THE IMPORTANCE OF SCHOOL CULTURE AND IDENTITY DURING THE COVID-19 PANDEMIC

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Summary

The paper researches and analyses the importance of school culture, teacher's identity, and corporate identity during the COVID-19 pandemic. The research is based on qualitative methodology, i.e., thematic analysis of scientific literature in the field of corporate marketing according to Balmer's AC^{2}ID test model and Beijaard's teacher identity self-construct. The paper presents the strengths and weaknesses of online learning as well as teaching strategies during the COVID-19 pandemic. The importance of providing support to teachers by the principal is emphasized, because in this way a positive school climate is achieved. The paper refers to the existence of different school identities, and the AC^{2}ID Test model explains the interdisciplinary correlations of teacher identity, school identity, and school culture. A conceptual model of satisfaction is proposed, which on a theoretical level explains the connection between the satisfaction of teachers, principals, parents, and all employees in school management. The model can

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serve as an analytical tool with the help of which the school management can create a strategy for building the school's identity.

Keywords: *COVID-19; e-learning; identity; teacher; school culture.*

1. INTRODUCTION

Distance education includes two key elements: teaching and communication (Holmberg, 1995, p. 2). This form of learning can include audio, video, and Internet correspondence (Roffe, 2004). Online education is a form of education where the use of the Internet includes 80% of the teaching (Shelton & Saltsman, 2005). Judging by research (Palmer & Holt, 2008; Yang, Huiju, Cen, & Huang, 2014; Sun & Chen, 2016; Vincent-Lancrin, Cobo Romaní & Reimers, 2022), e-learning has become everyday. Rejecting and ignoring modern e-learning and hybrid learning can lead to stagnation in education. This is especially true at a time when the model of e-learning, hybrid learning, participation in conferences and lifelong learning is present in all education models. The development of communication via the Internet offers great opportunities for education. The advantages are fast interaction, quick feedback, and great geographical accessibility.

This paper will research the importance of school culture and identity during COVID-19. The importance of the role of teachers in e-learning will be explored, as well as the importance of teachers in building school culture during the COVID-19 pandemic. The topic of the paper is not only managing education in the times of post COVID-19, but also the analysis of school management, especially the role of employees. The paper draws an interdisciplinary parallel between the importance of employees, and the e-learning model as a strategic advantage, both in economic and pedagogical terms.

This study thematically consists of two units: pedagogical and economic. From the pedagogical aspect, we investigate and analyse the context of e-learning and the impact of the COVID-19 pandemic. From the economic aspect, we research and present the theoretical model of the AC^2ID test and four satisfaction models, in which we show the different school identities and correlations at the level of management and marketing. The teacher's identity construct is presented holistically, from the perspective of employee motivation and satisfaction, but also from the perspective of a service provider and promoter of the school's identity.

2. RESEARCH METHODOLOGY

The aim of this paper is to analyse the content of the relevant literature to research and identify the key constructs of school management (SM): the role of the teacher, the teacher's identity, and school culture, and to present a model of building the school's corporate identity during the COVID-19 pandemic. Content analysis aims to describe, classify, and explain the importance of school culture. Models of teacher identity and school culture are reconstructed in the paper and are viewed from the interdisciplinary aspect of educational sciences, management, and marketing. A conceptual model of four satisfaction within SM is proposed.

The objectives of the study are to research and offer explanations of the common correlations between the role of online teaching, the teacher's identity, the principal's communication skills, and leadership abilities. In order to show more clearly the connection between the identity of the school and the employees, we looked at the construct of the teacher's identity from the aspect of school management. We observed the school culture (SC) dimensions in the context of principal support, which are also characteristics of building school identity. In accordance with the stated objectives of the work, three research questions are asked:

Q1: What are the key features of e-learning during the COVID-19 pandemic?
Q2: What are the key characteristics of a teacher's identity?
Q3: How are the constructs of SC and school identity related?

The limitations of the work arise from the chosen epistemological position of the research, i.e., from the method of content analysis of relevant works from the field of educational sciences and the qualitative-hermeneutic scientific approach to education. Further research can come from the analysis of teacher and student collaboration during e-learning in the time of the pandemic. Further research can be conducted from the aspect of teacher satisfaction and cooperation with the principal during e-learning.

3. E-LEARNING AND COVID-19

Online learning is a learning experience in synchronous or asynchronous environments using the Internet (Singh & Thurman, 2019). E-learning represents learning support using ICT, especially web technology (de Boer & Collis, 2002; McGreal & Elliott, 2008). We can present the classification of e-learning in two categories (Hoić-Božić & Dlab Holenko, 2021, p. 3): online teaching and hybrid teaching. E-learning (Khan, 2005) can be viewed both as a P3 model (Khan, 2004) and through an extended

classification, the so-called e-learning continuum, according to which face-to-face teaching takes place supported by ICT.

With such an understanding of e-learning, hybrid learning is in the middle because it includes a combination of classical teaching and technology. According to the way e-learning takes place, we distinguish asynchronous and synchronous learning (Khan, 2005). Asynchronous learning enables independent learning on demand, i.e., at a time that suits the students. All activities are designed so that teachers and students do not have to be present at the same time during classes.

Examples of such a form of teaching are any form of teaching content that took place through an e-learning system such as *Loomen, Omega, Google Classroom, Microsoft Teams,* or *Moodle*. Synchronous learning means teaching at a specific time, usually via video conference. For example, synchronous forms of e-learning are webinars, group discussions or online lectures via *Google Meet, Skype, Viber, WhatsApp, Zoom* or similar. From the above, Table 1 presents the strengths and weaknesses of e-learning.

Table 1. Strengths and weaknesses of e-learning

Strengths	Weaknesses
Time / space flexibility	IT equipment
Direct interaction	Internet
Communication skills	Information literacy
Content availability	Student motivation

Source: author's processing

As can be seen from Table 1, the biggest challenges of e-learning arise from the uneven socio-economic students' position (lack of IT equipment, inability to access the Internet or slow Internet) or weak information literacy (unfamiliarity with the platform and programs on which they learn) and ultimately, weak motivation for e-teaching. Also, the lack of direct contact with students can lead to a feeling of isolation (Khan, 2005, p. 181-210; Neralić, 2023, p. 35-36).

Due to the COVID-19 pandemic, the image of education around the world has changed (Shivangi, 2020; Cutri, Mena & Whiting, 2020; Ellis, Steadman & Mao, 2020; Harris & Jones, 2020; Escobar-Sepulveda & Morrison, 2020; Vincent-Lancrin, Cobo Romaní & Reimers, 2022). The success of schools was questioned during the COVID-19 pandemic, mostly due to the unequal socioeconomic position of students. The COVID-19 pandemic is the biggest challenge in education that has affected 1.6 billion students (UN, 2020, p. 2).

Since the onset of the pandemic, educational institutions have implemented an online learning model. The importance of school culture came to the fore even more

during the COVID-19 pandemic because teachers had to switch from face-to-face classes to remote teaching in a short period of time (Murphy, 2020, p. 492). The COVID-19 pandemic presented a great challenge to managers (Spicer, 2020, p. 1738). A key role was played by the organizational support of the collective, management and ICT. The role of teacher was put to the test during the COVID-19 pandemic and additionally showed teachers as the most important segment of the organization (Jukić, 2022, p. 24-26). Online learning is becoming an alternative to traditional learning.

The closure of schools and colleges led to major methodical, didactic, and pedagogical changes in the methods of teaching and the need to abandon the current way of education. The fact is that most teachers and students were not ready for this type of teaching and encountered an online form of learning for the first time (Baber, 2020). The closure of schools covered 94% of the student population (UN, 2020).

Advances in technology have enabled e-learning during the pandemic. Online classes consisted of lectures that were presented synchronously or asynchronously. Also, teaching materials and textbooks could be downloaded, and meetings were held in virtual classrooms where interaction between pupils, students and teachers was enabled. UNESCO proposes four key strategies for distance learning (see Table 2).

Table 2. Distance learning strategies in COVID-19 time

Strategies	Example
Technological readiness	Digital learning platforms, TV / radio broadcasting
Content readiness	Aligned materials, print-based home learning
Pedagogical readiness	Teacher prepared, home-based learning, literacy skills
Evaluation readiness	Track courses, monitor differences, measure learning

Source: UNESCO (2020a)

The first country to close all schools due to the pandemic was China. UNESCO has suggested the use of distance learning programs that schools can use (see Table 3). Although distance learning was an integral part of the educational system, e-learning represented a step forward in the advancement of modern technology. The acceleration of the e-learning process in educational sciences happened because of the pandemic (Anderson, 2008, p. 54-59; Asoodar, Atai, Vaezi & Marandi, 2014; Philipsen, 2019; Cutri, Mena & Whiting, 2020; Escobar-Sepulveda & Morrison, 2020; Vincent-Lancrin, Cobo Romaní & Reimers, 2022).

Table 3. Educational applications, platforms, and resources in COVID-19

Category	Example
Learning management system (LMS)	ATutor, Google Classroom, Doke, Moodle, Chamilo, Skooler, Schoology, Edmondo
Mobile Operating System (Mobile OS)	Cell-Ed, Natron, KaiOS, Flowblade, Ustad Mobile, Funzi, Kolibri
Massive Open Online Course (MOOC)	Canvas, Coursera, Skillfeed, Kadenze, Saylor, EdX, Future Learn, Udemy
Live-video communication	Azar, Dingtalk, Blender, Teams, Paltalk, Skype, Viber, Zoom, WhatsApp

Source: author's processing

Distance education is not only teaching through electronic media, but also much more than that. Considering the new situation in the educational system, we can talk about pedagogical and methodological changes. What is certainly crucial is the fact that the teachers found themselves in a new teaching situation for which they were not systematically trained. In other words, the individual ability of the teacher, individual desire to learn and willingness to change came to the fore. The teacher became a student because he first had to explore the possibilities of e-learning, available tools and master their application (see Table 3). To facilitate distance education, all school principals, in cooperation with the ministry, should provide communication channels used by teachers.

The decision to declare an epidemic of the disease COVID-19 and suspend classes throughout the Republic of Croatia was made on March 13, 2020, and implementation began on March 16, 2020 (NN 29/20). Due to the COVID-19 pandemic, all educational institutions, from preschools to universities, were closed. School principals had the obligation to determine the tasks that are necessary for the school functioning.

The Ministry of Education proposed three models of educational work (MZO, 2021): a) teaching in an institution, b) mixed form, c) distance education. Model A indicated work in schools and implied that students come to school. Schools worked in two shifts. Model B represented a hybrid form, which means that the students followed the lessons partly in school and partly online. Model C included e-learning. The concept of distance learning present in the Republic of Croatia was based on two approaches: education for all students and the level of digitization of teaching content.

4. THE ROLE OF TEACHERS AND SCHOOL CULTURE

The role of the teacher is related to encouraging the development of student potential while creating positive opportunities for learning. The role of the teacher is changing from a transmitter of knowledge to a mentor of learning. The teacher becomes a mentor who guides students during their learning. Also, entering the digital age, e-learning requires multiple competencies. With ICT, teachers can creatively and innovatively use their methods, dynamically implement, and monitor lessons, but also individualize the approach for each student. However, by switching to such a form of teaching, the teacher's workload increased significantly.

According to research conducted in Croatia (Ćurković, Krašić & Katavić, 2020; Runtić & Kavelj, 2020; Šenjug Golub, Rajić & Dumančić, 2020; Ivanković & Igić, 2021; Matić & Stančić, 2021; Ristić Dedić & Jokić, 2021; Vanek, Maras & Matijašević, 2022) analysis of the obtained results confirmed that better student success is related to the type of teaching, time spent in online teaching and motivation to learn. In other words, it is evident that successful education requires communication between teachers and students and interactive teaching (Coates, Humphreys, Kane & Vachris, 2004; Alonso Díaz & Blázquez Entonado, 2009; Patterson & Patterson, 2017; De Nobile, 2017; Matić & Stančić, 2021).

4.1. Components of school culture

The concept of school culture (Stoll & Fink, 1996; Kruse & Louis, 2009; Louis & Lee, 2016; Lee & Louis, 2019) plays a key role in changing schools. According to Stoll (1998, p. 9), one of the most complex terms in education is school culture (SC). Changes in society present a challenge for SC related to learning, organizational management, and rapid technological progress (Dalin, 1993). SC have a major influence on the entire life of the school: educational work, implementation of the curriculum, interaction in the school, teacher motivation, celebrations and ceremonies in the school, the way the school is organized and informal socializing. SC encompasses the relationship between students, parents, and teachers.

Organizational culture remains a controversial concept (Buchanan & Huczynski, 2017, p. 109). We will observe the concept of organizational culture as well as the concept of corporate culture in accordance with SM, that is, as SC. One of the key reasons stems from the assumption that organizational success depends on the values and behaviour of employees. According to Sikavica, Bahtijarević-Šiber & Pološki Vokić (2008, p. 414), organizational culture is woven into all activities and affects the way of organization, type of structure, degree of decentralization, type of power, degree of formalization and way of control. Staničić (2006, p. 314) speaks similarly when analysing SC.

There is a two-way relationship between employee behaviour and SC (Schein, 1985; Handy, 1996; Mullins, 2006; Robbins & Judge, 2007; Buchanan & Huczynski, 2017) in which the concept of culture appears as a cause and as an effect. Therefore, the specific functions of culture within an organization can be viewed as an organizational control system (Mullins, 2006, p. 474). As an example of such a form of control in a school, we can compare the components of SC (Staničić, 2006, p. 317), which can serve as symbols for the principal (Sikavica & Novak, 1999, p. 608), with the help of which they shape and monitor the behaviour of employees. In particular, the principal can influence and control the behaviour of the collective by encouraging the desirable behaviour of teachers (working in committees, participating in seminars, leading projects) by promoting values that correspond to the school culture. In this way, the principal controls the behaviour of the employees and creates a positive image of the school.

According to Jukić (2017; 2019), cultural values can motivate an employee's behaviour towards the common goals of the school. Managerial decisions influenced by culture are planning, organizing, leading, and controlling (Robbins & Coulter, 2005, p. 59). From the aspect of SC, it is important to emphasize that it is about the relative durability and stability of the cultural construct. Since it is about the fundamental values of beliefs, knowledge, norms, and customs that determine the behaviour of teachers in school (see Figure 1), culture is understood as the environment of the workplace.

Figure 1. Components of school culture
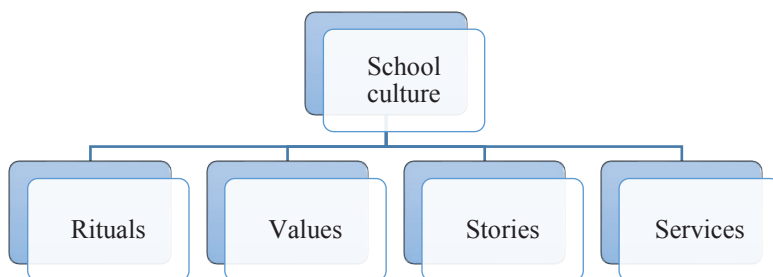
Source: Modified according to Peterson & Costner (2006, p. 250)

As can be seen from Figure 1, the components of SC consist of four dimensions: rituals, values, stories and services. Each dimension represents a certain system of values, expectations and attitudes of teachers. We can see these components as symbols of organizational culture (Sikavica & Novak, 1999, p. 608). SC rituals serve to reinforce, on a symbolic level, common school activities such as performances and ceremonies to promote positive achievements. SC values represent the goals of the school and refer to

what the school considers important, such as the quality of education and interpersonal relationships. The stories symbolize the values of the school and teachers. SC services represent the symbolic values of the school that the school is proud of, such as teachers who participate in projects, certified evaluators, and award-winning consultants.

School culture consists of frameworks, products, expressions, and activities (Jukić, 2022, p. 20). The specified model shown in Figure 1 is an extended version of Schein's model of organizational culture (Schein, 1985, p. 14), which shows the culture model on three cognitive levels: external manifestations, values, and basic assumptions. Although, according to Schein, the first level of culture includes visible forms of behaviour (school products), the second level, which is less visible, represents employee attitudes and values within the organization. In this context, these would be categories of expressions and forms of SC. The third level constitute the essence of the SC's activities of the school, and they relate to the behaviour of employees. In addition, the two-way influence with several other dimensions constitutes the specific functions of SC as seen in Table 4 in model of four satisfaction.

Table 4. Four satisfaction in SM

Cause	Effect
Teacher satisfaction	Quality of service
Principal's satisfaction	School management (SM)
Parents' satisfaction	School's reputation
Satisfaction of all employees	School identity

Source: author's processing

As can be seen from Table 4, teacher satisfaction is correlated with service quality. Engaged behaviour of teachers is reflected through higher motivation and collaborative work. The equivalent of teacher satisfaction is principal satisfaction, which is directed towards the needs of the school and teachers. The satisfaction of parents represents external stakeholders who create a positive image of the school, while the satisfaction of all employees indicates school identity. This means that the theoretical model of four satisfactions (4S) includes the cause and effect of the satisfaction of all stakeholders of the school, which can be observed from the aspect of service quality, school reputation, SM, and school identity. More precisely, teacher satisfaction is reflected in service delivery. The aforementioned 4S model represents a conceptual representation of SM that can be interpreted in the context of the school health metaphor (Domović, 2004, p. 55). If some of the 4S elements are not fulfilled, there is a low-quality service that is the result of dissatisfied teachers. Therefore, poor school leadership is the

result of closed SC, and stakeholder dissatisfaction is the result of negative perception and weak school identity (Jukić, 2020; Jukić, 2022).

In the 4S model, the relationship between teacher satisfaction and service quality is viewed in a holistic sense. This means that the quality of service is influenced by the satisfaction and motivation of teachers, involvement in school projects and participation in the school board. A satisfied and motivated teacher is more productive. There is a common correlation between employee behaviour and SC. Building the school's identity is crucial precisely in the context of teachers. Even before the pandemic, the teaching profession was faced with specific challenges from principals, founders and society alike (Radeka & Sorić, 2006; Tischler, 2007; Koludrović, Jukić, & Reić Ercegovac, 2009; Price, 2015; Bilić, 2023).

Another construct, also important in the SC analysis, is organizational climate, i.e., school climate. The term school climate can most simply be understood as the subjective quality of teachers that affects behaviour within the school. In other words, it is a working atmosphere that is expressed by the experience and understanding of employees. Therefore, school climate emphasizes the subjective aspect, the teacher's perception, and the connection with the collective. The construct of organizational climate itself is viewed by some authors as an emotional component of employees (Staničić, 2006, p. 318; Sikavica, Bahtijarević-Šiber & Pološki Vokić, 2008, p. 418), and some authors equate it (Domović, 2004, p. 25-28) with SC.

School climate represents a psychological construct that results from the subjective experience of teachers (Jukić, 2022, p. 20-21). School climate explains how the school and teachers connect and interact with each other. School climate is an integral part of SC and represents the emotional part of employees, i.e., what teachers feel. From the aspect of corporate brand (Balmer, 1995; Balmer & Soenen 1999; Balmer, 2001c; Balmer & Gray, 2003; Balmer, 2012; Balmer, 2013; Balmer, 2017; Balmer, & Podnar, 2021), SC can be seen as the beginning of corporate value that ends with corporate reputation. Corporate communication can then be viewed as a channel for communicating corporate identity, but also as part of business strategy.

4.2. Teacher identity

The construct of teacher professional identity itself is studied from two aspects: cultural and institutional. The cultural aspect emphasizes the significance of the teachers themselves, their choice and belonging to the school. The institutional aspect emphasizes the political role of the state that produces teacher identity. This means that the cultural aspect starts from the psychological-sociological aspect of the teacher's identity and job satisfaction, while the institutional aspect starts from the political-economic aspect in

which the teacher is observed in a wider social context. It is important to point out that there is no definition of teacher identity that would cover all its elements.

Accordingly, some researchers claim that teacher professional identity refers to how teachers see themselves (Danielewicz, 2001; Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2011). Also, the teacher's identity can be understood as a framework for constructing ideas of how a teacher should behave or from the aspect of motivation and recognition in society (Castaneda & Alberto, 2014). Finally, identity can be researched from the aspect of the role that teachers assume in school and how harmonious this role is with the collective (Danielewicz, 2001; Rus, Tomşa, Rebega, & Apostol, 2013) or from the aspect of connecting the teacher's identity and the subject he teaches (Berger & Lê Van, 2019), that is, from the aspect of curriculum and SC (Karousiou, Hajisoteriou & Angelides, 2019). According to Kelchtermans (1993, p. 449), the teacher's identity is presented through five categories: self-image, self-esteem, job motivation, task perception, and future perception.

The teacher's identity is in relation to other stakeholders. The concept of identity encompasses employee experience, collective recognition, personal knowledge, and the perception of others. However, for the formation of the teacher's identity, the SC that shapes the teacher is very important. This means that the teacher's identity is socially constructed (Flores & Day, 2006) but also connected with the emotions of employees (Jurčić, 2014, p. 80; Philipsen, Tondeur, Pynoo, Vanslambrouck & Zhu, 2019; Jones & Kessler, 2020). Despite the fact that teachers have been marginalized for decades (Jones & Kessler, 2020), exposed to job burnout (Koludrović, Jukić, & Reić Ercegovac, 2009), dissatisfaction (Radeka & Sorić, 2006; Harmsen, Helms-Lorenz, Maulana, van Veen, 2018), restraint of autonomy (Tischler, 2007) and exposed to violence (Bilić, 2023), the teacher's tendencies to care have not changed during pandemic schooling. According to Jones and Kessler (2020, p. 2), caring and emotionality are part of a teacher's identity.

In this sense, self-image is the way in which teachers present themselves as teachers, and in the context of SM it is the employee's image. This image is based on our own perception and on how others perceive us (Kelchtermans, 2009). The teacher's identity can relate to the employee's image and influence on SM, where the self-esteem construct relates to the quality of the service provided. In fact, self-esteem refers to the teacher's appreciation of his work performance (Kelchtermans, 2009) and as such reflects the service itself.

In parallel, we understand employee motivation as a form of loyalty to the school where employees want to work, creating a favourable school culture and climate. Here, it is necessary to distinguish between the psychological constructs of teachers' motivation for the teaching profession (Kelchtermans, 1993; Kelchtermans 2009) and their

commitment to work in teaching. Finally, future perception represents the future expectations of employees that we can associate with the desired identity (Balmer, 2001). Teacher professional identity is associated with a sense of job satisfaction, permanent motivation, commitment to work and a sense of self-reflection (Beijaard, 1995; Beijaard, Verloop & Vermunt, 2000; Beijaard, Meijer, & Verloop, 2004; Beijaard, 2019). According to Beijaard (1995, p. 285), there are three aspects of the teacher's identity. The first aspect is the subject that the teacher teaches, and it includes the social status of the subject and the possibility of consulting with other colleagues. Another aspect is the attitude towards students, which includes connection with students and respect. The third aspect of identity refers to the conception of the teacher's role, i.e., it includes personal norms and values and belonging to the school.

In this sense, we can observe positive and negative influences on the creation of teacher professional identity (Beijaard, 1995, p. 288). Positive influences include good cooperation with colleagues, opportunity for training and impact on SM. The negative impact on teacher identity includes unsatisfactory relationships with students and colleagues, insufficient transparency of SM and negative SC.

4.3. SM and corporate brand

Creating a brand image begins with a brand identity. Image is the added value of a brand (Aaker, 1996, p. 69-71; Kapferer, 2008, p. 182-188; Keller, Aperia, & Georgson, 2008, p. 52-54). Employees are a crucial element of the marketing mix. The public image of any service company is mostly created by employees who encounter service users.

An image is a picture that is created in the consumer's mind and is a consequence of the elements of the brand's identity. A positive brand image (Aaker, 2004, p. 194-211) creates strong associations. The image of the school depends on the teachers because they are the most important segment in education. The teacher's satisfaction and identity are correlated with the user's experience and together shape SC. Contact with the service provider creates the user experience (Klaus & Maklan, 2007). This means that perceived school quality includes SC and teachers' positive attitude towards work.

Organizations in cultural and educational activities, such as schools or universities, build emotional connections with users. Building a brand identity is based on an emotional connection (Keller, 2008; Kotler & Keller, 2012). Brand is the vision that drives the creation of products and services under that name (Keller, Aperia, & Georgson, 2008, p. 42-77).

Corporate brand (Balmer, 1995; Balmer, & Gray, 2003; Balmer, 2013; Balmer, 2017) is influenced by consumer impressions. We understand brand image in the context of expected value. Users pay more attention to the provision of the service than to the

service itself. This is the reason user satisfaction is formed according to the organization and not according to the specific service.

To build a school identity, we must first build SC (Balmer, 1995; Balmer & Soenen, 1999; Balmer, 2001a; Balmer & Gray, 2003; Balmer, 2012; Balmer, 2013; Balmer, 2017) which will encompass the behaviour of employees and brand values that will be based on corporate reputation. The corporate brand starts from the school's identity and reputation, which is built in interaction with employees. The centre of every brand is its vision (de Chernatony, 2002, p. 19), and to apply the brand image building model (Keller et al, 2008) in corporate marketing, corporate culture is key. It can be concluded that the corporate brand is the very essence of holistic marketing because it unites all stakeholders, internal and external factors.

Teachers create SC. According to Jukić (2022), the positive image of the school is projected from the corporate identity (CI) to the users. Employees build CI by positive attitude towards users and positive SC. Balmer (2001a; 2001b) presents corporate identity with the AC^{2}ID Test model (see Table 5). The model proposed by Balmer is a tool with which we diagnose the existing identity and other forms of organizational identity. To warn of the importance of CI, Balmer (2001, p. 248-291) uses the metaphor of fog to highlight the isolation of identity. In this sense, fog represents management that does not recognize the importance of CI.

As can be seen from Table 5, the mentioned AC^{2}ID Test identities (Actual, Communicated, Conceived, Ideal, and Desired) affect employees at the managerial and marketing level. The actual identity represents the perception of the school, the principal's management and the teacher's self-image. Communicated identity refers to advertising and the perception of the school in the media and is reflected in the self-esteem of teachers. Conceived identity forms the concept of school image and teacher motivation. The ideal identity refers to the marketing strategy of developing the school's identity, and is reflected through the teacher's perception of the school, job satisfaction and identification with the school. The desired identity represents the principal's vision of the school, it is the perception of the desired school and teachers.

Table 5. AC^{2}ID school and teacher identity test

Corporate Identity	School identity	Teacher identity
Actual	Perception of the school	Self-image
Communicated	Perception in the media	Self-esteem
Conceived	Perception of school image	Job-motivation
Ideal	Employee perception	Task perception
Desired	Principal's perception	Future perception

Source: author's processing

In the context of the COVID-19 pandemic, the AC[2]ID Test model shows us the existence of different school identities and their impact on the teacher's identity. In this sense, we can analyze the actual identity as the existing identity of the school before the pandemic. The teachers' self-confidence and job motivation is manifested through the perception of e-learning and dissatisfaction with this form of teaching. We can observe the ideal and desired identity from the post-pandemic aspect, when the perception of employees and principals coincides with the identity of teachers and schools. Of course, the mentioned identities of the school can also be observed synchronically in terms of corporate marketing (Balmer & Gray, 2003; Balmer, 2013).

It is obvious that the connection between SM and teacher satisfaction is crucial in creating a positive SC (Jukić, 2012, p.170-172). The prerequisites for successful HR management in the function of creating SC depends, as can be seen from Table 5, on various service factors. Also, teacher identity self is especially important when forming, not only job satisfaction, motivation, and self-reflection, but also for creating a corporate brand.

Teachers create corporate identity. The positive identity of the teacher is reflected on the positive ideas of the users. The dissonance of the AC[2]ID Test is manifested when the identity of the school is not in harmony with other elements of the identity. Specifically, when the perception in the media (communicated identity) contradicts the school's strategy (desired identity), or when the teacher's behaviour (job motivation) does not match the expectations of the principal's perception. Therefore, each school can have several different identities that are simultaneous. The above also applies to the teacher's identity, which does not have to be correlated with the employee's perception.

In this sense, internal marketing represents a management process that encompasses a holistic approach to the organization. By applying internal marketing, teachers understand the goals of the school and are motivated to provide quality service. Grönroos (2007, p. 387) claims that internal marketing is a philosophy of management towards employees, and such an understanding is confirmed by the 4S model that we listed in Table 4. In other words, Grönroos (2004) is talking about a service culture that can be identically implemented on SC and SM, which we show in Table 6.

Table 6. Developing a service culture in SM

Service culture	Impact on SM
Teachers	School image
Positive relationship	Quality of educational services
Service-oriented style	School leadership
Service-oriented communication	Interaction skills

Source: author's processing

According to Grönroos (2007, p. 419), service orientation is the values shared by employees. Since teachers are a homogeneous group and have common values, it is important to connect the question of the actual identity of the school with the desired identity. Principals should encourage teachers (Sorić, Burić, & Penezić, 2021), i.e., influence them to achieve the goals and mission of the school. Therefore, it is important to achieve the first goal in the context of service orientation (Grönroos, 2007) so that teachers understand the mission of the school, and then achieve relationships with users. The remaining two objectives listed in Table 6 relate to service management methods. According to Grönroos (2007, p. 390), communication and interaction are key skills of organizational culture.

5. CONCLUSION

In this study, we investigated the importance of SC, teacher identity, the role of the principal, and the AC^2ID test of school identity. Also, in order to show the causality of the identity of the school and all stakeholders, we proposed a conceptual model of four satisfactions. At the same time, we answered the research questions and connected the interdisciplinary of e-learning, e-teaching, and the digital identity of the teacher during the pandemic with the characteristics of the teacher's identity. The teacher's identity constructs are mutually related to SC because together they build the school's identity.
Teachers are the most valuable resource of any educational institution, regardless of whether it is a school, college, or university. The image of the school is created by teachers who are satisfied and motivated. The construct of the teacher's identity is important when creating SC because their satisfaction, self-concept and interpersonal relationships reflect on the school. SC is an important construct in SM due to the orientation of employees towards the goals and strategy of the school.

School climate is a psychological construct that results from the subjective experience of teachers. The key question in education is: What have we learned? The SC is the connective tissue of the CI and is integrated into the SM. Teachers are the most

important and their work is a mirror of the school. Judging by the relevant research and literature review presented in this paper, distance education still strongly depends on teachers, their ability to teach, motivation and interaction. The transition to the remote teaching model was a test for SM, especially for SC, SI and the teacher's identity. The COVID-19 pandemic has spurred new teaching methods (Ellis, Steadman & Mao, 2020, p. 562). The remote teaching model prevailed in schools at all levels (Cutri, Mena & Whiting, 2020, p.524). However, analysing SC in the context of SM and the pandemic, difficulties arise from the employee's perspective, especially in the context of teacher identity.

Since the identity of the teacher affects the SC and vice versa, the time of the COVID-19 pandemic represented a great challenge both for the running and management of the school, as well as for the quality of service and the motivation of employees. This is the reason why schools should ensure teacher's well-being (Dabrowski, 2021). In this sense, school management during the COVID-19 pandemic requires a different form of leadership practice (Bush, 2020; Sahlberg, 2020). Also, the changes that came due to the pandemic not only affected the way schools are run (Harris, 2020) but also changed the perception of school management (Harris & Jones, 2020, p. 245; Netolicky, 2020), where principals must communicate with teachers with empathy and humanity (Adams, Cheah, Thien & Md Yusoff, 2021). The school is an institution that requires teamwork, and the construction of identity and SC requires the connection and togetherness of all stakeholders.

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VAŽNOST ŠKOLSKE KULTURE I IDENTITETA ŠKOLE TIJEKOM PANDEMIJE COVID-19

Dinko Jukić, Dario Dunković & Zvjezdana Penava Brekalo

Sažetak

Rad istražuje i analizira važnost školske kulture, identiteta nastavnika i korporativnog identiteta tijekom pandemije COVID-19. Istraživanje je utemeljeno na kvalitativnoj metodologiji, tj. tematskoj analizi znanstvenih radova iz područja korporativnog marketinga prema Balmerovom modelu AC²ID testa i Beijaardovom konstruktu nastavnikova identiteta. U radu su prikazane snage i slabosti online učenja kao i strategije poučavanje tijekom COVID-19 pandemije. Naglašavaju se važnost pružanja podrške nastavnicima od strane ravnatelja jer se na taj način ostvaruje pozitivna školska klima. U radu se upućuje na postojanje različitih identiteta škole, a modelom AC²ID testa objašnjavaju se interdisciplinarne korelacije identiteta nastavnika, identiteta škole i školske kulture. Predleže se konceptualni model zadovoljstva koji na teorijskoj razini objašnjava povezanost zadovoljstva nastavnika, ravnatelja, roditelja i svih zaposlenika u školskom menadžmentu. Model može poslužiti kao analitički alat uz pomoć kojeg školski menadžment može kreirati strategiju izgradnje identiteta škole.

__Ključne riječi__: COVID-19; e-učenje; identitet; nastavnici; školska kultura.