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THE IMPORTANCE OF ORGANIZATIONAL CULTURE IN SCHOOL MANAGEMENT

Abstract: The paper discusses and analyses the importance of the influence of organizational culture in school management. The construct of organizational culture is viewed from an interdisciplinary approach: pedagogy, psychology, and economics. School culture is the way employees work, and the school climate represent perception and encompasses all aspect of the school environment. The role of school culture and climate is very important for building the reputation of the school, identity, and image of the organization. In this paper, the construct of school culture and climate are analysed in accordance with corporate marketing, education, and brand theory. The role of employees in school management creates a corporate brand and it is crucial in creating relationship with employees, customers and management. The paper concludes that employees are the most important strategic resource of any organization and that the right relationship with employees creates more motivated employees, better service, corporate brand and creates a favourable school climate.

Keywords: brand, culture, employee, image, school management

1. INTRODUCTION

The phenomenon of organizational culture allows management to influence it and thus increase the efficiency of the corporation. Organizational culture is a factor that contributes to the progress of any corporation. The importance of organizational culture in contemporary management has been much debated (Deshpande & Webster, 1989, p. 4; Slater et al, 2001, p. 229; Song, Kim & Kolb, 2009, p. 162) and there are numerous definitions of organizational culture. Common to all definitions of organizational culture refers to a set of assumptions, customs, and beliefs of employees of an organization and their pattern of behaviour. Organizational culture is a central concept around which corporate marketing is created in non-profit organizations. It is a relatively permanent and specific system of employee behaviour. However, in organizational culture, very often the emphasis is placed on the organization itself and the analysis of the employee's work. From the aspect of non-profit marketing (Andreasen & Kotler, 2008, p. 42-51) and educational management (Bush, 2003, p.37-38), organizational culture represents the starting point of strategic employee analysis.

The paper asks questions about the importance of employees, culture and creating identity in school management. The economic aspects of management, the psychological constructs of employee identity and their reflection on the quality of service are examined, and finally, the pedagogical aspects of the impact of school culture on employees are explored. Why is marketing important in school management? Can employees influence the quality of service in school management? What makes elements of the school culture? How relevant are employees in creating an organizational culture? What makes a desirable organizational culture in school management? Is the identity of the employee identical to the identity of the school? What makes the identity of the organization? What makes the identity of a school employee? How does school culture affect the functioning of the organization and school management? Can the culture and climate of an organization change? Does the employee make a school brand? These are questions simple to ask, but

not so simple to answer. Therefore, the paper discusses two key issues: why school culture is important and why teachers are important in school management.

The topic of this paper is a review and analysis of school culture, school climate, employees and their importance in school management and corporate marketing. However, the aim of the paper is not to answer questions about the importance of school culture and employees, but to offer a framework for further interdisciplinary analysis and discussion. There is no simple answer because the question of school culture depends on the context of the research. The answers will be different from a psychological, pedagogical, anthropological or economic aspect. The paper consists of two parts. The first part discusses organizational culture and its impact on the strategic development of the school. The impact of school culture and school management is analysed. The second part analyses the school climate and employee identity. Employees are presented as the most important factor in school management because they are key for two reasons: they create school culture and climate, but at the same time promote the identity of the organization and thus create the image of the school. The paper connects the influence of organizational culture, climate, and employees with corporate marketing, with the help of which we present and analyse corporate identity.

2. ORGANIZATIONAL CULTURE AND SCHOOL MANAGEMENT

Organizational culture is a key concept in contemporary management. The very notion of culture alludes to a complex, multidimensional, and holistic phenomenon. The phenomenon of organizational culture is not new in management, but the approach to understanding the factors that affect the success of the corporation, employees and service quality is becoming relevant, especially in the field of school management. Some authors (Parker, 2000, p. 187-189) hold that organizational cultures reflect a long-standing tension between the cultural and structural versions of what organizations are. Organizational culture can also be understood as a metaphor of the corporation (Alvesson, 2002, p. 38) in which a place is opened for the analysis of the corporate image.

Organizational culture occupies a central place in contemporary management (Huczynski & Buchanan, 2007, p. 623) for several reasons: a) the interdependence of organizational performance and employee behaviour, b) a unique and strong culture that can provide a competitive advantage and c) management that can consciously manage culture to achieve organizational goals. The organizational culture itself is permeated in all aspects of school management. It affects the type of corporation structure, the way it is organized, the type of power, the way it is decentralized, the way it controls, the strategy of the organization, human resource management, and resource allocation.

School culture plays an important role in the development of an organization. Even though managers pay attention to the formal, organizational, and structural changes of a non-profit organization, school culture as an "informal" dimension is extremely important. The processes that each school goes through in search of effectiveness presents the organization as a cultural and educational institution. Understanding organizational culture is a vital part of improving school quality (Stoll & Fink, 1996, p. 116). Table 1. shows specific characteristics of school culture.

Table 1. Specific functions of school culture

Area	Impact
School Performance	Employees
Instrument of realization	School management
Control system	Principal
Psychological space	Corporate brand
Identity of the school	Identity of the employee
Employee motivation	Principal
Employee identity	Organizational culture

Source: author

As can be seen from Table 1, the specific functions of school culture can be observed through the areas in which they occur and through the impact on the organization. It is interesting that the identity of employees is at the same time an area that is related to school culture, but also has an impact on organizational culture. This means that the connection between behaviour and culture is two-way, i.e., that it appears as a cause, but also as a consequence. The overall efficiency of a school influences the decisions and behaviour of management and the entire corporation. School culture is an instrument for implementing the strategy. The control system is a specificity of organizational culture and represents the strongest and largest model of control (Mullins, 2006, p. 474) implemented by the principal in school management. A specific distinctive, psychological space ensures the integrity and determines the identity of the organization, but also opens the way to the development of the school's corporate brand (Jukić, 2017, p. 15). The school identity also realizes the identity of the employee. It is also a very complex construct because the identity of the teacher is closely linked to school culture (Flores & Day, 2006, p. 230) and school identity. The dimensions of the school, in the context of cultural management and the influence on the creation of needs (Jukić, 2019, p. 16), are also related to the identity of the corporation, but also to the identity of the employee. Ultimately, employee motivation is a specific area of organizational culture because it acts as a catalyst and initiates employee activity.

School culture is difficult to define because it encompasses: the value of the organization, employee behaviour, rituals, norms, common attitudes, philosophy, and overall perception of the organization. However, such attitudes and beliefs are subconscious (Schein, 1985, p. 6), which means that organizational culture represents the way employees work. In essence, school culture is intertwined with employees, organization, and school identity. Therefore, metaphors, symbols, rituals, customs, and myths create school culture. From such an aspect, the only thing that is important is to understand the importance of school culture and to know how to manage it (Schein, 1985, p. 2). From a managerial perspective, the most important function of organizational culture stems from raising individual and organizational performance. Cultural values can motivate employees and direct their behaviour toward common goals.

There is a two-way connection between school management and organizational culture. Managers are an important and decisive factor in the development of a specific school culture. But organizational culture also influences management through the performance of all other functions. From this point of view, school culture is the basis of strategic school management because through it, it allows all attention to be focused on the key factors of school success as a non-profit organization. Organizational culture affects management by increasing its authority and power because it identifies the principal with the school and motivates teachers to achieve school goals. This is confirmed by managerial decisions and functions (Robbins & Coulter, 2005, p. 59), i.e., planning, organizing, leading, and controlling.

Finally, school culture can be viewed as a teacher workplace environment that is formulated from interactions with other employees. Does this mean that the school culture is determined by the continuous negotiation of values and rules between employees? The complexity of school culture is indicated by many elements, as well as the fact that there are differences from organization to organization. The intensity of the presence of organizational culture dimensions (Robbins & Coulter, 2005, p. 52) can be rated from low to high. However, in school management, evaluating school culture is very ungrateful. Schools may emphasize an innovative approach to teaching or service quality, some seek to maintain a stable reputation by avoiding change or risk, some may foster a team approach, promote collaboration with other cultural institutions, and some may be employee-oriented and considered central to school culture.

That is why the school culture is a group of elements of visibility. The model of culture (Schein, 1985, p. 14) encompasses three cognitive levels that differ in their visibility and accessibility: a) external manifestations of culture, b) values of school culture, and c) fundamental assumptions of school culture. Table 2 shows the levels of school culture.

Table 2. Levels of school culture

Cognitive level	School culture
Events	School products (trophies, commendations, library)
Values	Teacher's relationship (rituals, myths, ceremonies)
Assumptions	Core value (norms, values, identity)

Source: author

The first level of school culture constitutes the external manifestations of culture and refers to the visible "products" that the school has. Specifically, these are: offices, equipment, furniture, symbols, and the way employees communicate with each other. These are "products" that convey the message of school culture and at the same time, the most accessible form of school culture. The notion of product should be understood here conditionally because schools provide service, and through their tangible elements they manifest products. Of course, school products then communicate on an integrated marketing communication, on symbols, metaphors, and the way they interact with each other. The second level, which is less visible, makes values that create a broad framework of employee behaviour that reveals the preferences of certain solutions and attitudes within the school. These values can be implicit or explicit. And finally, the third level represents the deepest, fundamental assumption of school culture. These are unwritten rules, norms, and values that employees are usually not aware of, but respect and accept as given values of the school itself. These invisible, deeply hidden values represent the paradigms of school management because they act as a filter that influences the way employees observe and behave. Simply put, it is the core of school culture and affects all perceptions of employees, stakeholders, and society.

Having in mind the components of school culture and its causal relationship to the teacher's job satisfaction, as well as to school efficiency, school culture, simplified, can be viewed as a positive and negative culture. A positive environment reflects employee participation in joint activities, appreciation, sharing of responsibilities, and a shared vision of the school. We can present a negative environment as an unhealthy climate, non-acceptance of new methods of work, tendency to criticize, incompetence and avoidance of responsibility. In the following, we present school culture according to Peterson and Costner components (2006, p. 250), and they are visible in Table 3.

Table 3. Components of school culture

Frames	Products	Expressions	Activity
Norms (dress code, collegiality)	Trophies (school competitions)	Stories (remembrance of school success)	Rites (school routines)

Values (student achievement, expertise)	Commendations (research achievements)	Myths (idealization of school success)	Rituals (marking specific events)
Certificates (success at graduation, final theses)	Library (services)	Alumni (contact)	Ceremonies (events)

Source: Adapted according to Peterson & Costner, 2006, p. 250

According to them, school culture consists of frameworks, products, expressions, and activities. The frameworks encompass the norms and beliefs of the school and are integrated into the values of the school itself. From a symbolic point of view, the products represent the value of the school. This specifically means that the school uses a variety of artefacts in the form of trophies, awards, medals, and even a library to show the school culture. This is a classic hybrid view of service marketing in which the intangibility of school service is displayed through elements of school culture. And finally, two components remain: expressions and activities. The terms encompass school beliefs that are deeply interwoven with tradition and school success stories. This is especially evident in the realization of school ceremonies when the myth of the school and positive cases that serve as employee motivation are considered. Finally, there are activities that represent school rituals. Rituals can be understood as a school routine that accompanies appropriate ceremonies. Also, all forms of ceremonies, performances and events are part of school culture.

Why is corporate marketing important in school management? School management starts from two key elements: the manager and the employee. The school principal represents a manager who decides, leads, and organizes everything related to the economics of education, such as funding, administrative work, enforcement of pedagogical standards, compliance with the law, employee education, service delivery and impact on school development in the broadest sense. As can be seen, employees are a key element in corporate marketing, especially in creating positive impressions towards the services provided, the identity of the organization and the overall image. Employees are the main service providers and the first, initial stage of the organization. They represent, symbolize, and promote school, service, and ultimately, education.

School culture, once formed, is "petrified" (Stoll & Fink, 1996, p. 119). In the broadest sense of the word, school culture, once formed, becomes the production process of the school. However, school culture is also a paradoxical phenomenon because, once created as a process, it is in constant change. This means that with the arrival of new employees, it gradually changes, because employees change as well as opportunities in society. Thus, school culture is a long process of producing the image of the organization. It is a process of evolution which, despite its peculiarities, components and levels, represents a static and dynamic phenomenon.

3. SCHOOL CLIMATE AND EMPLOYEES

Organizational climate is a segment of organizational culture that includes forms of behaviour, communication, and perception of employees. School culture is a property of the organization to which employees adapt. Organizational culture in this context can be understood as the invisible consciousness of an organization projected through the school climate. We understand the school climate as a way for an employee to perceive everything that happens at school. The school climate plays a very significant role in shaping employee behaviour and influencing their attitudes about knowledge management. Therefore, the importance of the school climate is twofold: on the one hand it encourages an innovative atmosphere and thus becomes part of the internal processes of the organization, and on the other hand, by creating employee identity, allows creating a school identity, i.e., creating a corporate brand.

School climate and school culture constitute an important segment of the psychosocial functioning of the school. The school climate represents the totality of employee togetherness (Schneider et al, 2000, pp. 21-34) in their aspirations, the sense of belonging to the teaching council, all the way to the motivational components. If, from the aspect of affiliation, we look at the relationship between school culture and school climate, we look at school culture from a sociological and anthropological aspect because it questions deeper teacher relationships, while school climate belongs to the field of psychology because it represents its manifestation on individuals. It is interesting to note that the role of school culture is closely related to the managerial skills of the school itself. Organizational culture has been shown to affect employee performance which is reflected in their satisfaction and efficiency (Morris & Bloom, 2002, p. 71-83).

According to a study of the relationship between school culture by teacher satisfaction and school efficiency (Duan & Du & Yu, 2018, p. 15-25), the results confirm the correlation between school culture, satisfaction, and efficiency. Regression analysis confirms that teacher satisfaction plays a mediating role in the relationship between school culture and school efficiency. School culture has been shown to form a collective relationship, ceremonies and events form an integral part of school effectiveness (Duan & Du & Yu, 2018, p. 21).

Principals have an important part in building school culture as well as creating an organization's identity. Their impact strongly influences employee motivation and efficiency (Kington et al, 2006, p. 605). Also, principals who support their employees build an environment for a favourable climate and culture. Employees who work in schools where they are supported and encouraged by principals show positive attitudes toward teaching (Flores & Day, 2006, p. 230), but also greater loyalty to the organization. However, to be able to talk about the identity of the school at all, we must first briefly explain the identity of the teacher.

The identity of the teacher can be most simply presented as the teacher's sense of self-worth and reflection on those values. The identity of the teacher is not a constant and stable phenomenon and, in addition to its characteristics, depends on the work, life context and relationships with others. The key questions that arise in defining a teacher's identity are: who am I as a teacher and what kind of teacher do I want to be? The beliefs and values of the teacher develop from his personal attitudes, experiences, social environment, and the environment in which he lives. Teacher beliefs are acquired at an early age and they are deeply rooted. Korthagen (2004, p. 80) argues that professional identity is made of unconscious needs, feelings, values, role models, previous experiences, and behaviours, which together create a sense of identity.

Employees are in the constant dynamics of school events, and by interacting with the environment, they actively participate in the process of shaping and self-shaping. However, the teacher's identity can be viewed from the perspective of the employee, but also from the perspective of the stakeholders. Teachers define and realize their identity through self-image, attitudes, relationships with other employees, school culture and the service provided. From the perspective of stakeholders, we look at the teacher's identity from the perspective of service quality, behaviour, and pedagogical competencies. Therefore, to better understand employee identity (Holland & Lachicotte, 2007, p. 123) in school management, it is crucial to encompass the context of society, organization, and culture.

Learning to become an effective teacher is a long and complex process (Flores & Day, 2006, p. 219). The school climate affects the emotional state of employees. Teachers feelings of vulnerability engendered when identity is questioned by policy changes, inspectors or colleagues (Kelchtermans, 1996, p. 321). The shape and reshape teacher's identity study presented three influences (Flores & Day, 2006, p. 223): a) past experience, b) motivation and c) school culture. It was confirmed that school culture and climate play an important role in creating the identity of the employee and affect his quality of service and job satisfaction. Being a proper teacher implies the social recognition of both, one's technical skills and competencies and one's moral integrity (Kelchtermans, 1996, p. 318).

Interestingly, most employees describe their first experience within school management as stressful (Flores & Day, 2006, p. 225), and the difficulties they cite are a bureaucratic burden and an overload of responsibilities. The impact of the school climate plays a key role in employee reshaping. Consequently, self-knowledge is an important element in the way employees perceive their role. The teacher's identity is not only created by the technical and emotional aspect of teaching, but also as a result of fan interaction personal experience, school culture and school climate. The employee 's identity can be observed through five categories (Kelchtermans, 1993, p. 449) which we show in Table 4.

Table 4. Teacher identity self

The image of the employee	Impact on school management
Self-image	Employee image
Self-esteem	Quality of service provided
Job-motivation	Loyalty to the organization
Task perception	Satisfaction with the organization
Future perception	Expectations from the organization

Source: Adapted according to Kelchtermans, 1993, p. 449-450

In this context, we understand the self-image as the perception of employees that manifests itself through their work. It is a psychological construct that shows the employee's attitude towards work, but, from the aspect of the employee, also his identification at work. Self-esteem represents the perception of the employee as a teacher (his quality), while job-motivation represents the degree of loyalty to the organization. In other words, we can analyse self-esteem from the aspect of school management and analysis of the service provided, i.e., the perception of quality. Of course, job motivation in the context of brand management (Kapferer, 2008, p. 171-197) can also be interpreted as loyalty to the organization. It is this loyalty to the organization that is outlined in satisfaction, expectation, sacrifice and motivation. Task perception represents how teachers define their jobs. This means that satisfaction with the organization makes a very similar construct to the brand attachment because it shows managers two key determinants: the degree of loyalty and satisfaction. An employee does not have to be loyal to be satisfied and vice versa. An employee may be dissatisfied with the job for various reasons such as salary, working conditions, but also loyal to the organization because he still works and does not endanger the image. And finally, the future perspective makes the employee's expectations. The construct of his expectations is a turning point that separates motivation from satisfaction because expectations are a consequence of the school climate. As can be seen, the employee's self in school management, but also in corporate marketing, can serve as an analytical model.

From the above, we can present two key hypotheses of employee identity in school management: stability and vulnerability. Stability at work depends on loyalty to the organization, satisfaction with the organization and expectations from the organization. Vulnerability at work depends on the first two categories of employee identity (Table 4), i.e., how satisfied the employee is with his reputation in the school, society, working conditions, service provided and all stakeholders of the organization. Obviously, the architecture of employee identity is not a stable construct (Day et al, 2006, p. 613). An analysis of the organization's climate will show whether the school's climate needs to change or fit into the organization's existing culture. According to Stacey (1993, p. 41-45) the nature of an organization's culture can be analysed through the power structure of the organization. Power comes from the relationships that emerge over time between individuals and groups. The source of power is related to the form it takes.

Power in school management takes the form of authority because it is exercised hierarchically. From a pedagogical point of view, power in school management should come from influence because the principal is the leader of the school. After analysing the source and form of power in school culture, its dominant coalitions in the organization must be identified. In school, these are employees because they work together and have a lot of influence, even though they don't have much authority. In other words, employees are potential allies in the school management coalition.

Since the psychosocial climate refers to the perception of specific sets of events, procedures, and rules of organization, the role of the teacher's identity is extremely important. But, as can be seen from Table 1, the functions of organizational culture and climate are two-way, the role of teacher identity is correlated with the identity of the organization. The teacher's image depends on the values and assumptions within the school (Table 2), as well as on the teacher's identity (Table 4). This identity construct was created in interaction with other employees of culture, climate, and management. And it is precisely this causality of employee identity and school identity that leads to a holistic way of looking at school management.

The identity of an organization depends on employees, which is especially evident in non-profit organizations such as schools. Employees stand out here because they are the most important segment and include the first contact with service users. Employees in non-profit organizations, such as schools, find themselves in a conflict situation, torn between the desire to provide quality services and their own perception of management. If there is a lack of management support in building and strengthening the service climate, it will have a negative impact on teachers, and ultimately on the service itself. It is obvious that managerial support is a precondition for teacher satisfaction and motivation, and its absence cannot be hidden from users and directly affects the dissatisfaction of all stakeholders.

Since the culture of the organization is deeply rooted in the employee's perception, it is necessary to develop brand identity on cultural reputation, on the coherence between the brand of promise and the performance that employees provide (Jukić, 2018, p. 39). Corporate identity is important for several reasons: it enables the creation of a corporate brand and image, but also because of the strategic dimension of brand positioning in the minds of consumers. The notion of corporate identity can be most simply presented as the brand characteristics that the organization represents. Corporate identity is the foundation for building the corporate image of a school. Given that services in the school are characterized by indivisibility, the presence of users at the place of service, a high level of perceived risk and several other activities that affect the amount of stress among teachers, these services need a management concept based on management support. School management must pay attention to employee satisfaction and motivation, providing support, clear communication, and proper delegation of responsibilities. In this way, management can create a favourable work climate and the overall environment. Corporate identity is a multidimensional construct because it encompasses different aspects of the organization, such as: strategy, corporate image, corporate culture, and corporate personality of the brand, all of which interact together.

Let's show the behaviour of principals and teachers from the aspect of school management and climate. The importance of employees in school management is unquestionable. Teachers are the most important resource of the school. Their role, in addition to educational and social, stems from the creation of a cultural community. Providing the service creates positive impressions on users and all stakeholders. Satisfied customers, stakeholders, employees thus promote their organization. As a result, the school becomes recognizable by teachers rather than by equipment, computers, or other technical aids. Teachers are the most important component of school management.

Also, such an understanding of school management creates the image of a corporation. However, image as a perceptual creation (Keller et al, 2008, p. 42-56) depends on identity. Corporate identity is created by employees. If their identity is positive, then it will be reflected in positive images in the consumer. Employees build a corporate identity through their work, quality of service, CRM, and organizational culture. According to Balmer, this identity can be represented by the acronym AC^{2}ID Test (Table 5). The distinctions between identities presented by the AC^{2}ID Test model are designed to enable strategic leadership and management of the corporate brand and at the same time as a diagnostic of planning and analysing existing segments of identity.

Table 5. AC^{2}ID Test in School Management

Identity	Impact on school management	Influence on the teacher
Actual	School structure	Employee self-image
Communicated	School competitions	Service quality
Conceived	School image	Employee reputation
Ideal	School culture	Employee motivation
Desired	School personality	Employee loyalty

Source: author

As can be seen from Table 5, the dissonance between corporate identity leads to potential risk. If actual identity reflects internal stakeholders, the principal's style, and the structure of the school, it manifests itself in employees and self-image. It can also affect the communicated identity as it is reflected in the quality of the service which, consequently, calls into question competition with other schools which, in line with corporate marketing, we view as an advertising model. Of course, the image of the school is projected on the reputation of the employees and vice versa. Therefore, the employee's relationship within the collective depends on school management, but also on the development of organizational culture. The AC^{2}ID Test model serves as a strategic mechanism by which different identities within a

corporation can be detected. However, for management to be successful, a synergy between employees, management, and school culture is needed.

4. CONCLUSON

Employees are the most important resource of any non-profit organization, especially when it comes to school management. School is, conditionally speaking, a living organism. The same methods of education are not always effective, just as the same approaches to employee motivation are not effective. Teachers depend on the time-of-service delivery and their service is a performance that depends on several factors, such as school culture, climate, identity, and reputation. Employee satisfaction, teacher identity, society perception and organizational culture are important elements of successful school management. The phenomenon of organizational culture enables management to influence, form and lead it towards the goals of the organization. The school as a non-profit organization is a specific social environment in which there is an integration of various internal and external experiences. To apply corporate marketing, two changes are needed: developing employee identities and developing a school culture.

Employee identity is a psychological construct that in the context of school management can be viewed as the employee's attitude towards work. This is, with corporate marketing, the starting point for building a corporation's reputation. A satisfied employee increases loyalty, quality of service and the image of the school. We can conclude that the identity of employees is realized in correlation with the school culture and climate. Principle's that support their employees create a positive climate. Thus, a satisfied employee projects satisfaction onto the school's identity, and positive associations create the school's image. In other words, the teacher's image is correlated with school culture. Culture provides the employee with an environment in which he fulfils his role, and a climate of identification with the school.

To build a corporate brand, school management can take on corporate marketing strategies and view employees as bearers of school image, reputation, and identity. If he looks at them that way, then they synergistically create a positive school culture and climate. On the other hand, if school management starts from restrictive and direct measures, the probability of a non-engaged and frustrated employee increases. Management in other organizations may not always apply to non-profits, such as schools. School service must be viewed in the context of the moment, like a theatrical performance. The provision of such a service depends on psycho-social factors and their service depends on the moment. It is unrepeatable and never the same. Therefore, after the service is provided, the employee must have a positive environment because it determines him, defines him and ultimately, makes him what he is.

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