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Crucial Role of Teaching Staff and Organizational Culture in School Administration

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ABSTRACT:

The paper explores the pivotal role of employees in school management, focusing on how they shape the organizational culture. It delves into interdisciplinary perspectives from management, marketing, and education to study organizational culture. Employees are highlighted as key influencers of organizational culture and are pivotal in promoting the organization. Specific attention is given to school culture levels and the functions within a non-profit organization. Additionally, the analysis underscores the employees' role in developing the organization's identity, enhancing their beliefs and self-image, and emphasizes their significant contribution to shaping the organizational culture and climate. The literature review questions the impact of employees on shaping organizational culture and business identity, exploring various approaches related to organizational culture, school climate, identity, and management. The study also examines employee satisfaction, identity, and organizational culture, concluding with recommendations for enhancing school administration. Ultimately, it underscores that employees are the most critical resource for any organization. Satisfied employees contribute to a positive climate, establish the organization's identity, and improve service delivery.

Keywords: Educator, Educator's Identity, Institutional Culture, Educational Culture, Educational Administration

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1. Introduction

Individuals form the backbone of organizations, constituting the most crucial element within them. Change, development, growth, and even setbacks are inherent processes in organizational dynamics [1]. In essence, change is an omnipresent force, with employees transitioning due to retirement, career shifts, or various other reasons. Every organization is subject to continual change, aligning with the well-known concept of "Panta Rhei" attributed to the Greek philosopher Heraclitus, suggesting a perpetual state of flux. A thorough understanding of the core principles and attributes of School Management (SM) is pivotal in comprehending the significance of Organizational Culture (OC) [2]. The roots of this concept can be traced back to its origins in sociology and anthropology, owing to the intricate nature of defining culture. However, there's a realm where the interplay between organizational culture, environment, and staffing lacks harmony: scholarly literature. This complexity extends to the perspective of management and SM within educational institutions, where defining OC in schools—shaped by organizational principles, staff behaviour, and shared attitudes—presents challenges. OC acts as a catalyst against traditional management practices, inspiring employees[3]. Taking an economic standpoint in management and marketing, the concept of school climate closely resembles OC. The school climate, reliant on constructing the school's reputation and identity, significantly contributes to understanding the institution's environment, culture, and image development, playing a crucial role in shaping the school's overall image. The essence of a school as an open social institution is multifaceted, consisting of five foundational components: structural, human, cultural, political, and educational [4]. Each component interlaces to create an environment that fosters learning, growth, and social interaction. The concept of Organizational Culture (OC) in the landscape of modern management has spurred diverse and extensive discussions, given its varying interpretations and implications [5]. In the sphere of educational management and marketing within non-profit organizations, the understanding and management of OC are regarded as crucial for strategic employee analysis. This analysis encompasses various elements, including school culture, the broader school climate, the dynamics among employees, the impact of Social Media (SM), and strategies related to corporate marketing. The primary aim of this paper, however, is not to conclusively define the significance of school culture and its workforce. Instead, it seeks to establish a platform for multidisciplinary exploration and discourse on these vital themes [6]. The document's structure is organized into two distinctive sections, each focusing on key aspects. The first segment is dedicated to a comprehensive exploration of organizational culture and its profound influence on school development [7]. It intricately examines the distinct roles played by school culture, encompassing different levels and components of OC specifically within the context of a school environment [8]. The second part of the document is devoted to an in-depth analysis of the impact of social media (SM) within the educational setting. This section emphasizes how these digital platforms influence the construction of an employee's self-image and identity within the school framework. Additionally, it underscores the pivotal role that teachers undertook, especially during the challenging circumstances presented by the COVID-19 pandemic, showcasing their resilience, adaptability, and significance within the educational landscape [9].

2. Stages of School Culture

Organizational culture (OC) is a fundamental aspect of modern management, significantly influencing the operation of contemporary organizations. According to certain scholars, OC involves an ongoing interplay between social and fundamental perspectives, contributing to the ongoing discourse about the essence of organizations and their operational dynamics [10]. This conflict highlights the dynamic tension that often exists between an organization's formal structure and the shared beliefs, values, and behaviours of its members. OC can also be viewed

as a metaphorical lens through which an organization's public image can be scrutinized and evaluated, providing insights into its character and identity [11]. In the realm of modern management, OC assumes a central position, permeating various aspects of an organization's structure and operations. It profoundly shapes various aspects of the organization, including its structure, organizational methods, power distribution, decentralization practices, governance frameworks, organizational strategies, management of human resources, and resource allocation [12]. This influence permeates each component of social media (SM). Simultaneously, the social environment within an educational institution significantly contributes to the organization's development. To gain a comprehensive understanding of a school's culture, it is crucial to meticulously examine how school leadership impacts individuals and stakeholders involved in the learning process [13]. School culture, reflecting the unique standards and values inherent to educational institutions, can be viewed as a type of organizational culture (OC) that has been adapted or derived from the original. It's important to note that this type of culture exists in two distinct dimensions [14]. One is the overt, visible culture that is observable to the typical user – the explicit values, traditions, and behaviours that define the institution. The other dimension is the hidden culture, which remains concealed, often reflecting unspoken norms, underlying assumptions, and the dynamics that shape the organization's daily operations [15]. Both dimensions of culture are critical in shaping the overall identity and effectiveness of the organization. The psychosocial dynamics within a school are significantly influenced by its culture, which works in tandem with the school's climate [16]. This amalgamation forms the very fabric of the school environment, encapsulating the unity among staff members in pursuit of shared goals, a sense of belonging within the teaching community, and the motivational elements that drive their commitment to their roles [17]. The school's procedures aimed at enhancing efficiency paint a vivid picture of an organization that is not only educational but profoundly cultural in nature. Understanding Organizational Culture (OC) is fundamental for elevating the standard of education, as it underpins the foundation upon which educational institutions function effectively [18]. Table 1 delineates the multifaceted components of the educational environment, capturing the interplay of various factors that contribute to the holistic ecosystem within a school. The table serves as a comprehensive roadmap, providing insight into the interconnected elements that shape the educational landscape, ranging from administrative procedures to instructional methodologies, and the social and cultural ethos that permeates the educational framework.

Table 1: Particular Roles of Educational Institution Culture

Field	Effect
Educational achievement	Staff
Tool for execution	Administration of the school
Regulation mechanism	Principal
Mental environment	Enterprise branding
Staff's individuality	Self-identity of the staff member
Staff encouragement	Principal
Staff self-image	Organizational culture

As demonstrated in Table 1, the distinct roles of educational institution culture are evident through their presence in various domains and their influence on the organization. It's noteworthy that the employees' self-identity is both interconnected with school culture and significantly influences Organizational Culture (OC) [19]. This indicates a reciprocal relationship between behaviour and culture where behaviour serves as both a cause and an effect within this dynamic interaction. The principal's establishment of a control system holds a

distinctive position within the broader spectrum of Organizational Culture (OC), signifying a comprehensive and robust approach to managing school affairs [20]. This method acts as the cornerstone of control within school management (SM), portraying a unique imprint of authority and guidance over the institution. It's not only imparts control but also encapsulates the ethos of the organization, shaping its integrity and, in turn, laying the groundwork for the development and projection of the school's corporate brand [21]. Moreover, the school's identity plays an instrumental role in shaping the individual identity of its employees. It serves as a crucial influencer, shaping the beliefs, behaviours, and work ethic of the staff [22]. This interconnection between the school's identity and the employees underscores the profound symbiotic relationship between the institution and those who operate within its framework. Characterizing and understanding school culture is a multifaceted endeavour that involves a deep exploration of the organization's core values, the exhibited behaviours of its employees, embedded rituals and norms, collective attitudes, prevailing philosophy, and the overall perception that defines the institution [23]. These elements, albeit often residing in the subconscious, significantly dictate the day-to-day operations and functioning of the school. Organizational Culture (OC) exerts a substantial impact on these unspoken norms, influencing and shaping how employees interact, behave, and contribute to the school's environment [24]. Ultimately, the tapestry of school culture is intricately interwoven with the organization's workforce and the school's overarching identity. It acts as the silent yet influential fabric that binds the employees, the institution, and its unique identity into a unified whole, shaping the essence and functioning of the educational setting [25]. Hence, metaphors, symbols, rituals, traditions, and legends play a role in shaping school culture. From this standpoint, the key focus lies in comprehending the significance of school culture and mastering its effective management [26]. When considered from a managerial perspective, the primary function of Organizational Culture (OC) is to enhance the overall performance of the organization and its individual members. Moreover, one way to understand school culture is as the collective atmosphere within the teacher group, shaped by their interactions with each other. The intricacy of school culture becomes apparent in its diverse manifestations and variations across different educational settings [27]. To gauge the presence of OC dimensions, one can assess their intensity on a spectrum ranging from low to high. However, within school management (SM), assessing school culture poses a challenging task [28]. Schools exhibit diverse approaches—some prioritize innovative teaching methods or service quality, while others prefer maintaining a consistent reputation by avoiding change or risk. Some institutions focus on fostering a collaborative team approach and establishing partnerships with other cultural entities, while some place a strong emphasis on their employees, considering them central to the school's culture. This diversity emphasizes that school culture comprises a myriad of visible elements. The conceptual framework of culture comprises three cognitive tiers that differ in their clarity and ease of comprehension: a) external manifestations of culture, b) the underlying values embedded in the culture of educational institutions, and c) the fundamental assumptions crucial to the culture of educational institutions [29]. Table 2 visually represents the various tiers within the domain of school culture.

Table 2: Tiers of Educational Institution's Cultural Fabric

Mental Tier	Educational Institution Ethos
Occasions	Educational institution items (awards, accolades, educational resources)
Principles	Educator connections (traditions, stories, ceremonies)
Presumptions	Fundamental belief (standards, beliefs, ethos)

The initial tier of school culture encompasses the visible outward displays of the institution's ethos, representing the observable "products" offered by the school. This comprises the physical elements such as offices, equipment, furniture, symbols, and the interaction patterns among

employees. These components serve as the tangible expressions of school culture, conveying messages while also being the most accessible aspect of school culture [30]. It's crucial to note that the term "products" should be perceived conditionally as schools primarily offer services; these tangible elements manifest the outcomes of the school's services. These school products function as a form of integrated marketing communication, utilizing symbols, metaphors, and interactions to convey the institution's essence [31]. The subsequent tier, less conspicuous but influential, shapes the values that establish a wide framework dictating employee behaviors and preferences within the school. These principles, whether they are stated explicitly or not, have a considerable influence on the way in which workers connect to outside associates as well as among themselves [32]. They frequently come to light via the commemoration of certain organizational milestones and events. The actions of workers are a reflection of the implicit attitudes and fundamental perspectives that are linked with these values [33]. In conclusion, the 3rd level represents the most profound layer, since it is the location of the most fundamental beliefs held within the culture of the institution. Those are the unspoken rules, standards, and values that staff may or may not officially recognize, but intrinsically respect and appreciate as being an essential part of the school's identity [34]. These core values form the unseen yet influential backbone of the school's ethos. We might define a negative atmosphere as an unsupportive climate, resistance to embracing new work methods, a proclivity for criticism, incompetence, and evasion of responsibility, all of which are depicted in Table 3.

Table 3: Elements of School Ethos

Structures	Artifacts	Manifestations	Endeavours
Standards (attire expectations, collegial behaviour)	Awards (school contest recognitions)	Legends (commemoration of school accomplishments)	Traditions (established school practices)
Principles (student accomplishments, expertise)	Accolades (research milestones)	Folklore (glorification of school achievements)	Ceremonies (occasions)
Credentials (graduation success, final theses)	Archives (educational resources)	Former Students (network)	Events (ceremonies)

This approach aligns with the classic hybrid view of service marketing (Grönroos, 2020, p. 295), where the intangibility of school service is manifested through elements of school culture. Two additional components, expressions and activities, encapsulate school beliefs that are deeply intertwined with tradition and narratives of school success. This is particularly evident in the

execution of school ceremonies, which often involve the transmission of the school's mythos and positive case studies that serve as employee motivation.

2.1 Exploring the Relationship between School Climate and Effective School management

From an employee's perspective, school climate encompasses the overall atmosphere and perceptions of the school environment. This pervasive influence shapes employee behavior and attitudes towards knowledge management [35]. The significance of school climate lies in its twofold impact: fostering an innovative atmosphere that becomes an integral part of the organization's internal processes and shaping employee identity, which in turn contributes to the formation of a distinct school identity, akin to a corporate brand. There are four unique types of teacher behavior: a) disengaged, b) strained, c) pleased, and d) personal. Teachers who aren't invested in their students' success do their jobs mechanically and without passion [36]. Burdened teachers feel overwhelmed by administrative tasks and additional responsibilities imposed by the principal. Satisfied teachers derive a sense of fulfillment from their work. Intimate employees thrive in a supportive and friendly circumstance. Through the lens of the principal's behavior, the research work can discern four distinct dimensions of school climate: a) restrained, b) productive, c) exemplary, and d) considerate [37]. Restrained principals exhibit a formal and detached demeanor, while productive principals maintain tight control over teachers and engage in one-way communication. Exemplary principals excel at motivating employees and fostering trust, while considerate principals prioritize open communication and support [38]. From these metrics, the research work can deduce that the contrast between an informal and formal atmosphere is crucial to the success of the educational institution and its atmosphere. Teachers and principals in an open environment work together, share administrative duties, and have a sense of ownership over the school as a whole [39]. An incompetent principal who pays little attention to the staff's requirements is what creates a closed environment, on the other hand. Figure 1 illustrates the educational environments types.

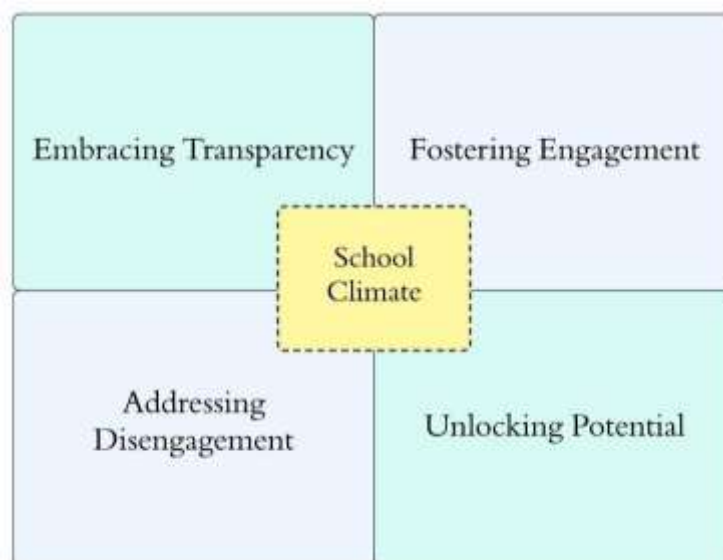


Figure 1: School Climate Types

Using the Cartesian coordinate system, the research work may examine the many forms of school atmosphere. The actions of employees are shown along the vertical (ordinate) axis, while the actions of managers are shown along the horizontal (abscissa) axis. Using this approach, the research work may distinguish between four types of educational environments: accessible active, disengaged, and confined [40]. When there is an atmosphere of trust and transparency between management and staff, everyone benefits. Effective employee engagement can coexist

with inefficient management practices in an environment that is both transparent and opaque. Even though this points to a severe and forceful management style, the workplace remains friendly and supportive. Conversely, a non-engaged environment is the reverse of an engaged one, indicating a closed-open mix [41]. Managers are willing to help, but workers aren't picking up their end of the duty, pointing to a lack of consensus and appreciation. In contrast to an open culture, a closed one is characterized by a lack of support from management and satisfaction among workers as well as mutual contempt. Through the lens of affiliation, the research work may examine the connection between educational environments and educational atmosphere by taking a sociological and anthropological approach to school culture and digging into the complicated nature of teacher relations [42]. In contrast, the field of psychology encompasses the study of school environment, which is the individual embodiment of these processes. It's important to note that a school's management skills are directly tied to its culture, since research has proven that a positive work environment has a direct impact on productivity and morale [43].

2.2 Identity of Teacher

Principals play a pivotal role in shaping school culture and forging an organization's identity. The morale and productivity of their staff are directly proportional to how well they are led. Principals who work to create a positive community can help their schools flourish. Teachers who feel valued and appreciated by their leaders have a more positive attitude on their profession and are more committed to the school or district [44]. Exploring the character of the educator is a necessary first step in comprehending the idea of school identity. A teacher's belief in self-worth and the values they bring to the classroom are important to who they are as a person. Teachers' identities are not static but rather fluid, evolving in response to their job, life experiences, and interpersonal connections, among other things [45]. A teacher's ethical orientation is important to who they are as an individual, and includes such traits as honesty, justice, respect, and kindness in their relationships with pupils. Central to creating a teacher's identity are the essential questions: who am I as an educator and what sort of teacher do I wish to be? A teacher's worldview is woven from their own perspective, their experiences, the perspectives of others, and the community in which they work and live [46]. These convictions, sometimes instilled at a young age, serve as the foundation of a teacher's professional identity, which is best described by Korthagen as a complex amalgamation of the individual's subconscious needs, feelings numbers, examples, experiences, and actions. In the ever-changing context of the classroom, educators are continually immersed, interacting, and redefining who they are [47]. While teacher identity may be evaluated from the employee's viewpoint, including their self-image, attitudes, connections, school environment and delivery of services, consumers also play a key role. In their view, a teacher's professional worth is determined by their level of service, their conduct in the classroom, and their knowledge of pedagogy. That's why it's important to take into account the larger societal, organizational, and cultural contexts when trying to make sense of how employees define themselves in relation to SM [48].

Table 4: Self-identity of faculty

A Headshot of The Employee	Effect on School Administration
Self-identity	Professional image
Self-regard	Effectiveness of service performance
Occupational passion	Faithfulness to the establishment
Task interpretation	Gratification with the establishment
change sentence	Anticipations from the organization

The school's culture and environment wield a significant influence on the construction of employee identities, subsequently impacting the level of service they provide and their job

satisfaction. Effectiveness as an educator is measured not only by technical proficiency but also by unwavering moral rectitude [49]. Notably, a majority of employees recount challenging initial experiences with the institution, with bureaucratic barriers and high workloads ranking as the top stressors. The workplace atmosphere significantly shapes the perceptions and experiences of employees, underscoring the importance of self-awareness in molding their perspectives and role fulfillment [50]. Personal experiences, the school's culture, and the overall atmosphere contribute to the formation of a teacher's personality, encompassing technical and emotional facets of teaching. A table categorizing characteristics that compose an employee's identity is presented, highlighting the impact of an employee's self-perception on their self-image. Self-esteem, grounded in the quality of training provided, differs from job motivation, which measures organizational commitment [51]. In brand management, self-esteem correlates with the study of social media (SM) and service quality, while work motivation aligns with organizational loyalty, both quantifiable concepts reflecting fulfillment, anticipation, willingness to sacrifice, and motivation. The concept of "task perception" encapsulates how educators characterize their roles, analogous to organizational commitment in brand management. The measurement of self-esteem involves SM and service quality, demonstrating loyalty through satisfaction, expectations, sacrifices, and drive. "Task perception" pertains to how instructors view their classroom responsibilities, while "organizational satisfaction" parallels "brand attachment," offering insight into loyalty and contentment. Job satisfaction and loyalty do not necessarily coincide; an employee might be discontent with their job yet remain faithful to the industry, underscoring the nuanced relationship between satisfaction, loyalty, and commitment [52].

2.3 Distinguishing Characteristics

Employees wield significant influence over the culture of an organization, a dynamic particularly evident in not-for-profit environments like schools. Serving as the primary point of contact for service users, employees in such organizations, including schools, often grapple with the challenge of balancing their commitment to providing exceptional services with their perceptions of management approaches [53]. In not-for-profit settings, insufficient support from management to foster a positive service environment can adversely impact teachers, consequently affecting the quality of services offered. Management support emerges as a crucial factor influencing both the satisfaction and motivation of teachers. The absence of such support is palpable to service users, contributing to dissatisfaction among all stakeholders. Corporate identity, defined by the qualities an organization aims to preserve, forms the basis for constructing a school's public persona and reputation [54]. In the context of school services, which possess intrinsic characteristics such as inseparability, user presence during service delivery, and high perceived risk, a management strategy based on support is essential to address teacher stress. To prioritize the happiness and motivation of the workforce, management should provide assistance, foster clear communication, and ensure appropriate responsibility delegation. By implementing these strategies, management can cultivate a positive work environment and enhance the overall atmosphere. Corporate identity encompasses various aspects, including strategy, private image, culture, and personal qualities, all contributing to the organization's identity [55]. Examining the actions of administrators and instructors through the lens of organizational culture and environment emphasizes the undeniable significance of employees in schools. Teachers, as the institution's most significant resource, play a vital role in fostering a thriving culture within the institution. Their method of service provision has a positive impact on all relevant stakeholders, influencing customers, stakeholders, and other workers to become advocates for the institution. While technological resources are important, the school's reputation is primarily shaped by the dedication and efficiency of its teaching staff [56]. Social media (SM) can influence public opinion, but the identity of the organization, maintained by its personnel, is paramount. Employees contribute to the organization's identity through their work ethic, service quality, customer relationship management (CRM) initiatives, and organizational citizenship (OC)

behaviors. The evaluation of this identification, according to Balmer's AC2ID Test framework, provides a tool for strategic leadership and brand management, enabling the identification and analysis of specific identity segments [57].

Table 5: AC2ID Test in SM

Individuality	Influence on School Administration	Effect on the Educator
Actual	Current School framework	Staff self-perception
Messaging	Conveyed School contests	Quality of service
Conceived	School portrayal	Staff reputation
Optimal	School ethos	Staff motivation
Preferred	School demeanour	Staff allegiance

The information presented in Table 5 demonstrates that there is a possibility for danger when there is an inconsistency between the organization's image and numerous elements. When the authentic identity reflects the stakeholders within the organization, the approach taken by the principal, and the structure of the school, it becomes obvious in the workers and how they perceive themselves [58]. This, in turn, impacts the communicated identity, influencing the service quality and raising questions about the school's competition with others—viewed as an advertising model aligned with corporate marketing. Notably, the school's image is intricately tied to the employees' reputation and vice versa. In this dynamic, the employee's integration into the collective is shaped not only by social media but also by the evolution of organizational culture. The AC2ID Test model emerges as a strategic tool for identifying diverse identities within the organization. Yet, the key to successful management lies in fostering synergy among employees, leadership, and the prevailing school culture [59].

2.4 Educators' Contributions Amid the COVID-19 Pandemic

As a result of the COVID-19 epidemic, there has been a dramatic deviation from more conventional methods of instruction in many educational institutions. The leadership and use of technology inside the organization were essential in making this happen. This revolutionary shift was a barometer of the general atmosphere at school. To facilitate a hybrid communication model, the research work simplified the cognitive layers of the organization's culture (see Table 2). As well as presenting helpful agents and confronting difficulties associated with a lack of face-to-face interactions, the pandemic provided opportunity to broaden foundational expertise in ICT [60]. Teachers in the distant educational setting demonstrated strong OC by freely disseminating lesson plans to one another. Despite the pandemic's difficulties, remote instruction was effectively conducted at all grade levels. Teachers' openness to new ideas and their flexibility in implementing them were rated as the two most important qualities by their students. While the benefits of remote education are undeniable, it is the difficulties associated with delivering that education that provide the greatest obstacles [61]. Assistance, oversight, and authority should be at the center of any future reimagining of school culture. The proposed models, however, put an even greater emphasis on teachers' own cultural practices and experiences as the bedrock upon which the school's culture rests. Table 6 outlines the problems with remote teaching that affect classroom management and guidance. Organizational culture and teachers are especially important in this context because of the sudden change from regular classroom instruction to emergency e-Learning [62]. This change brought to light the rising value of interpersonal and interactive educational elements, in addition to the necessity of solid relationships between educators and the organization. Three factor social presence, instructional presence, and cognitive presence emerged as critical for successful distance learning within the setting of teacher training. How occurs when the organizational culture that keeps an educational community together starts to erode? This issue was prompted by the COVID-19 epidemic, which

presented unprecedented problems for school administrators. Pulling from mathematical models, it is apparent that the global epidemic resulted to the partial disappearance of educational culture's representational features (rituals, myths, and rites), but the fundamental assumptions (norms, regulations) remained substantially intact. Once exclusively characterized by physical gatherings, events have transitioned into more experimental hybrid models [63].

Table 6: Educational Environment Amid the COVID-19 Crisis

Indications	School Environment Amid the COVID-19 Pandemic
Online instruction	Vacant school: e-books, e-library
Lack of connection	Absence of classroom management, no commuting
Educator susceptibility	Emphasis on social and collaborative elements

The COVID-19 outbreak showed how important school culture is. This has proven that educators are the most important part of any school, both in concept and in reality. Even though ICT systems have improved, teachers are still the most important part of the organization because of their hard work, skill, ability to work together, and knowledge.

3. Conclusion

As the lifeblood of any organization, employees play a pivotal role, especially in service-oriented industries like education. Their direct interactions with stakeholders shape the organization's public image. However, the unique nature of SM demands a specialized set of skills, knowledge, and abilities from employees in non-profit organizations. These specialized competencies are the cornerstone of success for such organizations. Schools, like living organisms, continuously evolve in response to social, cultural, and economic shifts. This dynamic nature poses unique challenges and opportunities in the fields of SM and HR for non-profit schools. Each school, while adhering to educational values, is also an organization that relies heavily on OC, climate, and its employees. A successful school leader strives to cultivate an open climate, characterized by personal integrity, high regard for others, and effective interpersonal skills. Such a climate fosters a sense of ownership and engagement among employees, leading to increased productivity and organizational control. Moreover, open climate nurtures satisfied and motivated employees, a crucial ingredient for organizational success. Organizational cultural conventional wisdom, customs, requirements, celebrations, and traditions have a profound impact on schools. This susceptibility may not be viewed negatively but rather as an opportunity to leverage these elements to strengthen school culture and climate. The COVID-19 pandemic served as a litmus test for the resilience of school culture and climate, highlighting the critical role of teachers in maintaining a supportive and effective learning environment. The prevailing models of school culture proved inadequate in the face of the abrupt shift to remote teaching, as the entire responsibility fell upon the shoulders of teachers. Schools were forced to adopt a pragmatic approach, shedding the rituals, myths, and ceremonies that underpin their core values. Almost everything was changed on the fly to accommodate the new circumstances. During the COVID-19 epidemic, it became abundantly clear that schools' most precious assets were not their sophisticated IT systems, large buildings, or vast libraries in general, rather their hardworking teaching staff.

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