVES	PARENTS: Questionnaire 1
Render an information service.	Q10: What information would the parents visit the web site for? Q13: In what language would you like the web site to be published? Q14: How often do you want the school's newsletter to be updated on the web site? Q15: How often should the design of the web site be updated? Q18-20: Is the current information on the web site sufficient? Q24: How often do you visit the web site of Laerskool Lynnwood? Q25: Is the current information on the web site sufficient? Q29: Which information on the Web site really impressed you (the visitor)?
To determine whether the initial promotion of the web site was successful.	Q7: Are you aware of the fact that Laerskool Lynnwood has a web site? Q8: If you're answer is "Yes", where did you hear about it? Q9: Do you think the web address of the school should be advertised on certain items? Q11: Have you visited the web site of Laerskool Lynnwood? Q12: If you're answer is "No", why? Q16: Was the Web site promoted effectively? Q21: Will the Web site let the learner count rise? Q28: What times of the day would be suitable for you to visit the web site?
The site must be competitive with other primary school sites.	Q30: Have the respondents visited Web sites of other primary schools? Q31: Is the Web site of Laerskool Lynnwood competitive with other primary school Web sites?
Serve as an advertising medium.	Q26: Do you think the web site of Lynnies is user friendly? Q33: Would you like to advertise your business on the web site of Laerskool Lynnwood? Q34: Indicate the amount of children you have under the two sections: Grades 1-3, Grades 4 – 7.
The site will save all parties involved time and money.	Q10: What information would the parents visit the web site for? Q32: Would you like to participate in maintaining and development of the web site? Q33: Would you like to advertise your business on the web site of Laerskool Lynnwood?
Open doors for learners to link to other schools on the WWW.	Q30: Have the respondents visited Web sites of other primary schools?
Encourage learners to promote the school's Web site.	Q9: Do you think the web address of the school should be advertised on certain items?

5.3 FINDINGS

The results of the different groups are revealed in Tables and discussed in detail.

5.3.1 INITIAL PROMOTION OF THE WEB SITE

65 parents participated in the completion of the questionnaire. The results obtained in this questionnaire are revealed in Tables 5.2 – 5.10 below.

Abbreviations used in the above mentioned tables are the following:

No Resp	-	Number of Respondents
%	-	Percentage
NA	-	Not Applicable

Table 5.2 lists the results regarding all Yes/No questions, focused on determining whether the initial promotion of the web site was successful.

Table 5.2 RESULTS FROM THE PARENTS REGARDING YES/NO QUESTIONS

QUESTIONS	65 RESPONDENTS' COMPUTER LITERACY			
	YES		NO	
	No. Resp	%	No. Resp	%
1. Do you use a computer at work?	58	89%	7	11%
2. Do you use a computer at home?	56	86%	9	14%
3. Does everybody at home have access to a computer?	57	88%	8	12%
4. Do you use the Internet at work?	46	71%	19	29%
7. Are you aware of the fact that Lynnies do have a web site?	46	71%	19	29%
11. Have you already visited the web site of Lynnies?	18	28%	47	72%
16. Do you think the web site of Lynnies was promoted effectively?	20	31%	45	69%

- 71% of the respondents were aware of the fact that the school does have a web site.
- A point of concern is the fact that the web site of Laerskool Lynnwood was visited by only 28% of the respondents.
- 69% of the respondents felt that the web site was not promoted effectively.

In **Table 5.3** the results regarding the promotion of the web address on different articles of the school is summarised.

Table 5.3 RESULTS REGARDING THE PROMOTION OF THE WEB ADDRESS

QUESTIONS	ITEMS							
	STATIONERY		T-SHIRTS		SPORTS WEAR		SPORTS EQUIPMENT	
9. Do you think it is a good idea to advertise the web address on the following items?	46	1%	9	14%	2	4%	7	11%

Table 5.3, shows the results of the question used by the researchers to determine whether the site's URL should be advertised on the following items:

- School's stationery
- Sport equipment
- T-shirts
- Sportswear

Table 5.4 lists the results regarding research to find out where the respondents heard about the existence of the web site of Laerskool Lynnwood. The researchers also wanted to determine the reason why the respondents did not visit the web site of the school.

Table 5.4 RESULTS REGARDING THE VISITATION OF THE WEB SITE

QUESTIONS	CHOICES	NU. RESP.	%
8.If the answer is "Yes", where did you hear about the web page?	Newsletter	14	22
	Personnel	9	14
	Students	11	17
	Open day	3	4
	Parents	6	9
	Not aware of the web page	22	34
12. If your answer was "No" at question, what is your reason?	Not aware of the web page	39	81
	No Internet access	9	19
29. What impressed you the most about the web site?	Home page	9	53
	Graphic designs	7	41
	Web layout	8	47
	Contact information	10	59
	Web navigation	5	29
	School tradition	5	29
	School diary	6	35

Table 5.4 lists the results of research done to find out where the respondents heard about the web site of Laerskool Lynnwood. 34% were not aware of the web site and 66% of the respondents heard about the site from either the staff of Laerskool Lynnwood, learners, the newsletter of the school, on the open day or parents of Laerskool Lynnwood. In another division of Table 5.4 the researchers wanted to know the reason why the respondents did not visit the web site of the school. 81% of the parents did not visit the web site because they were not aware of the site and 19% of the respondents do not have access to the Internet.

In question 29 as listed in Table 5.4 parents were asked what really interested them in the web site of Lynnies. The contact information and home page were rated between 59% and 53%. The rating of graphic design and web layout were rated 41% and 47% respectively. Only 35% of the respondents

felt that the school diary was well designed. The web navigation and school tradition received a rating of 29% each.

According to the results displayed in **Table 5.5** the respondents indicated for which information they would like to visit the web site of the school.

Table 5.5 RESULTS REGARDING THE WEB INFORMATION

QUESTION	NUMBER RESPONDENTS	PERCENTAGE %
10. Would you like to visit the school's web site for the following information? Choose everyone that is applicable.		
• School's newsletter	51	78%
• Times and information on extra-mural activities	50	77%
• Times and information on meetings	46	71%
• School's prestige page	41	63%
• Information on parents' businesses	19	29%
• Information on businesses in your vicinity	16	25%
• Business associations	33	51%
• Academic information	51	78%
• Information on the school uniform	41	68%

The academic information, school's newsletter, times and information on extra-mural activities and dates and starting times of meetings were rated at 71% - 78%. The school's prestige page and information on school uniform, rated between 63% and 68%. Information on businesses of parents associated to the school, as well as information of businesses in the vicinity, rated between 25% and 29%. The respondents' interests in the governing council's decisions were rated at 51%.

Table 5.6 summarises the results regarding the maintenance of the web site as well as language preferences of respondents.

Table 5.6 RESULTS REGARDING MAINTENANCE AND LANGUAGE PREFERENCE

QUESTION	VARIABLES	NUMBER RESPONDENTS	PERCENTAGE
13. Which language would you prefer the content of the web site should be?	English	4	6%
	Afrikaans	21	32%
	Combination	40	62%
14. How often do you want the school's newsletter to be updated on the web site?	Weekly	38	58%
	Monthly	20	31%
	Not at all	4	6%
	Quarterly	3	5%
15. How often should the design of the web site be updated?	Quarterly	22	34%
	Monthly	17	26%
	Yearly	26	40%

As listed in **Table 5.6**, 62% voted for a combination of Afrikaans and English and 32% would like it if the web site were designed only in Afrikaans.

Table 5.6 also summarises how often the newsletter of the school must be published on the web site. 58% of the respondents voted for once a week and 31% would like it if the newsletter could be published monthly.

Concerning the design, 40% of the respondents would like it if the design of the web site could be updated every year and 34% feel that it can be updated quarterly. 26% of the respondents would prefer it to be updated once a month.

Table 5.7 reveals all the information on the parents who visited the web site of Laerskool Lynnwood.

Table 5.7 QUESTIONS REGARDING THE CONTENT AND STRUCTURE OF THE WEBSITE

QUESTIONS	YES		NO	
	Number Respondents	(%)	Number Respondents	(%)
18. Do you think the contact information on the web site is communicated clear and effective?	17	(100%)	0	(0%)
20. Could you gather the information on the following aspects successfully when visiting the web site?				
• Quarterly Program	16	(94%)	1	(0%)
• Cultural activities	14	(82%)	3	(18%)
• Sport activities	13	(76%)	7	(24%)
21. Do you think the web site of Lynnies could influence prospective parents positively to choose this school?	15	(88%)	2	(12%)
23. Could you access to the web site in good time?	16	(94%)	1	(6%)
25. Is the information on the following items sufficient?				
• Governing body	13	(76%)	4	(24%)
• Governing Committee	12	(71%)	5	(29%)
• Staff of Lynnies	13	(76%)	4	(24%)
• Prefects and Leaders	14	(82%)	3	(18%)
• Laerskool Lynnwood Trust	13	(76%)	4	(24%)
• Publications on Lynnies	15	(88%)	2	(12%)
• Academic results and awards of Lynnies	13	(76%)	4	(24%)
• Sport activities of Lynnies	13	(76%)	4	(24%)
• Cultural activities of Lynnies	15	(88%)	2	(12%)
• Lynnies' tuck shop	14	(82%)	3	(18%)
• After school centre of Lynnies	14	(82%)	3	(18%)
• Information on Grade R classes	16	(94%)	1	(6%)
26. Do you think the web site of Lynnies is user friendly?	17	(100%)	0	(0%)
30. Have the respondents visited web sites of other primary schools?	1	(6%)	16	(94%)
33. Would you like to use the web site of Laerskool Lynnwood as a promotional medium for your own business?	3	(18%)	14	(82%)

According to the results listed in **Table 5.7**, 100% of the respondents felt that the contact information was given accurately.

An average of 84% shared positive comments on the information that was given on the quarterly programme, cultural activities and the sport activities. 88% of the respondents indicated that the web site will influence prospective parents to choose Laerskool Lynnwood in future.

According to the results as listed in Table 5.7, 94% of the respondents were pleased with the site's download speed.

Results on Question 25 indicated if the information on specific items were sufficient. The following items were rated at 71% - 76%:

- Governing committee
- Governing body
- Staff of Lynnies
- Laerskool Lynnwood Trust
- Academic results and awards of Lynnies
- Sport activities of Lynnies

The following items were rated at 82% - 88%:

- Prefects and Leaders
- Lynnies' tuck shop
- After school centre of Lynnies
- Cultural activities of Lynnies
- Publications on Lynnies

The following item was rated at 94%:

- Information on Grade R classes

100% of the respondents decided that the web site of Laerskool Lynnwood was user friendly.

The majority did not visit the web sites of other primary schools.

Only one person visited web sites of other primary schools, and this respondent indicated that Laerskool Lynnwood's web site compared well, but no conclusions can be made on this. It's irrelevant and not commonly valid in the random sample.

Only 18% of the respondents would like to use the web site as a medium to promote their businesses.

Table 5.8 lists the results of the questions that the researchers used to test when the respondents visit the web site. The results regarding question 19, that tests their reaction towards the communication of the school traditions through the web site is also listed

Table 5.8 QUESTIONS REGARDING VISITATION AND CONTENT

QUESTION	VARIABLES	NUMBER OF RESPONDENTS	PERCENTAGE
19. Do you think the school traditions of Lynnies are successfully communicated through the web site?	Yes	6	35%
	No	2	12%
	Uncertain	9	53%
24. How often do you visit the web site of Lynnies?	Daily	0	0%
	Monthly	4	24%
	Weekly	5	29%
	Seldom	8	47%
28. What times of the day would be suitable for you to visit the web site?	Mornings	0	0%
	Noon	4	24%
	Evenings	13	76%

The results on question 19 was very negative, as 53% were uncertain and 35% do think that the traditions were successfully transmitted.

With question 24, the researchers wanted to determine how often the parents do visit the web site of Lynnies. Nobody ever visited the site daily. 29% visited the site weekly and 24% monthly. 47% of the respondents indicated that they seldom visited the site.

According to statistics summarized in Table 5.8, 76% of respondents felt that they would rather visit the web site during the evenings, and 24% preferred to visit the web site in the afternoon.

Table 5.9 lists the results regarding the respondents' interest in the development and maintenance of the web site.

Table 5.9 QUESTIONS REGARDING THE RESPONDENTS' INTEREST IN THE DEVELOPMENT AND MAINTENANCE

QUESTIONS	VARIABLES	NUMBER OF RESPONDENTS	PERCENTAGE
32. Would you like to participate in the maintaining and/or the development of the web site under the above-mentioned topics?	Design	1	6%
	Content	1	6%
	Promoting	1	6%
	Not interested	14	82%

Regarding the maintenance and development of the site in **Table 5.9**, 82% of the respondents answered that they were not interested at all.

It was very clear from the results that the parents are not really interested in the maintenance and development of the school's Web site.

Table 5.10 lists the number of children attending the school under the two sections, “Grades 1-3, and Grades 4-7”.

Table 5.10 QUESTIONS REGARDING THE PARENTS’ INTEREST

QUESTION	Number Respondents	%
29. What impressed you the most about the web site?		
• Home page	9	53%
• Graphic designs	7	41%
• Web layout	8	47%
• Contact information	10	59%
• Web navigation	5	29%
• School tradition	5	29%
• School diary	6	35%
34. The number of children you have under the two sections?		
	Grades 1 – 3 14	41%
	Grades 4 – 7 20	59%

Table 5.10 lists how many children in each group were represented by their parents during the evaluation of the Web site.

- Grades 1 – 3, 41% of the students’ parents were part of the questionnaire.
- Grades 4 – 7, 59% of the students’ parents participated in completing the questionnaire.

5.3.2 INTERPRETATION OF PARENTS WHO VISITED THE WEB SITE

The results in **Tables 5.2 – 5.10** are addressed and interpreted according to the different sections in which the questions were asked and suitable comments are supplied.

Only 17 out of the 65 parents who completed the questionnaire visited the web site.

The information of the parents who visited the web site will be revealed in **Tables 5.7 – 5.10**.

5.3.3 EXPERTS EVALUATING THE WEB SITE

According to the results listed in **Table 5.11**, 5 Internet experts rated the web site of Laerskool Lynnwood under the headings, "Navigation and Layout".

Table 5.11 EXPERT EVALUATION↕

RESPONDENTS OUT OF 5 EXPERTS EVALUATING THE WEB SITE								
TOPIC	TOTAL NUMBER (PERCENTAGE) OF RESPONDENTS THAT RATED EACH TOPIC							
	EXCELLENT		GOOD		ADEQUATE		POOR	
NAVIGATION:								
Consistency of buttons	5	(100%)	0	(0%)	0	(0%)	0	(0%)
Home page	2	(40%)	3	(60%)	0	(0%)	0	(0%)
Site map	2	(40%)	2	(40%)	0	(0%)	1	(20%)
Access to help	1	(20%)	2	(40%)	1	(20%)	1	(20%)
Multiple ways of navigation	1	(20%)	4	(80%)	0	(0%)	0	(0%)
LAYOUT:								
Consistent look and feel	4	(80%)	1	(20%)	0	(0%)	0	(0%)
Appropriate use of colours	1	(20%)	3	(60%)	1	(20%)	0	(0%)
Complimentary fonts	1	(20%)	3	(60%)	1	(20%)	0	(0%)
Uncluttered interface	1	(20%)	4	(80%)	0	(0%)	0	(0%)
Readability	4	(80%)	1	(20%)	0	(0%)	0	(0%)
Download time	1	(20%)	3	(60%)	1	(20%)	0	(0%)
Printable	1	(20%)	4	(80%)	0	(0%)	0	(0%)

5.3.3.1 Interpretation on expert evaluation

The results in Table 5.4 are addressed and interpreted according to the different sections in which the questions were asked and suitable comments are supplied.

- WEB NAVIGATION

According to the experts the *consistency of buttons* received an excellent rating of 100%.

An issue of concern from one expert was that the grey colour of the buttons did not compliment the site. He felt that the grey colour is "unsightly" and "cluttered". There was also a comment from one expert on the "Back" (Terug) and "Up" (Op) buttons that is unnecessary. It is two different buttons with the same function.

Navigation to and from the home page received a rating of 40% in the excellent column and the majority (60%) rated the home page as - good. One expert felt that he would personally prefer more bright colours to be used for the home page.

The *site map* received an equal rating of 40% - good and 40% - excellent. One expert did not approve of the site map for navigation purposes. She felt that the site map wouldn't be of great help for a child who is not clued up with the use of web sites.

The experts held different opinions on the *help* function. One (20%) rated this function as excellent, two (40%) rated it as good, one (20%) rated it as adequate and the other (20%) as poor.

Under the heading *multiple ways of navigation*, the experts rated the site as follows: 80% felt that the ways of navigation were good and 20% experienced it as excellent.

- WEB LAYOUT

The basic layout of the site according to the results from the experts was a success. The majority of the experts (80%) rated the *consistent look and feel* as excellent. 20% felt that it is good.

One expert suggested that there could be more open spaces between the headings and the first paragraphs. He felt that the heading and the next paragraph are too close to each other and creates confusion.

There was a suggestion from an expert that the designers could start with a photograph to indicate that photographs are in fact used. It could create a more consistent look and feel.

Two experts felt that the photographs could be more descriptive and a great concern was the overlapping of photos.

The *appropriate use of colours* received a rating of 60% under good and 20% rated it as excellent. Another 20% of the experts felt that it was adequate. Matters of concern were the use of pastel colours. Some of the experts felt that *"brighter colours could be more suitable for a primary school"*. One experts comment was that it *"could be more colourful."*

Another concern was the use of graphics. One expert did not find the *"size of the graphics"* pleasing. He felt that the graphics could have been smaller. Another expert felt that there could be *"more graphics"*. According to her, the colours used for the graphics failed to gain the attention of the visitor. One expert commented that the prestige page takes too long to download, because there are *"too many graphics and photos"*.

Two experts loved the “choice of colours, the graphics and the general layout” of the site.

The rating on the *complimentary fonts* was as follows: 60% of the experts rated is as good and 20% experienced the fonts as excellent. Another 20% of the experts rated the use of fonts as adequate.

One expert felt that more font variations, as well as special text could be used for the anthem. According to him there are too many large open (white) spaces.

According to the experts the *uncluttered interface* of the web site was used very successfully. 80% rated it as good and the other 20% felt that it was excellent. One expert commented that the grey buttons cluttered, but apart from this nobody had a problem with cluttering.

The *readability* of the site was excellent according to the experts. 80% rated it as excellent and the other 20% as good. It was clear and straightforward.

The site has an average *download time* according to the experts. 60% rated the download time as good, 20% excellent and the other 20% felt that it was adequate. The reason why everybody experienced a different download time was because they viewed the site from their own computers, as well as computers used in the Internet lab. The time of the day that they visited the Web site also varies.

One expert commented on the download time of the “prestige page”, that was too slow. She felt that the “prestige page” has too many graphics and photographs and that definitely has an influence on the download time.

Most of the experts felt that the site is *printable*. It was rated as follows: 80% felt that was good and 20% rated it as excellent.

The overall feeling of the experts was the following:

“Aesthetically, beautiful web site with information applicable to the school and scholars. Excellent work!”

5.3.4 STUDENTS EVALUATING THE WEB SITE OF LAERSKOOL LYNNWOOD

Results from 5 final year students on Web page designing, evaluating the web site of Laerskool Lynnwood. The evaluation tool was used as with the previous calculations.

The results are set out statistically in **Table 5.12**.

Table 5.12 STUDENT EVALUATION ♦

RESPONDENTS OUT OF 5 FINAL YEAR WEB SITE DESIGNING STUDENTS								
TOPIC	TOTAL NUMBER (PERCENTAGE) OF RESPONDENTS THAT RATED EACH TOPIC							
	EXCELLENT		GOOD		ADEQUATE		POOR	
NAVIGATION:								
Consistency of buttons	5	(100%)	0	(0%)	0	(0%)	0	(0%)
Home page	3	(60%)	2	(40%)	0	(0%)	0	(0%)
Site map	3	(60%)	2	(40%)	0	(0%)	0	(0%)
Access to help	1	(20%)	2	(40%)	2	(40%)	0	(0%)
Multiple ways of navigation	1	(20%)	3	(60%)	1	(20%)	0	(0%)
LAYOUT:								
Consistent look and feel	5	(100%)	0	(0%)	0	(0%)	0	(0%)
Appropriate use of colours	2	(40%)	2	(40%)	1	(20%)	0	(0%)
Complimentary fonts	2	(40%)	1	(20%)	2	(40%)	0	(0%)
Uncluttered interface	1	(20%)	4	(80%)	0	(0%)	0	(0%)
Readability	3	(60%)	2	(40%)	0	(0%)	0	(0%)
Download time	1	(20%)	4	(80%)	0	(0%)	0	(0%)
Printable	3	(60%)	2	(40%)	0	(0%)	0	(0%)

5.3.4.1 *Interpretation on student evaluation*

The students evaluated the same questionnaire as the expert evaluators.

- WEB NAVIGATION

They rated the *consistency of the buttons* as 100% excellent. There were no comments.

Their ratings on the home page were 60% excellent and 40% rated it as good. Here their rating was the same as those of the expert evaluators.

On the *site map*, their rating was the same as above. 60% felt that the site map was excellent and the other 40% felt it was good.

The *access to help* was evaluated as follows: 20% rated it as excellent, 40% felt that it was good and the other 40% rated it as adequate. It was a very widespread rating.

60% of the student evaluators rated the *multiple ways of navigation* as good. The other 40% were divided between, 20%, good and the other 20% rated the multiple ways of navigation as adequate.

- WEB LAYOUT

In comparison with the expert evaluators of whom only 80% gave a rating of excellent, 100% of the final year students felt that the *consistent look and feel* earned a rating of excellent. They were very impressed with the look and feel of the site.

They differed when it comes to the *appropriate use of colours*. 40% liked the pastel colours and rated it as excellent. The other 40% rated it as good and comments like the following appeared:

“Smaller children would like brighter colours.”

20% of the evaluators felt that the use of colours was adequate. They commented: “The further you go, the more boring the colours became.” 40% thought that the *complimentary fonts* were excellent. The other 40% rated it as adequate and 20% felt that the use of the fonts was good. No comments were given on this rating.

On the *uncluttered interface* most of the evaluators rated the site as good. 80% of the evaluators rated it as above. The other 20% rated the interface as excellent. One student commented: “An excellent web layout!”

60% of the students felt that there was no problem with the *readability* of the site. They commented that it was clear and even primary school children wouldn't have a problem in reading the content of their school's web site. 40% rated the readability as good.

The *download time* was rated as 80% good and 20% felt that the site's download time was excellent.

According to the students the *printing* of the site only took time when printing the graphics, but further they didn't experience any problems. Their overall ratings were, 60% - excellent and 40% rated it as good.

5.3.5 SUMMARY OF SITE'S EVALUATION

Further on the results were summarised into averages. The purpose for this action was to give the site two average ratings, which was again averaged

into one total mark in order to compare it with the similar scores of 15 primary school web sites. The actual average mark was calculated as follows:

- An average mark for navigational aspects as well as one for layout was calculated.
- After it was added and divided by two, the average mark for the site was calculated as summarised in **Table 5.13**.

Table 5.13 RATINGS FOR LAERSKOOL LYNNWOOD◆

TOPIC	AVERAGE MARK FOR EACH TOPIC PER GROUP		AVERAGE MARK FOR SITE PER TOPIC
	Internet experts	Students	
Navigation:			
Consistency of buttons	100%	100%	100%
Home page	85%	90%	88%
Site Map	75%	90%	83%
Access to help	65%	70%	68%
Multiple ways of navigation	80%	85%	83%
AVERAGE MARK FOR NAVIGATIONAL ASPECTS	81%	87%	84%
Layout:			
Consistent look and feel	95%	100%	98%
Appropriate use of colours	75%	80%	78%
Complimentary fonts	75%	75%	75%
Uncluttered interface	80%	80%	80%
Readability	95%	90%	93%
Download time	75%	80%	78%
Printable	80%	90%	85%
AVERAGE MARK FOR LAYOUT ASPECTS	82%	85%	84%
AVERAGE MARK FOR THE WEB SITE OF LAERSKOOL LYNNWOOD			84%

Table 5.14 lists the summary of an evaluation of 15 other primary school web sites as completed by the researchers. Calculations were done the same way as explained for Table 5.12.

Table 5.14 RESULTS FOR INTERFACE RATING OF 15 PRIMARY SCHOOL WEB SITES

RANKING	SCHOOL	NAVIGATION	LAYOUT	AVERAGE
1	Cook Primary School	80%	89%	85%
2	Edleston County	75%	89%	82%
3	Rapportryer	70%	82%	76%
4	St Martins	65%	79%	72%
5	Danie Malan	70%	71%	71%
6	Dr Havenga	70%	71%	71%
7	Uitsig	65%	68%	67%
8	Fleur	60%	71%	66%
9	Worcester Noord	50%	82%	66%
10	Garsfontein	60%	68%	64%
11	Totiusdal	60%	68%	64%
12	Menlo Park	50%	75%	63%
13	Paratus	55%	68%	62%
14	Wonderboom	50%	71%	61%
15	Kruinsig	45%	54%	50%

According to the two groups of experts, the web site of Laerskool Lynnwood is very good. By comparing the results of the web site of Laerskool Lynnwood with those of the other 15 primary schools, the web sites can be placed in perspective.

Table 5.15 summarises the highest scores, as well as the weak points of the web site of Laerskool Lynnwood.

Table 5.15 SCORES OBTAINED BY THE WEB SITE OF LAERSKOOL LYNNWOOD

HIGHEST SCORES		WEAK POINTS	
TOPIC	PERCENTAGE	TOPIC	PERCENTAGE
Consistency of buttons	100%	Use of complimentary fonts	75%
Consistent look and feel	98%	Access to help	68%
Readability	93%	-	-
Home page	88%	-	-

5.4 DISCUSSION OF RELEVANT FINDINGS

5.4.1 DESIGN OBJECTIVE 1

- **Render an information service**

In **Table 5.16** results on the design objective to “Render an information service” are summarised.

Table 5.16 Questions and comments indicating that the web site did render an information service

QUESTIONS	AVERAGE % OF RESP.	COMMENTS
• Did this site render an information service?	60	60% of the users could receive information through the web site regarding the school's activities.
• Was the language usage effective?	62	62% of the users would rather like the site to be a combination of english and afrikaans when rendering an information service.
• How often must the Newsletter be updated on the web site?	58	58% of the respondents prefer the information on the web site to be updated weekly.
• How often do you feel the design of the web site should be updated?	40	40% of the respondents respond that the design of the web site should rather be updated yearly than quarterly or monthly.
• Was the information on the site sufficient?	81	81% of the respondents' comment positively on the site's sufficient information.
• Was the contact information sufficient?	59	59% of the respondents shared the opinion that the contact information really impressed them.
• Was the readability of the site effective?	80	80% of the experts commented that the readability of the site was excellent.
• Did the site render efficient information to the users?	60	60% of the student evaluators comment that the site map rendered an excellent information service to the users.

In summary, table 5.16 lists that 81% of the respondents commented positively on the sufficiency of information on the site. Only 40% responded that the design of the web site should be updated yearly, rather than quarterly or monthly.

5.4.2 DESIGN OBJECTIVE 2

- **Determine whether the initial promotion of the web site was successful**

In **Table 5.17** the results regarding design objective 2, “Whether the initial promotion of the site was successful”, are summarised.

Table 5.17 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE WILL LET THE LEARNER COUNT RISE

QUESTIONS	AVERAGE % OF RESP.	COMMENTS
<ul style="list-style-type: none"> • Will the learner count rise if the web address is advertised on certain items? 	71	71% of the respondents agreed on the advertising of the web address on the school’s stationery.
<ul style="list-style-type: none"> • Do you think the web site was promoted effectively? 	69	The response was negative and 69% of the respondents felt that the site was not promoted effectively.
<ul style="list-style-type: none"> • Will the web site influence prospective parents positively towards Laerskool Lynnwood? 	88	88% of the parents responded positively about the web site influencing the learner count of Laerskool Lynnwood positively.

According to the results in table 5.17, 88% of the parents responded positively about the influence of the web site on the learner count of Laerskool Lynnwood.

5.4.3 DESIGN OBJECTIVE 3

- **The site must be competitive with other primary school web sites**

Table 5.18 lists the results regarding design objective 3.

Table 5.18 QUESTIONS AND COMMENTS INDICATING HOW THE WEB SITE OF LAERSKOOL LYNNWOOD COMPETES WITH THE WEB SITES OF OTHER PRIMARY SCHOOLS

QUESTIONS	AVERAGE % OF RESP.	COMMENTS
<ul style="list-style-type: none"> • Do the parents often visit web sites of other primary schools? 	6	Here was a negative response from the parents; only one parent often visited web sites of other primary schools.
<ul style="list-style-type: none"> • How does the web site of Laerskool Lynnwood compete with the sites of other primary schools? 	6	Parents who did visit the sites of other schools felt that the site competed excellently.
<ul style="list-style-type: none"> • How did the experts evaluate the web site's layout and navigation? 	41	41% of the experts rated the layout and navigation of the web site as excellent .
	59	59% of the experts experienced the layout and navigation of the web site as good .
<ul style="list-style-type: none"> • How did the students evaluate the layout and navigation of the web site? 	55	55% of the students rated the layout and navigation of the web site as excellent .
	45	45% of the students experienced the layout and navigation as good .
<ul style="list-style-type: none"> • Students tested how the web site of Laerskool Lynnwood compete against the web sites of 15 other primary schools? 	39	39% of the students tested the layout and navigation of the web sites of the 15 other schools as excellent in comparison with Laerskool Lynnwood's 55%.
	61	61% of the students experienced the other 15 primary school web sites' layout and navigation as good , in comparative with Laerskool Lynnwood's 45%.

In summary, table 5.18 lists that 61% of the students experienced the *layout and navigation* of the other 15 primary school web sites as *good*, in comparison with the rating of 45% to the web site of Laerskool Lynnwood.

5.4.4 DESIGN OBJECTIVE 4

- **Serve as an advertising medium**

Table 5.19 summarises the results of questions that tested whether the respondents were interested to advertise their businesses on the school's web site.

Table 5.19 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE SHOULD SERVE AS AN ADVERTISING MEDIUM

QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS
<ul style="list-style-type: none">• Are the respondents interested to advertise their businesses on the web site?	1 Parent	Only 1 of the respondents was interested to use the web site as an advertising medium.

According to table 5.19, only 1 parent was interested in using the web site of Laerskool Lynnwood as an advertising medium.

5.4.5 DESIGN OBJECTIVE 5

- **Save all parties involved time and money**

Results summarised in **Table 5.20** indicated if the site would save the customers time and money.

Table 5.20 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE WILL SAVE THE CUSTOMER TIME AND MONEY

QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS
<ul style="list-style-type: none"> Will the site save the customer time and money? 	60	60% of the respondents felt that the information was sufficient and saved them time and money to phone around.
	1 Parent	Unfortunately only 1 of the respondents tested positive to use the site as an advertising medium.

In summary, table 5.20 listed that 60% of the respondents felt that the information was sufficient and saved them time and money.

5.4.6 DESIGN OBJECTIVE 6

- Open doors for learners to link to other schools on the WWW**

The question summarised in **Table 5.21** tested if the web site of Laerskool Lynnwood will motivate learners to link to other schools on the WWW.

Table 5.21 QUESTIONS AND COMMENTS INDICATING THAT THE SITE WILL SERVE AS A MEDIUM TO MOTIVATE LEARNERS TO LINK TO OTHER SCHOOLS ON THE WWW

QUESTION	AVERAGE % OF RESPONDENTS	COMMENTS
<ul style="list-style-type: none"> How often will learners link to other schools on the WWW? 	90	According to interviews with scholars, they are very interested to link through the web page to other schools on the WWW.

According to table 5.21, 90% of the scholars indicated interest to link to other schools through the web page of Laerskool Lynnwood.

5.4.7 DESIGN OBJECTIVE 7

- **Encourage learners to promote the school's web site**

Results summarised in **Table 5.22** indicate if the web site would encourage learners to promote the school's web site.

Table 5.22 QUESTIONS AND COMMENTS INDICATING THAT THE SITE WILL ENCOURAGE LEARNERS TO PROMOTE THE SCHOOL'S WEB SITE

QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS
<ul style="list-style-type: none"> • Will the web site encourage learners to promote their school? 	81	81% of the learners commented that they would promote their school through the web site.
<ul style="list-style-type: none"> • Experts tested: Does the layout of the web site promote the school's image effectively? 	42	42% of the experts tested the layout of the web site as excellent .
	58	58% of the experts rated the layout of the web site as good .
<ul style="list-style-type: none"> • Students tested: Does the navigation of the web site promote the school effectively? 	58	58% of the students evaluated the navigation of the site as excellent .
	42	42% of the students tested the navigation as good .

Table 5.22 listed that 81% of the learners commented that they would promote their school through the web site.

5.5 SUMMARY ON THE FINDINGS REGARDING THE DESIGN OBJECTIVES

The parents of Laerskool Lynnwood did not respond positively on the completion of the questionnaire. Out of 65 parents only 17 parents responded positively on visiting the web site. The experts' comments were meaningful, as well as the students' response on the evaluation form. The comparison of the web site with those of 15 other primary schools was a very good indication of the quality of the web site of Laerskool Lynnwood.

The recommendations and conclusions are discussed in Chapter 6.





6. RECOMMENDATIONS AND CONCLUSIONS

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally.

6.1 INTRODUCTION

The outcome of the results in Chapter 5 indicates that the study could answer the main question on the *design of a primary school web sites* successfully.

Matters discussed in this chapter focus on:

- Aspects that contributed to the success of the program
- Findings
- Experts' and final year students' evaluation on the web site
- Researchers' evaluation of the web sites of primary schools
- Conclusions
- Limitations
- Recommendations

The following will be discussed thoroughly.

6.2 ASPECTS THAT CONTRIBUTED TO THE SUCCESS OF THE PROGRAM

In order to answer the main research question, the following design objectives had to be met.

Table 6.1 (a) DESCRIPTION OF DESIGN OBJECTIVES AND QUESTIONS

DESIGN OBJECTIVE	RESEARCH QUESTIONS	ISSUES CONCERNED	CHAPTER DISCUSSED
To render an information service.	<ul style="list-style-type: none"> • How can this site be promoted as a community information service? • How should a Web site be constructed to be promotable? 	<ul style="list-style-type: none"> • Communication issue • Content and Design issue 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 2
To determine whether the initial promotion of the web site was successful.	<ul style="list-style-type: none"> • How can more people be attracted to your site? • How does this specific school intend to promote their web site? • Which promotional aspects would play a role in the promotion of a Web site for a primary school? 	<ul style="list-style-type: none"> • Promotional issue • Promotional issue • Promotional issue 	<ul style="list-style-type: none"> • Chapter 2 • Chapter 3 • Chapter 2 • Chapter 3 • Chapter 5
To determine whether the site is competitive to other primary school web sites.	<ul style="list-style-type: none"> • What content is there on present primary school Web sites? 	<ul style="list-style-type: none"> • Content and Design issues 	<ul style="list-style-type: none"> • Chapter 5

Table 6.1 (b) DESCRIPTION OF DESIGN OBJECTIVES AND QUESTIONS

DESIGN OBJECTIVE	RESEARCH QUESTIONS	ISSUES CONCERNED	CHAPTER DISCUSSED
To serve as an advertising medium.	<ul style="list-style-type: none"> • What is the importance of effective communication when promoting a Web site? • Which technological issues must be kept in mind when promoting a Web site? 	<ul style="list-style-type: none"> • Communication issue • Content and Design issue 	<ul style="list-style-type: none"> • Chapter 2 • Chapter 5 • Chapter 2
To save all parties involved time and money.	<ul style="list-style-type: none"> • How can an effective promotional strategy for this web site be implemented? 	<ul style="list-style-type: none"> • Promotional issue 	<ul style="list-style-type: none"> • Chapter 3
To open doors for learners to link to other schools on the WWW.	<ul style="list-style-type: none"> • What is the importance of effective communication when promoting a Web site? • How can an effective promotional strategy for this Web site be implemented? 	<ul style="list-style-type: none"> • Communication issue • Promotional issue 	<ul style="list-style-type: none"> • Chapter 2 • Chapter 3
To encourage learners to promote the school's web site.	<ul style="list-style-type: none"> • How can an effective promotional strategy for this Web site be implemented? 	<ul style="list-style-type: none"> • Promotional issue 	<ul style="list-style-type: none"> • Chapter 3

6.3 FINDINGS

In this section the findings of the questionnaire and the expert interface ratings are discussed individually. Results as collected are listed per research question as applicable to each separate design objective.

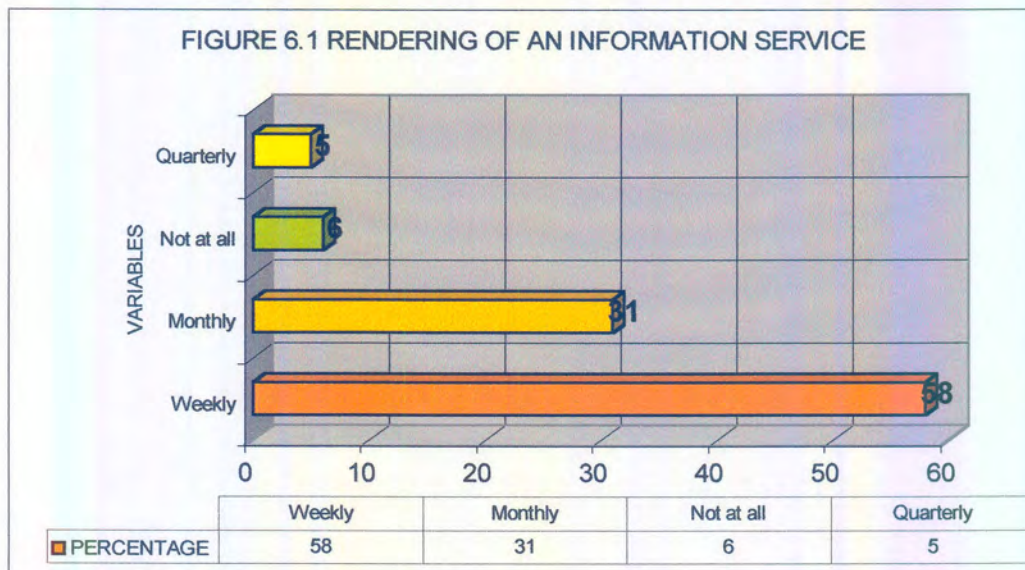
6.3.1 Results of the questionnaire

OBJECTIVE 1: To render an information service

6.3.1.1 How can this site be marketed as a community information service?

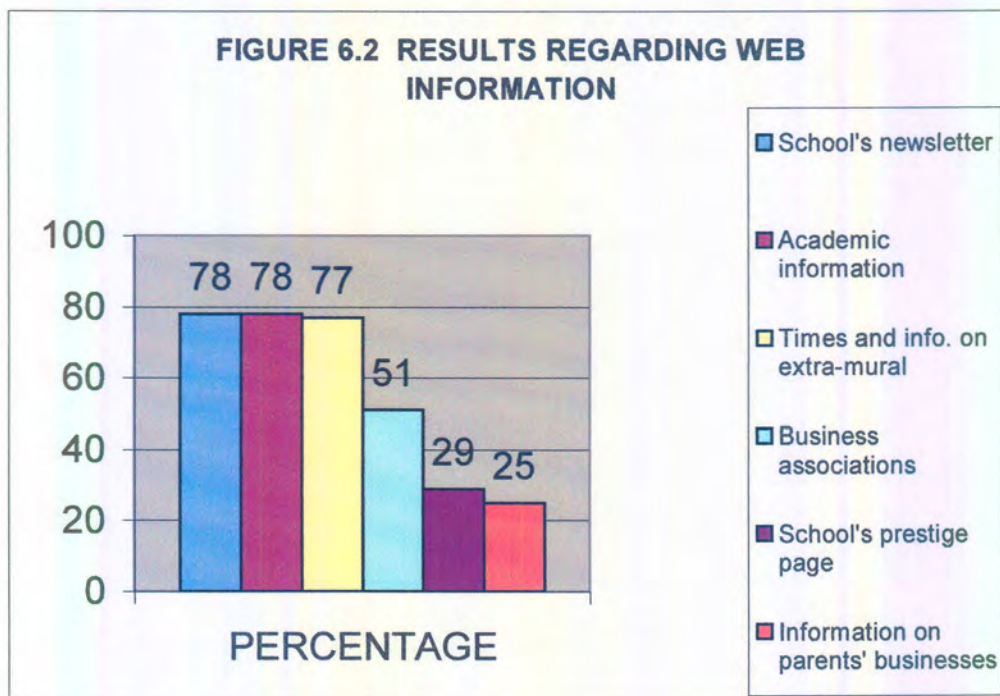
At this stage the web site can render a community information service through the newsletter as published on the web site. The reason for this is that the school's newsletter also functions as a promotional medium for parents and the community to advertise services and products, by placing this newsletter on the web site. The advertisements reach a wider audience through the WWW.

To test how often respondents would like these tools for creating a community information service to be updated, I used question 14 in the questionnaire. The results are summarised in the following figure.



It is clear that more than 85% of the respondents feel that the newsletter should be updated frequently. Most of these people feel that it should be done weekly; where the rest feel it should be done as least monthly. Once this aspect is fully functional, the site can be promoted as a community information service.

The figure below explains the outcome of the ratings with regard to specific web information.



The respondents were interested in the daily activities of the school, like news, academic information and extra-mural activities.

The objective could not be reached successfully with this question, as the respondents were not interested to use the web site as a community information service.

6.3.1.2 *How should a Web site be constructed to be promotable?*

The literature study as discussed in chapter 2, revealed that there are six basic stages in developing an effective web site; planning, content development, design, programming, promotion and maintenance.

As explained in chapter 2, only three of these play an important role during the study.

- PLANNING

Experts quoted on this topic introduced several questions that can be asked to determine the extent of the development process. During the planning process (as discussed in chapter 3) and the development of Laerskool Lynnwood's web site, their ideas were incorporated.

- CONTENT DEVELOPMENT

Experts quoted on this subject, stressed that content is the heart of a good web site. Development objectives should be consistent with resources available to you. Furthermore several of them stressed the importance of maintenance. The content development for this particular web site was done and discussed in detail by my fellow researcher, (Greyvenstein, 2001).

For promotional purposes, my role was to ensure that all information adhere to promotional requirements for content on web sites, as set by marketing specialists.



- Doling out information stingily
- Keep messages short
- Stay on the topic
- Provide immediately useful information
- Remember that the customer must bite first
- Think globally
- Learn and follow the rules
- Identify yourself

- DESIGN

A summary of opinions by specialists quoted on this aspect include:

- Competence in the design phase is what separates amateurs from professionals in the making of multimedia.
- You're designing pages, and you're designing the way the pages link together.
- Keeping the page design consistent is important, because you want all pages to fit your color and graphic scheme.
- Simplicity is the essence of good web design.

As explained in chapter 3, these aspects also played a big role in the construction of Laerskool Lynnwood's web site.

OBJECTIVE 2: *To determine whether the initial promotion of the web site was successful*

6.3.1.3 How can more people be attracted to your web site?

Experts recommend the following:

- Be realistic.
- Even good ideas can get you nowhere if they aren't well executed.
- Ask questions on the web site to find out if your audience is happy with what you are offering to them.
- Listen what your audience is telling you.
- Include the information your prospects and customers need.
- One of many interesting things about the web site is that people you have never met will tell you things you'd never expect them to reveal.
- A key rule of marketing is to be able to tell customers how you are different and better than competitors.
- Getting a write up in a newspaper or magazine give you a kind of credibility you can't buy with a banner ad or search engine placement.
- Marketing your web site will be an ongoing effort.

6.3.1.4 How does this specific school intend to promote their web site?

A promotional plan (as set out in table 3.11), was designed to ensure that the school's web site was promoted successfully. Table 6.2 describes the steps that were followed to reach an outcome.

Table 6.2 STEPS TO REACH AN OUTCOME

• STEPS	✓ OUTCOME
<ul style="list-style-type: none"> An enlargement of a colour printout of the site's Home Page. 	<ul style="list-style-type: none"> ✓ The outcome for this action is to introduce the web site to the visitors and show them what it looks like.
<ul style="list-style-type: none"> Pupils created massive posters along the corridors leading to the computer centre to display the web site to visitors in the computer centre. 	<ul style="list-style-type: none"> ✓ The purpose of this action is to show visitors the way to the venue where they can look at the web site.
<ul style="list-style-type: none"> Display the web site to visitors in the computer centre. 	<ul style="list-style-type: none"> ✓ This purpose of this action is to give visitors the whole overview of the site.
<ul style="list-style-type: none"> Advertise the URL and E-mail address throughout the rest of the school by placing posters all over the corridors and school grounds. 	<ul style="list-style-type: none"> ✓ The outcome is to impress the URL and E-mail address on all visitors.
<ul style="list-style-type: none"> Create business cards for the Principal and Governing Body with the URL on it. 	<ul style="list-style-type: none"> ✓ The purpose is to promote the web site outside the school.
<ul style="list-style-type: none"> Placing an advertisement in the school's newsletter. 	<ul style="list-style-type: none"> ✓ The reason for this action is to reach parents who did not attend the open day of the school.
<ul style="list-style-type: none"> The researchers signed up with http://www.saschools.co.za. 	<ul style="list-style-type: none"> ✓ To reach a wider audience.
<ul style="list-style-type: none"> Formal launching in 2002. 	<ul style="list-style-type: none"> ✓ Promotion of the final upgraded web site and upgraded computer centre to the widest possible audience.
<ul style="list-style-type: none"> Handing out of CD's. 	<ul style="list-style-type: none"> ✓ The outcome is to promote the final product.

6.3.1.5 Which promotional aspects would play a role in the promotion of a web site for a primary school?

According to specialists quoted in table 2.8 any site should be designed around the needs of the audience. A further rule of marketing is that one should be able to tell customers how you are different and better than competitors.

The following marketing steps as summarised in table 6.3 was used as a guideline to develop a promotional plan for Laerskool Lynnwood's web site. In this table the steps as proposed by specialists quoted in chapter 2, are listed again and an explanation is given of how it was applied during the promotion of Laerskool Lynnwood's web site.

TABLE 6.3 APPLICATION OF 10 STEPS TO WEB MARKETING REGARDING LAERSKOOL LYNNWOOD'S WEB SITE

STEP	ACTION/APPLICATION
Submit your web site's URL	Signing up with http://www.saschools.co.za
Publicize with a press release	Inviting the local newspapers to report on the site
Obtain links from other web sites	Linking to other primary school web sites
Announce in subscribed e-mail lists	
Announce in newsgroups	
Launch a direct e-marketing campaign	Application of strategy as listed in promotional plan
Produce a subscribed e-newsletter	Publishing the school's newsletter regularly
Purchase ad banners on other web sites and search engines	
Create your return traffic with on-site events, surveys, contest, etc.	
Integrate your web site's URL with your traditional marketing	Promoting the site's URL on certain items of the school



In the questionnaire, the researchers wanted to test if the initial promotion of the web site was successful. 69% of the respondents felt that the web site was not promoted effectively.

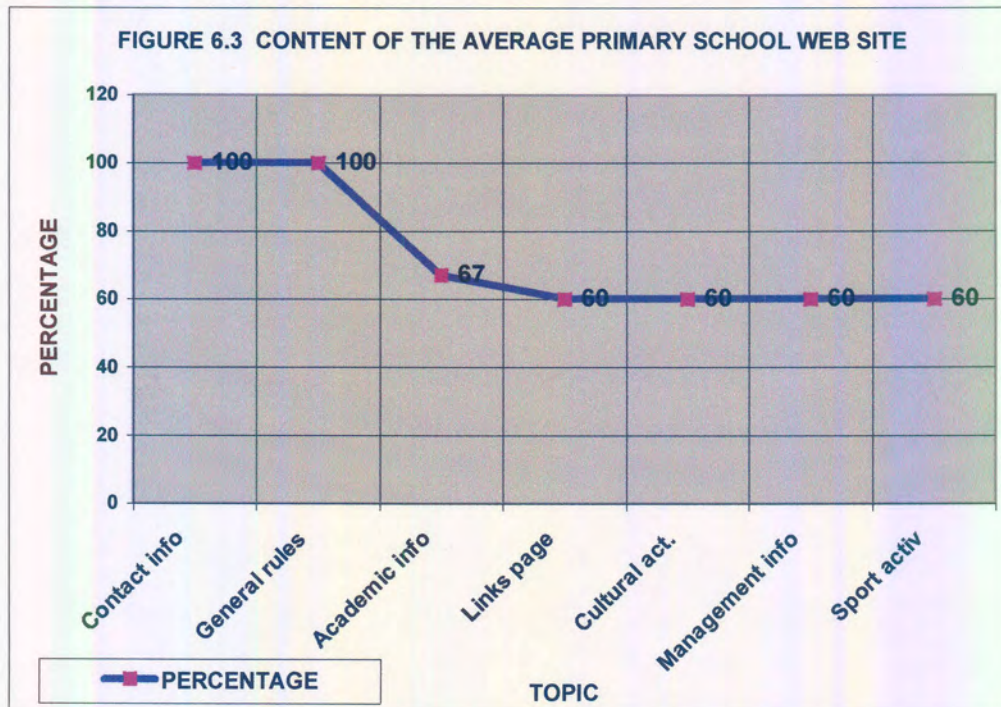
The following limitations effected the promotion of the web site:

- Promotional aspects always have financial implications.
- Availability of limited information on the promotion of primary school web sites.
- The big time lapse between the original decision on creating a web site and the actual launching of the web site.
- High staff turnover.
- The fact that respondents were asked to complete the questionnaire only two months after the initial launch.

OBJECTIVE 3: The site must be competitive to other primary school web sites

6.3.1.6 What content are there on present primary school web sites?

The figure below explains which content received the highest ratings for popularity during the investigation of primary school web sites.



A more detailed explanation on the average content of primary schools can be found in table 3.8.

Unfortunately, the majority of respondents did not visit the web sites of other primary schools. Thus it was impossible to determine how the web site of Laerskool Lynnwood compares to other primary school sites.

OBJECTIVE 4: To serve as an advertising medium

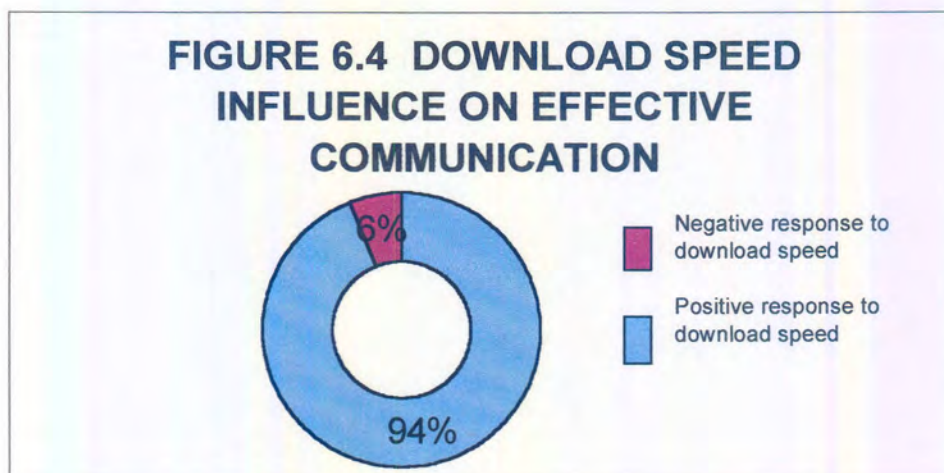
6.3.1.7 What is the importance of effective communication?

Palmer and Weaver (1998:71) describe effective communication as follows:

“Whatever the type of communication you use remember the five C’s of communication: ensure that all your communications are: Clear, Complete, Concise, Correct and Courteous.

The download speed of a web site plays a very important role in effective communication. If the visitor has to wait too long for the site to download, the possibility is always there that he will move on to other sites.

The following graph shows the reaction of respondents towards the download speed of Laerskool Lynnwood’s web site. This positive feedback shows that the download speed Laerskool Lynnwood’s web site contributes positively towards effective communication.



In my opinion, using the school’s web site as an advertising medium for parents to promote their businesses, could definitely improve the communication between the parents and the school. Unfortunately the parents were not interested in using this option.

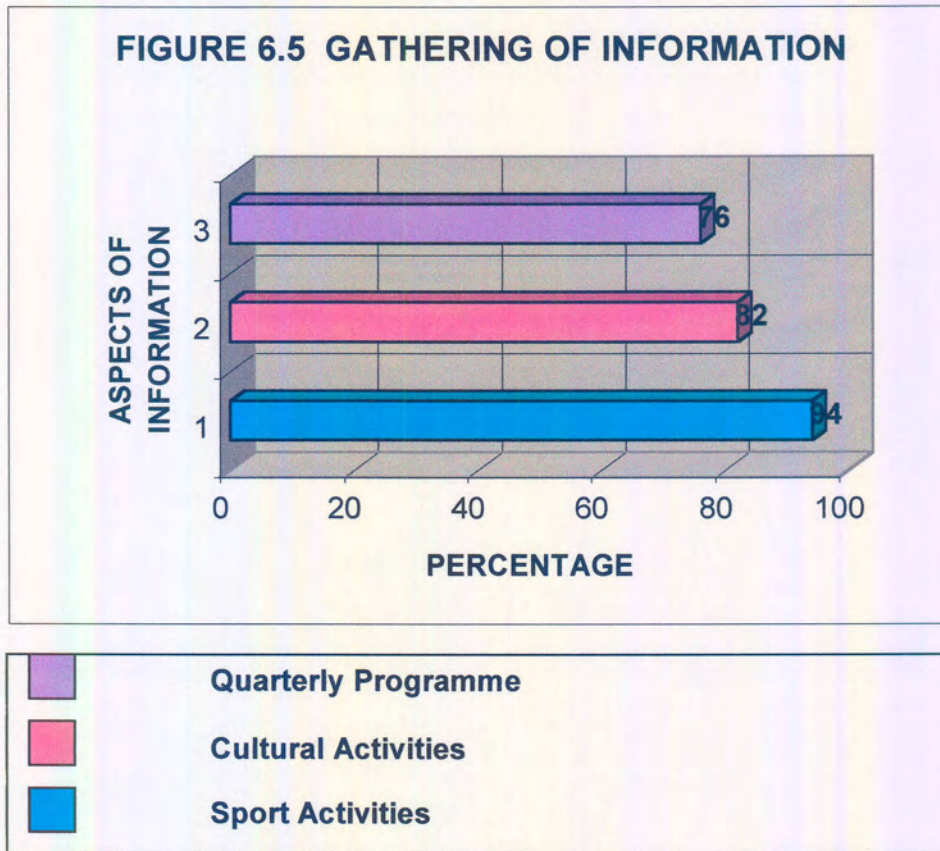
6.3.1.8 Which technological issues must be kept in mind when promoting a web site?

Cash (1999) explains the overall process and steps one need to take when putting a web site together. According to him, the following 4 items play a very important role:

TABLE 6.4 TECHNOLOGICAL ISSUES DURING THE PROMOTING OF A WEB SITE

IMPORTANT ASPECTS	EXPLANATION/ EXAMPLES	APPLICATION
Browser	Netscape, Mosaic, Lynx, Cello, WinWeb, MacWeb, InternetWorks etc	The web page was created using Front page. Sites created in this application are viewed best through Internet Explorer and Netscape's navigator. (Most popular browsers used by Laerskool Lynnwood's site audience).
Information	Provide only meaningful information	Greyvenstein (2001) completed an in-depth information analysis. I checked the selected information for its contribution to the promotability of the site.
HTML	Language of the WWW	The professional programmer handled this aspect.
Server	Place where your web page lives	Limited space on a server supplied free of charge by a parent of the school.

The figure below describes the most popular aspects of information published on the web site as chosen by the respondents of the questionnaire.



Results as listed in table 5.7, question 18 shows that 100% of the respondents felt that the contact information was given accurately. 84% of the respondents shared positive comments in the information on the quarterly programme, cultural activities and sport activities.

Chapter 5, page 13 summarises the rating on the information on specific items and groups them according to percentages.



OBJECTIVE 5: To save all involved parties time and money

6.3.1.9 How can an effective promotional strategy for this web site be implemented?

Refer to the promotional plan as discussed in Table 3.11, Chapter 3, as well as a summary of the promotional plan in paragraph 6.3.1.4.

OBJECTIVE 6: To open doors for learners to link to other schools on the WWW

These questions are already discussed in paragraphs 6.3.1.7 and 6.3.1.9.

OBJECTIVE 7: To encourage learners to promote the school's web site

This question is already discussed in paragraph 6.3.1.9.

6.4 EXPERT INTERFACE RATING FORM

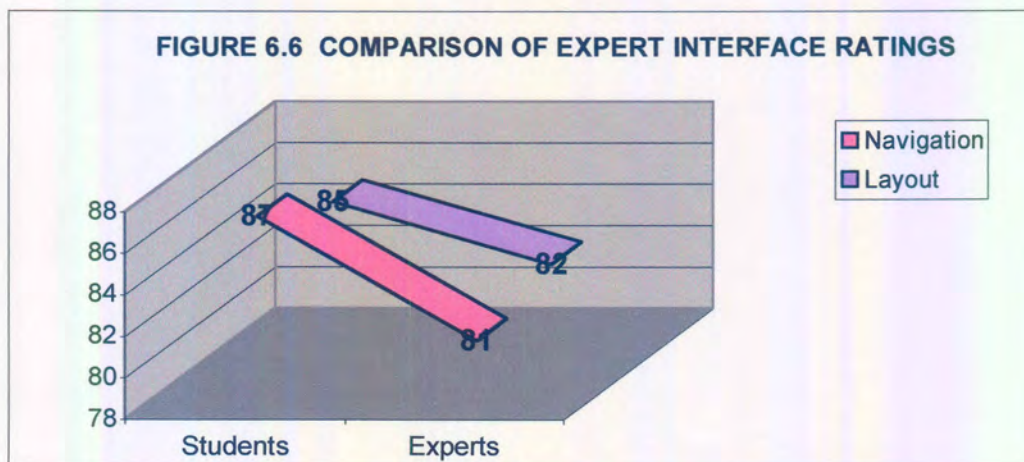
This rating form was used to evaluate Laerskool Lynnwood's web site as well as the web sites of 15 other primary schools. Results of these evaluations were used to answer several of the original research questions.

OBJECTIVE 1: To render an information service

6.4.1 How should a web site be constructed to be promotable?

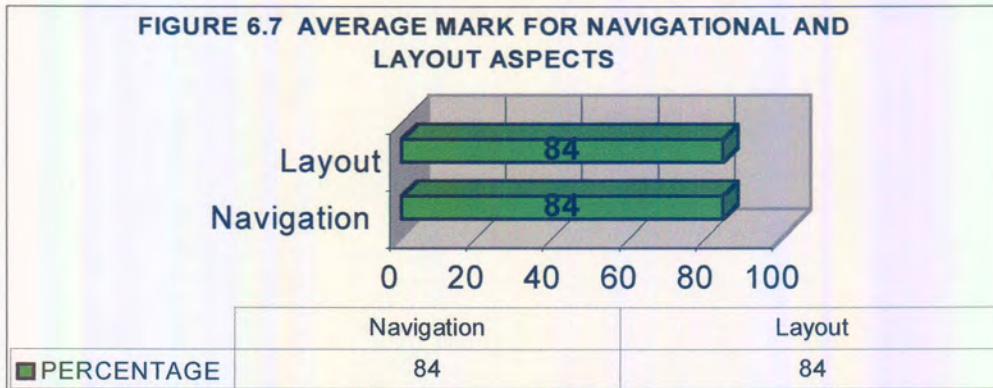
In my opinion the expert interface rating form can be used to test a site's promotability. If seen from this perspective, results can be interpreted as follows:

Two groups of WWW specialists were asked to rate Laerskool Lynnwood's web site (as explained in detail in chapter 5), the following graph shows a comparison of the results, portraying scores of both navigational and layout aspects.



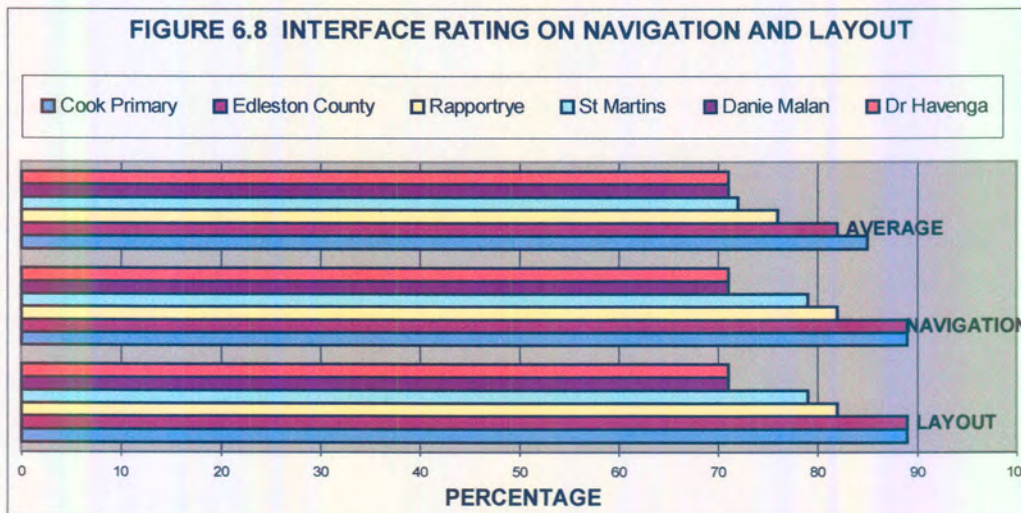
The web site of Laerskool Lynnwood received the following ratings from the experts and final year students on the Navigation and Layout aspects.

Figure 6.7 explains the results, when these marks are averaged.



In order to compare the web site of Laerskool Lynnwood with other primary school web sites the researchers used the same expert interface rating form to rate the promotability of 15 other primary school web sites.

The figure below displays the average marks of the 6 highest scoring schools for respectively navigational aspects, layout aspects and the summarised average mark for the site.



6.5 CONCLUSIONS

DESIGN OBJECTIVE 1: To render an information service

As listed in **Table 5.5**, the respondents would like to see information on certain topics more often than other topics as listed. Respectively figures 6.1 and 6.2 explain the outcome of this rating.

The objective could not be reached successfully with this question, because the respondents were not interested to use the web site as a community information service.

DESIGN OBJECTIVE 2: To determine whether the initial promotion of the web site was successful

The initial promotion of the web site is not judged to be successful because of limitations that were discussed in paragraph 6.2.2.5. The promotional plan was followed on the school's open day to promote the school's web site, but after the open day no other attempts were initiated to promote the site. The respondents who completed the questionnaire also suggested that the web site should be promoted more effectively.

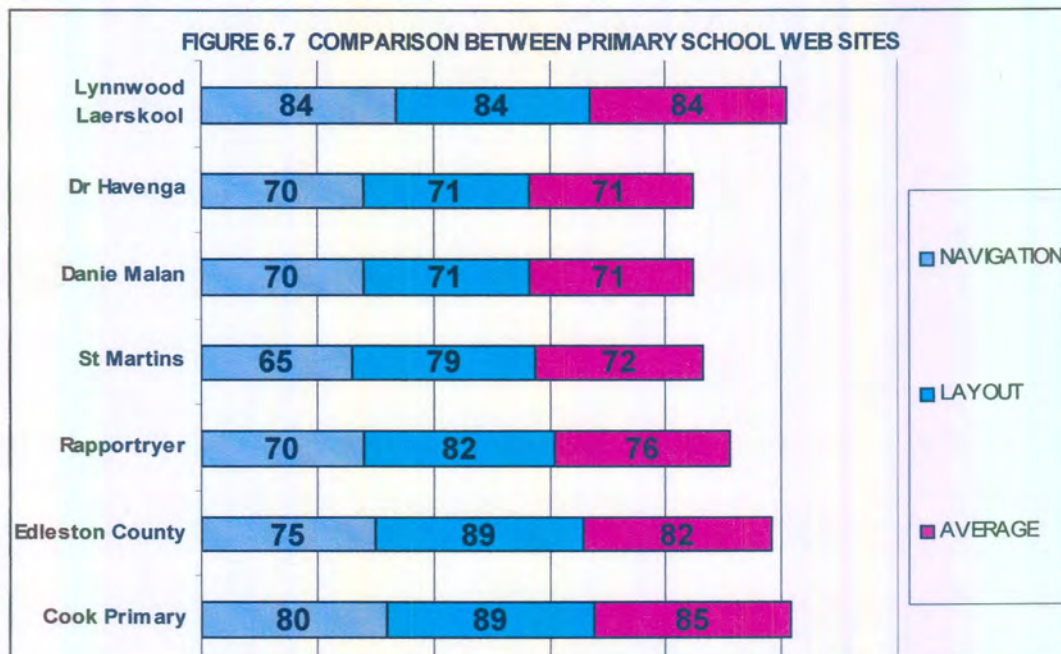
DESIGN OBJECTIVE 3: To determine if the site was competitive to other primary school web sites



A comparison between Laerskool Lynnwood's web site and that of 15 other primary school web sites culminated in the following basic results:

- The web site of Laerskool Lynnwood received a second best rating in comparison with the other primary schools' web sites.
- Cook Primary School is situated in Australia and received a rating of 85%.
- Edleston County, a primary school in the United Kingdom received an average rating of 82%.

Internationally, the web site of Laerskool Lynnwood deserves a second place and can be very proud of it.



DESIGN OBJECTIVE 4: To serve as an advertising medium

The school's web site could be an excellent medium for advertising the businesses of parents or other people in the community. Results of the



questionnaire show that the parents were unfortunately not interested in using the site for this purpose.

DESIGN OBJECTIVE 5: To save all involved parties time and money

Through the web site of Laerskool Lynnwood, parents could read the school's newsletters and other important information without waiting for a letter from the school or making any telephone calls. The school can save money, because there will be no need for printing newsletters and all the information can be updated on the school's web site without any expenses.

The school can go even further and create mailing lists to send specific information directly to interested parties.

DESIGN OBJECTIVE 6: To open doors for learners to link to other schools on the WWW

It is important to create a links page for learners to link with other schools through the web site of their own school. Information can be exchanged and in this manner learners can learn from each other's school's web sites.

Learners can feel part of the Internet and not left behind in the world of technology and every learner must be Internet literate. In this manner the school can also be promoted to the outside world and maybe it can change some users' minds to rather choose Laerskool Lynnwood where their children can build on their future.

DESIGN OBJECTIVE 7: To encourage learners to promote the school's web site

Learners must be aware of the fact that the future of their school is partly in their hands and that they can contribute to their school's future through the school's web page. Proofreading the site regularly or asking them for new ideas for the school's web site can further involve them.

6.6 LIMITATIONS

- The web site of the school could not be promoted as effectively as planned, because the school is a not-for-profit institution and the lack of funds restricted the promotion of the site.
- Information on primary school web site promotion was hard to come by.
- The time lapse between the original decision to create a web site for the school and the actual launch had a negative impact on the total promotional process.
- The high staff turnover at the school had a destabilising effect on the continuity of the development- and promotion process. The coherence of the staff was also affected and this had a negative influence on the site's promotion.

6.7 RECOMMENDATIONS

Laerskool Lynnwood is a very privileged school to have researchers from the University of Pretoria to evaluate their school's web site in different areas, like the content, development and promotion. The school should use this precious



information to promote the school and let the learner count rise and grow. Remember that there are always room for improvement and growth.

Update the web site, to keep the users in touch with the school's activities and let every user enjoy the web site. GET the users' interest and KEEP their interest.

Improve on your achievements and always be proud of your good work.

Thank you for the opportunity that we (the researchers) could be part of such a great project!

6.8 FURTHER RESEARCH

What is the way forward for the promotion of primary school web sites?

In conclusion the parents were not interested to use the web site of Laerskool Lynnwood to advertise their businesses to assure that the site could be used as a community information service. I would suggest the following:

- During the promotional process of the web site, the users must be properly informed on the advantages such a web site can have for them.
- During the promotional process the functionality of the web site for both the parents as well as the school must be explained in more detail.



What is the way forward for further studies in this area?

- This research project and the evaluation instruments used during the study can be used as a base for further studies in the field of Web design, focussing on school web sites.
- The comprehensive literature survey focussing on the marketing and promotion of web sites can serve as an information source for researchers interested in the field of Web development and the promotion of Web sites.