

The effects of internal marketing strategies on the organizational culture of secondary public schools

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1. Introduction

The challenge for any educational institution is to achieve school effectiveness; therefore, its leaders should acknowledge that in order to achieve this, it is necessary first to understand its organizational culture and if needed to reconfigure it (Millan, Kastanis, & Fahara, 2014). Culture is the collective programming of the mind which distinguishes the members of one group or society from those of another. It consists of the patterns of thinking that parents transfer to their children, teachers to their students, friends to their friends, leaders to their followers and followers to their leaders. It is therefore impossible to coordinate the actions of people without a deep understanding of their values, beliefs and expressions (Hofstede (1984), p.82). Understanding the culture, results in understanding the organization (Schein, 1988).

Papasolomou and Vrontis (2006) argue that Internal Marketing (IM) through its emphasis on 'internal customers' creates a people oriented culture that creates the foundation for building a strong corporate service brand. In fact, the generally accepted view of IM is that it is concerned with creating, developing and maintaining an internal service culture and orientation, which in turn assists and supports the organization in the achievement of its goals. In this study, the relationship between Internal Marketing (IM) strategies and Organizational Culture in public secondary schools is investigated and the extent that the existence of IM strategies in the public schools affects their organizational culture is examined.

Based on extensive literature review and the marketing mix suggested by Rafiq and Ahmed (1993), various IM strategies have been tested in the public schools to assess their existence and influence on the

public schools' organizational culture. At the same time the variables used for the public school's organizational culture have also been extracted from literature and are based on the Competing Values Framework (CVF), the Learning culture and Hofstede's dimensions of culture: Individualism Vs Collectivism and Uncertainty Avoidance. The uniqueness of this study is the testing of IM strategies on the organizational culture of the secondary public schools using SEM research methodology where analysis of data is done through AMOS 21 software. Thus, the two research questions addressed in this paper are:

- (1) To investigate the extent of application of IM strategies in public secondary education.
- (2) To examine the influence that IM strategies have on the public schools' Organizational culture.

Based on these research questions a conceptual model has been created to investigate them. The sections that follow provide background information on Internal Marketing and Organizational culture in schools, the conceptual model of this study, the data collection and the method used, analysis of results, discussion and conclusion.

2. Theoretical framework

2.1. Internal marketing (IM) defined

There is an overall confusion in the literature as to exactly what Internal Marketing (IM) is, what it is supposed to do, how it is supposed to do it and who is supposed to do it. The variety of interpretations as to

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what makes IM, has led to a different range of activities being grouped under the umbrella of IM (Rafiq & Ahmed, 2000). Therefore, in order for IM to be effectively used as a paradigm of organizational change management and its strategies to be effectively implemented, a clarification in its definition is required.

According to Rafiq and Ahmed (2000), over the last 20 years there are three separate yet closely linked aspects of theoretical development of the IM conceptualization, namely an employee satisfaction phase, a customer orientation phase and a strategy implementation/change management phase. Under each of those categories different views regarding IM have been investigated. Under the employee motivation and satisfaction phase, the IM concept lies in efforts to improve service and the overall effect of this was to give attention to employee motivation and satisfaction as an important factor influencing customer satisfaction. The term IM appears to have been used first by various researchers including Berry et al. (1976), Sasser and Arbeit (1976) and George (1977) who supported that the employees of a service company is its most important market. But Berry (1981) was the first to define IM as viewing employees as internal customers and George (1977) argued that for a company to have satisfied customers, the firm must have satisfied employees (Rafiq & Ahmed, 2000). Berry and Parasuraman (1991) also supported the philosophy of 'employees as customers'.

In Phase 2 customer orientation, IM relates to interactive marketing. Grönroos (1981) supported and recognized that not only do buyer-seller interactions have an influence on purchasing and repeat purchasing decisions but also buyer-seller interactions provide a marketing opportunity for the organization and customer-oriented and sales-minded personnel is required. Grönroos (1981) also views IM as a means of integrating the different functions that are important to the customer relations of service companies. In this phase IM is seen as a method of motivating personnel towards customer consciousness and sales mindedness, to include the use of marketing-like activities (Ballantyne (2000), Berry and Parasuraman (1991); George (1990); Grönroos (1985). In fact, Ballantyne (2003) defines IM as a relationship development strategy for the purpose of knowledge renewal. IM is considered to be the process of creating market conditions within the organization to ensure that internal customers' wants and needs are met and its focus is the management of relationships between internal customers and their internal suppliers (Brooks, Lings, & Botschen, 1999).

Finally, phase 3, relates to broadening the IM concept – strategy implementation and change management (Ahmed and Rafiq (1995), Ahmed, Rafiq, and Saad (2003); George (1990), Piercy and Morgan (1991), Rafiq and Ahmed (1993)). According to Sasser and Arbeit (1976) the firm's most critical productive resources are its workforce and services managers should regard jobs as principal products and employees as the most important customer. Varey (1995) emphasizes the societal nature of internal marketing and this refers to the degree to which managers develop a work climate of psychological support, helpfulness, friendliness and mutual trust and respect and recognize employees as individuals treating them with respect and dignity.

Overall, IM can be seen as the application of marketing, human resource management, and allied theories, techniques, and principles to motivate, mobilize, co-opt, and manage employees at all levels of the organization to continuously improve the way they serve external customers and each other (King, 1991). However, critics of IM argued that the term is simply related to good human resource management (Mishra, 2010). In fact, there are limitations in internal marketing research because there is little agreement on what mix of practices can be used effectively to influence employees so that they are motivated and behave in a customer-oriented manner (Ahmed et al., 2003). Due to those problems, a definition of IM should not include the notion of 'employees as a customer' and instead it should set a boundary limited by the use of marketing-like techniques in the internal context (Ahmed & Rafiq, 1995). Therefore, in this research the following definition suggested by Ahmed and Rafiq (1995), p.34) is used:

'IM can be defined as a philosophy involving the planned use of

marketing-like techniques internal to the organization in order to help realize the effective implementation of marketing programmes through a process of attempting to create customer orientation and employee commitment'.

2.2. Organizational culture defined

Organizational culture as defined by Schein (1996) is the 'set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments' (Burton & Peachey, 2013). Culture to an organization is like a character to a person which provides meaning, direction and motivation to the members of an organization (Lee, 2011). It therefore affects the value judgment and behavioral expression of members within an organization (Hosseini, 2014). A distinction needs to be made between organizational culture and organizational climate where climate is viewed as behavior while culture is seen as the values and norms of the school or organization (Macneil, Prater, & Busch, 2009).

The school culture relates to the school's administrative operations, and directly influences the students and the teachers. Because a school is an open organization with a highly diversified system, and multidimensional characteristics, there is a lack of a theoretical consensus in the discussion on organizational culture (Lee, 2011). Barth (2002) perceives school culture rather a complex phenomenon as he argues that 'a school culture is a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions and myths that are deeply ingrained in the very core of the organization'. Every school has a culture and some are hospitable and others are toxic. A school's culture can work for or against improvement and reform. All school cultures are resistant to change which makes school improvement usually pointless. Unless teachers and administrators act to change the culture of a school, all innovations, high standards will have to fit in and around existing elements of the culture (Barth, 2002).

Teacher leaders not only have the ability to shape the culture of the school but they have an obligation to do so (Roby, 2011). In a paper created for the Denver Commission on Secondary School Reform, Brown (2004) noted the following requirements for a productive school culture: (1) An inspiring vision and challenging mission; (2) A curriculum and modes of learning clearly linked to the vision and mission; (3) Sufficient time for teachers and students to do their work well; (4) Close, supportive relationships; (4) Leadership that encourages and protects trust; and (5) Data-driven decision making. Strong school cultures have better motivated teachers and highly motivated teachers have greater success in terms of student performance and student outcomes. Therefore, strong academic culture nurtures academic excellence and effectiveness (Tierney, 1988).

The size of the school also influences its organizational culture. In a study taken by Salfi and Muhammad (2007) found that in smaller schools there may be a greater possibility to develop personal social relations and having better opportunities of professional growth of teachers than medium and larger schools. Also their research shows that disciplinary problems in a large school may also be another factor of average or poor performance among students. In addition, effective schools are strong both in bureaucratic and cultural linkages that influence the quality of teachers' and students' school life, independently and interactively. The bureaucratic linkages come as a result of schedules, rules, procedures, hierarchy, authority, superordinate-subordinate relationships, power and the use of rewards and sanctions while the cultural linkages come as a result of communication, persuasion and the sharing of missions and goals, meanings, assumptions, values and norms.

School Organizational culture can also affect the violent behavior of students and the level of corruption in secondary education. Violent behavior within the school may get worse by factors in the school environment including the physical environment, its educational and social climate, its organizational capacity and composition and its

overall organizational culture. In fact, in a study carried out by Limbos and Casteel (2008) found that high schools had higher crime rates than medium schools and as the percentage of certified teachers and student to staff ratios increased, school crime decreased. Another study by Apaydin and Balci (2011) regarding organizational corruption in secondary schools, identifies the types of corruption as fraud on documents, accepting gifts, promotion and staffing based favoritism while the teachers state the reasons for organizational corruption including insufficiency in legislation, tolerance towards corruption, organizational culture and climate and low salary among a few.

Furthermore, Sadeghi, Amani, and Mahmudi (2013) in a research to study the effect of organizational culture on job satisfaction among teachers, using Hofstede's (1980) dimensions of culture (masculinity/femininity, uncertainty avoidance, collectivism/individualism and power distance), found that organizational culture and basic psychological needs play an important role in job satisfaction (Sadeghi et al., 2013). Organizational culture also influences the relationship between justice perceptions and leader-member exchange (LMX). Although leaders are always encouraged to be fair in order to build effective relationships, a team-oriented culture facilitates leader-member interactions (Erdogan, Liden, & Kraimer, 2006). In the school, a team-oriented culture encouraged by the principals, assistant principals and head of departments could improve the relationship between the teachers and the management.

Finally, schools exist to promote learning to all including teachers, principals, professors or parents and their primary responsibility is to promote learning in others and in them. The most important mission of any school is to create a culture hospitable to human learning and to make it likely that students and educators will become and remain lifelong learners (Barth, 2002). The learning organizational culture is an important part of the organizational culture of educational institutions and it promotes continuous learning for sustainable improvement in teaching and learning. The learning thus obtained is transformed into knowledge that encourages and promotes individual development, team spirit and transformational leadership to accomplish the vision, mission and goals of the institution. Ponnuswamy and Manohar (2016) demonstrated how organizations could be assessed for their learning culture based on seven distinct but interrelated action imperatives: create continuous learning opportunities; promote inquiry and dialogue; encourage collaboration and team learning; empower people toward a collective vision; connect the organization to its environment; establish systems to capture and share learning; and provide strategic leadership for learning.

In a study by Chang and Lee (2007), both leadership and organizational culture can positively and significantly affect the operation of learning organization and the operation of learning organizations has a significantly positive effect on employees' job satisfaction. In the school teachers and students form two subcultures that are mutually dependent yet in conflict. The commitment level of each affects the other because the two groups spend a lot of time together (Firestone & Rosenblum, 1988). In fact, according to a study by Macneil et al. (2009) students achieve higher scores on standardized tests in schools with healthy learning environments. Testimony from successful school principals suggests that focusing on development of the school's culture as a learning environment is important to improve teacher morale and student achievement. For this reason, successful school principals understand the critical role that the organizational culture plays in developing successful schools (Macneil et al., 2009).

2.3. Conceptual model

Based on the literature review and Rafiq and Ahmed (1993) marketing mix¹, the strategies of Internal Marketing chosen to be tested in this study is Relationship Development (RD) strategies, Human Resource Management (HRM) strategies and Education Process and Internal Customer Segmentation (EPICS) strategies. *Education Process (EP)* and *Internal Customer Segmentation (ICS)* were joined together in the model (EPICS) as ICS relates to the individual targeting of every teacher as part of the education process. Also another reason for combining the two strategies is that in the Structural Equation Modeling (SEM) one area of poor practice involves to reduce the number of items per construct to only two or three. Single items should only be used when the construct truly is and can be measured by a single item (Hair, et al, 2014). As a result EP and ICS had to join together to increase the number of items. The strategies of Internal Marketing can be seen in Table 1:

Furthermore, extracted from the literature review, six components have been suggested to test organizational culture of public secondary schools shown in Table 2. These are Masculinity Vs Femininity, Individualism Vs Collectivism, Uncertainty Avoidance, Power distance, Learning culture and Type of culture. Each component has various variables to affect it (Table 3).

Towards the direction of the above research questions and based on the above Internal Marketing strategies and components of organizational culture the following conceptual framework is investigated throughout this paper (Fig. 1).

Table 1
Components of Internal Marketing (IM).

INTERNAL MARKETING (IM) COMPONENTS	MODEL VARIABLES
RELATIONSHIP DEVELOPMENT (RD)	
Staff meetings	11.1RD
Newsletters	11.2RD
Oral briefing from headmaster or HOD	11.3RD
School notice boards announcements	11.4RD
Emails to/from administration, colleagues	11.5RD
Face to face communication headmaster, colleagues	11.6RD
Feelings of teachers towards school management, cared by management	13.2RD
HUMAN RESOURCE MANAGEMENT (HRM)	
Expand career paths (training and promotion)	B14.4HRM
Financial incentives (cash, bonuses)	B15.1HRM
Non-financial incentives (awards, recognition progress, management support)	B15.2HRM
Empowerment strategies	B15.3HRM
Audit teachers' satisfaction	B15.4HRM
Resource availability for teaching	B16HRM
Effective recruitment and selection procedures	B18HRM
EDUCATION PROCESS AND INTERNAL CUSTOMER SEGMENTATION (EPICS)	
Education process Strategies- Quality circles	B19.1EP
Education process Strategies- Reporting new evaluation methods and agreement with trade unions	B19.2EP
Education process Strategies- Upgrading new methods of teaching	B19.3EP
Segmentation strategies- different motivational strategies to different group of teachers	B20.1CS
Segmentation strategies- Support diversity in teachers	B20.2CS

¹ Rafiq and Ahmed marketing mix includes the following components: Product, Price, Communications/promotion, Personal Selling, Incentives, Advertising, Distribution, Physical/tangible evidence, Process and Participants (Rafiq and Ahmed (1993))

Table 2
Components of Organizational Culture (OC).

OC - ORGANIZATIONAL CULTURE	MODEL VARIABLES
Masculinity Vs Femininity (MVF)	
Feeling of equality, justice and equal opportunities prevails among teachers	C1.1MVF
Individual's belief regarding the distinction between gender roles in a society	C1.2MVF
Individualism Vs Collectivism (IVC)	
Feeling of self-fulfillment prevails among employees at school	C2.1IVC
There is a feeling of complacency among workers due to the adoption of a proper financial and moral incentive system/ Job satisfaction (High extent of satisfaction of teachers with their employment at the school)	C2.2IVC
Climate of cooperation and team work prevails at school / Participation and collaboration	C2.3IVC
School Administration tries to achieve balance between the needs of employees and the needs of the school (Bureaucratic rationality)	C2.4IVC
The relationship teachers have with each other and their principal / Sense of community - the school is a family for all its members	C2.5IVC
Uncertainty avoidance(UA)	
Organizational climate helps in providing reassurance and sense of security and stability for teachers	C3.1UA
Workers at school have feeling of pride and belonging / Teachers' commitment (teachers have a strong belief in and acceptance of the school's goals and values and a willingness to exert considerable effort on behalf of the school)	C3.2UA
The degree of teachers facing an unknown future	C3.3UA
The degree to which teachers feel threatened because of being in ambiguous situations.	C3.4UA
Power Distance / Formality and Control (PD)	
The degree to which less powerful teachers accept and expect that power should be divided unequally	C4.1PD
Discipline and order prevails among staff (degree of corruption: favoritism, fraud and theft, conflict of interest through gifts, cronyism and patronage and political appointment of staff)	C4.2PD
Discipline and order prevails among students (degree of crime: drugs, alcohol and weapons)	C4.3PD
The school provides a safe, secure and peaceful learning environment which facilitates academic and social growth	C4.4PD
A well-established system of superordinate- subordinate relationships	C4.5PD
Learning Culture (LC)	
Create continuous learning opportunities / promote innovation	C5.1LC
Promote inquiry and dialogue	C5.2LC
Encourage collaboration and team learning	C5.3LC
Empower people toward a collective vision	C5.4LC
Connect the organization to its environment	C5.5LC
Establish systems to capture and share learning	C5.6LC
Provide strategic leadership for learning	C5.7LC
Type of Culture (TC)	
Hierarchy culture - a very formalized and structured place to work	C6.1TC
Clan culture - a very pleasant place to work where people share a lot of personal information	C6.2TC
Market culture - a result-oriented and whose major concern is getting the job done	C6.3TC
Adhocracy culture - it is a dynamic, entrepreneurial and creative place to work	C6.4TC

Table 3
Questionnaires response rate.

Towns	No. of Questionnaires Given	No. of Questionnaires Answered	Response Rate (%)
Larnaka	735	344	47
Famagusta	170	89	52
Nicosia	210	84	40
Total	1115	517*	46

* 5 of 517 were incomplete so they were withdrawn.

3. Method

3.1. Sample and data collection

In this research study information was collected by distributing a closed questionnaire to a selected sample of teachers in secondary public schools. The questionnaire developed was based on the conceptual model above and a 10-point scale with 1 indicating the lowest level and 10 the highest was used as this scale was preferable by the teachers based on the results of a focus group. A focus group of six teachers gave feedback on the questionnaire's structure, length, content, and understanding of the questions as part of a pilot study before its distribution. The questionnaire was divided into four sections: (1) Section 1 covered sample demographics; (2) Section 2 Internal Marketing (IM) strategies; (3) Section 3 Organizational culture (OC); and (4) Section 4 School Effectiveness (SE). For this paper only the data from the first three sections has been used for analysis. Information from the last section on School Effectiveness (SE) will be used for future papers. The questionnaire was distributed to the teachers of 27 high schools in three towns of Cyprus: Larnaca, Famagusta and Nicosia. The target group was teachers of secondary public education including head teachers.

Out of the 1115 questionnaires given, there were 517 responses (46 % response rate). The response rate in Larnaca area was 47 %, in Famagusta area 52 % and in Nicosia area 40 %. From the 517 questionnaires completed 5 of them were incomplete, so they were withdrawn from the sample. The sample was representative of the population examined as the public schools investigated were from three out of the five towns in Cyprus (Fig. 2).

The demographics of the teachers investigated (512 responses are as follows: 70 % of respondents are female teachers while 30 % are males. From those 71 % are between the age of 40–59 years old and 24 % are between the ages of 30–39 years old. All of them have a Bachelor degree while 48 % have a Master degree and only 3 % have a PhD. Furthermore, 92 % of the teachers are on full-time employment, only 6 % are part-timers and 2 % replacement teachers. Most of the teachers have 10–20 years of experience (48 %) while 22 % of the respondents have 1–10 years of experience. In this sample, 49 % are teachers, 33 % Head of departments, 16 % assistants to the principal and 1 % are principals. The majority of the respondents (73 %) have an annual income of more than €24000.

3.2. Methodology

For this research, the Structural Equation Modelling (SEM)² is used to investigate the existence of IM strategies in the secondary public schools and their effect on school's organizational culture. SEM is a technique that allows separate relationships for each of a set of dependent variables and provides a series of separate multiple regression equations estimated simultaneously (Hair, Black, Babin, & Anderson, 2014). For the data analysis AMOS 21 software has been used.

Confirmatory Factor Analysis (CFA) has also been performed with all the latent constructs in this model and any of those that has not fit the measurement model due to low factor loading (for a newly developed items, the factor loading for every item should exceed 0.5 and for an established item should be 0.6 or higher) has been removed from the model. This ensures unidimensionality of this model. Unidimensionality requires all factor loadings to be positive. However, the items deletion should not exceed 20 % of the total items in the model (Awang, 2015). Items redundancy can be found through a discrepancy measure called Modification Indices (MI) in AMOS. High value of MI indicates the

² SEM is a confirmatory method providing a comprehensive means for validating the measurement model of latent constructs. This validating procedure is called Confirmatory Factor Analysis (CFA) and it has the ability to assess the Unidimensionality, Validity and Reliability of a latent construct (Awang, 2015).

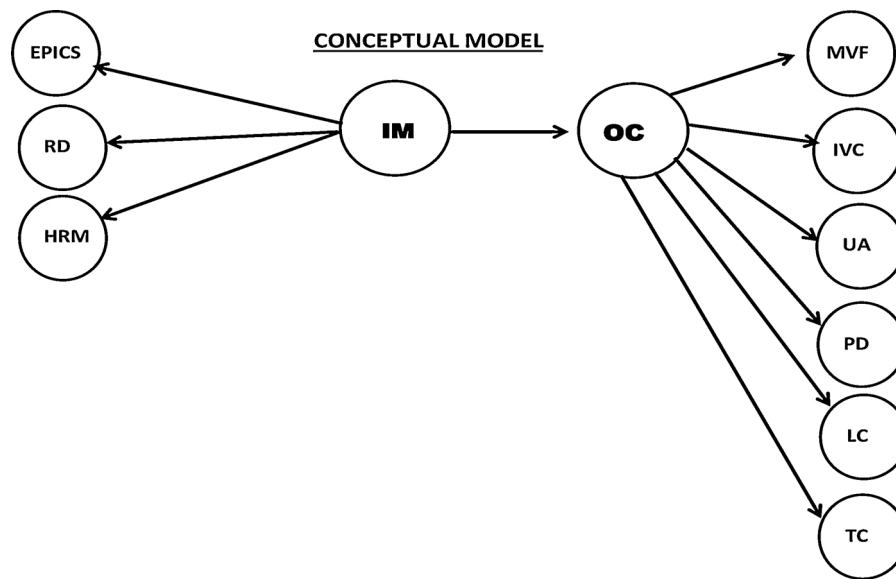


Fig. 1. The Conceptual Model.

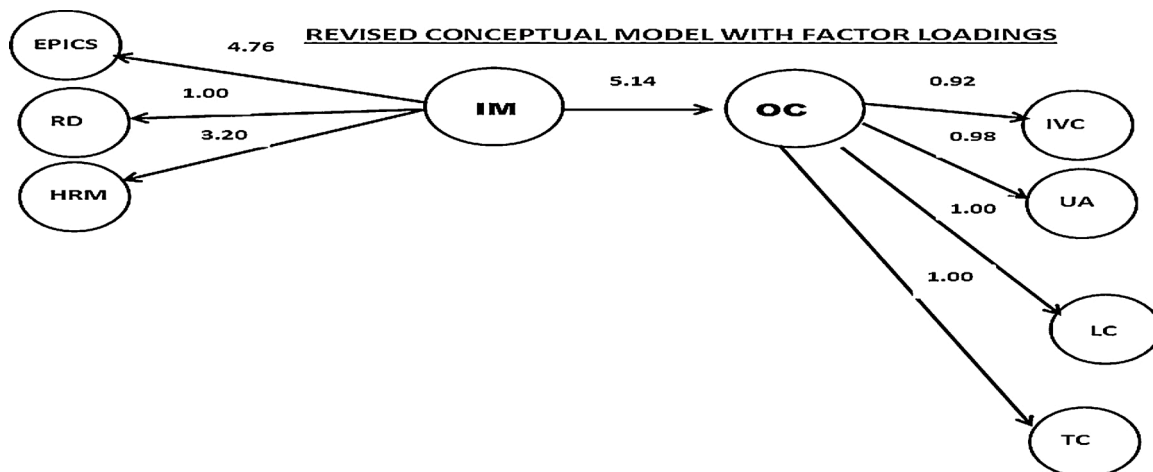


Fig. 2. The Final Conceptual Model.

respective items are redundant and could be deleted and run the measurement model again or redundant pair can be constrained as “free parameter estimate”. Furthermore, the correlation between exogenous constructs should not exceed 0.85 as it indicates that the constructs are redundant or have serious multicollinearity problem (Awang, 2015). Multicollinearity occurs when variables are highly correlated with each other (Kula, 2011). In this way, simplification, modification in the measurement model is required for theory testing and examining the level of fit.

In addition to unidimensionality, validity and reliability of all constructs in this study have been investigated. Validity is the ability of an instrument to measure what it is supposed to measure for a latent construct and there are three types of validity required: (1) Convergent validity which can be verified by computing the Average Variance Extracted (AVE) for every construct and should be 0.5 or higher; (2) Construct Validity is achieved when the Fitness Indexes for a construct achieved the required level. Fitness Indexes indicate how fit the items are in measuring their respective latent constructs (see Table 4); (3) Discriminant Validity indicates whether the measurement model of a construct is free from redundant items (Awang, 2015).

Referring to the assessment of reliability which is the extent of how reliable the measurement model is in measuring the intended latent

Table 4

The three categories of model fit and their level of acceptance (Awang, 2015).

Name of category	Name of index	Level of acceptance
Absolute fit	Chi-Square	P-value>0.05
	RMSEA	RMSEA<0.08
	GFI	GFI>0.90
	AGFI	AGFI>0.90
Incremental fit	CFI	CFI>0.90
	TLI	TLI>0.90
	NFI	NFI>0.90
Parsimonious fit	Chisq/df	Chi-Square/df<3.0

construct, could be made using the following criteria: (1) Internal reliability: this reliability is achieved when the value of Cronbach’s Alpha exceeds 0.7 (in SPSS); (2) Composite Reliability: indicates the reliability and internal consistency of a latent construct. A value of CR ≥ 0.6 is required to achieve composite reliability for a construct; Composite Reliability (CR) = $(\sum\lambda)^2 / (\sum\lambda)^2 + (\sum\epsilon)$ (where λ (lambda) is the standardized factor loading for item i and ε is the respective error variance for item i. The error variance (ε) is estimated based on the value of the standardized loading (λ)). (3) Average Variance Extracted: indicates the

average percentage of variation explained by the measuring items for a latent construct. An AVE ≥ 0.5 is required for every construct (Awang Z., 2015). Average Variance Extracted (AVE) = $\Sigma\lambda^2/n$ (AVE > 0.50 indicates the reliability of the measurement model in measuring the construct and convergent validity).

Moreover, to test for Construct Validity the Fitness Indexes for each construct has been investigated. At Table 6 the Fitness Indexes of RMSEA (absolute fit), CFI, TLI and IFI (incremental fit) and Chisq/df (parsimonious fit) are tabulated. Goodness of Fit Index (GFI) and adjusted Goodness of Fit Index (AGFI) are no longer preferred for model evaluation, since they are likely to underestimate the fit of more complex models and they are also sensitive to sample size as in this case (Steiger, 1989; Hu & Bentler, 1999; Garson, 2009 as cited in Kula, 2011). Furthermore, as the Chi-square and the p-value are sensitive to sample size, the chi-square/degree of freedom is used to avoid problems with sample size (Garson, 2009).

Based on the above criteria, each of the three constructs measuring Internal Marketing (IM) practices: Relationship Development (RD), Human Resource Management (HRM) and Education Process & Internal Customer Segmentation (EPICS) have been tested separately. In addition, each of the constructs of Organizational Culture: Masculinity Vs Femininity (MVF), Individualism Vs Collectivism (IVC), Uncertainty avoidance (UA), Power distance /Formality and Control (PD), Learning culture (LC) and Type of Culture (TC) have been also evaluated separately.

4. Results

4.1. Data analysis

Firstly, discriminant Validity is achieved for RD, HRM and EPICS as well as for IVC, UA, LC and TC since all redundant items have been deleted or constrained as ‘free parameter’. As the factor loadings for Power Distance (PD) to Organizational Culture (OC) is 0.13 and for Masculinity Vs Femininity (MVF) to Organizational Culture (OC) is 0.62, they are both insignificant to affect OC and they have both be taken out of the model. Due to Modification Indices (MI), some items also have been set as pair of redundant items as “free parameter estimate”. Table 5 shows the pairs of redundant items or covariances. If the p-value of covariance is less than 0.05, then the relationship between the two variables is not significant.

In the final model the three categories of model fit: absolute fit,

Table 5
Covariances of ICV, UA, LC, TC, RD, HRM and EPICS.

Covariances	Estimate	S.E	CR	P	p-value<0.05
ICVe3- IVCe2	0.093	0.107	0.869	.385	not significant
ICVe5 - IVCe2	-0.362	0.091	-3.974	***	significant
IVCe2- IVCe1	1.252	0.154	8.112	***	significant
IVCe3- IVCe1	0.309	0.088	3.517	***	significant
UAe3 - e4	2.544	0.252	10.093	***	significant
LCe6 - LCe7	0.506	0.059	8.563	***	significant
LCe3 - LCe4	0.286	0.047	6.037	***	significant
LCe2 - LCe3	0.155	0.038	4.034	***	significant
TCe3 - TCe4	0.727	0.121	6.027	***	significant
LCe1 - LCe2	0.176	0.049	3.570	***	significant
ICVe5 - UAe1	0.228	0.059	3.894	***	significant
RDe7 - RDe5	0.218	0.055	3.975	***	significant
RDe13 - RDe7	0.267	0.064	4.202	***	significant
RDe13 - RDe9	0.098	0.069	1.413	0.158	significant
ICSe5- ICSe4	1.406	0.143	9.824	***	significant
ICSe3 - ICSe5	0.088	0.077	1.140	0.254	not significant
EPe2 -HRMe7	-0.200	0.080	-2.495	0.013	not significant
RDe13 - e16	-0.195	0.056	-3.491	***	significant
RDe13-IM	0.372	0.048	7.702	***	significant
HRMe6-HRMe4	-0.426	0.131	-3.249	0.001	not significant
HRMe4-e17	0.663	0.137	4.838	***	significant
HRMe9 - e11	0.802	0.200	4.001	***	significant

incremental fit and parsimonious fit have been achieved. This proves that construct validity has been achieved for all the constructs in the model.

Overall, referring to Tables 5 and 6, all constructs of the final model are reliable and valid. The final model meets all the tests of fit. After the tests have been met, the model has been run to give the final results.

The final conceptual model shows that there is a significant positive relationship between Internal Marketing (IM) and Organizational Culture (OC). IM in the public schools positively affect the OC of secondary public schools.

At Table 7, the standard loadings / actual beta values, the standard errors (SE), the Critical ratio (CR) and the probability value(p-value<0.05) are shown for each construct in the final model. Measuring AVE (Average Variance Extracted) and Composite reliability (CR) to test for reliability and internal consistency show that all components of Internal Marketing and Organizational Culture meet these criteria. The complete final model is shown in Fig. 3.

Internal Marketing (IM) significantly affects Organizational Culture (OC) of the schools as the actual b-value is 5.14 and the p-value is significant in the model. Human Resource Management (HRM) and Education Process and Internal Customer Segmentation (EPICS) strategies affect more the internal marketing in the schools than Relationship Development (RD) strategies. The variables of RD that have significant and positive relationship with the construct include Newsletters, Oral briefing from headmaster or head of department (HOD), Schools notice boards announcements, emails to/from administration, colleagues and face to face communication with headmaster, colleagues. The most common of RD variables used in the public schools are newsletters (actual b-value = 2.42) followed by oral briefing from headmaster or HOD (Head of Department) and school notice boards. ‘Feelings of teachers towards school management cared by management’ is not seen as significant to RD in the public schools.

Regarding HRM there is a significant close relationship to IM (actual b-value = 3.202). Financial incentives, non-financial incentives, empowerment strategies, audit teachers’ satisfaction, resource availability for teaching and effective recruitment and selection procedures, are important components to HRM in the public schools. The most significant policies of HRM that affect IM in the schools are non-financial incentives and empowerment strategies.

Furthermore, EPICS is positively and significantly related to IM (actual b-value = 4.76). EPICS is influenced positively in the public schools by quality circles; reporting new evaluation methods and agreements with trade unions; upgrading new methods of teaching; and different motivational strategies to different group of teachers.

Looking at Organizational Culture (OC) of the public schools, it depends significantly on the following variables: Individualism vs Collectivism (IVC) (actual b-value = 0.917), Uncertainty Avoidance (UA) (actual b-value = 0.985) and Learning Culture (LC) (actual b-value = 1.00). The Type of school culture (TC) is not a significant factor to OC. Learning culture is the most important factor of OC in the public schools followed by UA and IVC. The variables that significantly influence and build learning culture in the school include: (a) the school promotes inquiry and dialogue (actual b-value = 1.002); (b) the school encourages collaboration and team learning (actual b-value = 0.927); (c) the school empowers people towards a collective vision (actual b-value = 1.004); (d) the school establishes systems to capture and share learning (actual b-value = 0.974); and (d) the school provides strategic leadership for learning (actual b-value = 0.979). Therefore, the two most important factors to develop a school’s learning culture are the school to promote inquiry and dialogue and to empower people towards a collective vision.

The school’s organizational culture is also being influenced significantly by Uncertainty Avoidance (UA). The variables of UA include: (i) Teachers’ have feelings of pride and belonging to the school and they have a strong belief and acceptance of the school’s goals and values exerting considerable effort on behalf of the school (actual b-value = 1.005); (ii) the degree of teachers facing an unknown future (actual b-

Table 6
The Final Values of Fit Indexes of the model.

Achieved Fit Indices					
	CMIN/DF χ^2/df	RMSEA	NFI	TLI	CFI
Final	2.797	0.059	0.906	0.926	0.937
Level of acceptance	Chi-Square/df<3.0	RMSEA<0.08	NFI>0.90	TLI>0.90	CFI>0.90

value = 0.179); and (iii) the degree to which teachers feel threatened because of being in ambiguous situations (actual b-value = - 0.273). There is an inverse relationship between the degree to which teachers feel threatened because of being in ambiguous situations and Uncertainty Avoidance (UA). The higher the UA, the lower the degree which teachers feel threatened of being in ambiguous situation. Also, the degree of teachers facing an unknown future has a positive but low b-value and this is because this research takes place in public schools where most teachers do not face an unknown future as there is no threat of losing their jobs.

The last and less significant factor of OC is Individualism Vs Collectivism (IVC) (actual b-value = 0.917). The variables that significantly affect IVC include: (i) Feelings of self-fulfillment prevails among teachers in the school (actual b-value = 0.710); (ii) There is a feeling of job satisfaction due to the adoption of proper financial and moral incentive system (actual b-value = 0.806); (iii) There is a climate of cooperation and teamwork at the school/Participation and collaboration (actual b-value = 0.869) and (iv) School administration tries to achieve a balance between the needs of employees and the needs of the school (Bureaucratic rationality) (actual b-value = 1.005). The most important factor of IVC is the last one followed by a climate of cooperation and teamwork at the school. Referring to the type of culture in the model, the clan culture dominates with actual b-value = 0.952 followed with market culture with actual b-value = 0.825. This is expected as it is a school environment.

Referring to the covariance, there are four covariance that are not significant: (1) the feeling of job satisfaction due to the adoption of proper financial and moral incentive system is not relevant to a climate of cooperation and teamwork at the school; (2) upgrading new methods of teaching is not related to segmentation strategies to support diversity in teachers. Although there can be upgrading of new methods of teaching in the public schools, they do not support diversity in teachers; (3) There is an insignificant inverse relationship between reporting new evaluation methods and agreement with trade unions and empowerment strategies. The more the agreements with trade unions, the less the empowerment strategies apply in the public schools; and (4) There is also an insignificant inverse relationship with non-financial incentives and expand career paths (training and promotion). As the one increases, the other declines.

In the model there is a lot of covariance that have a significant positive or negative relationship. In fact a covariance that is worth to note, it is the significant inverse relationship between 'the relationship of teachers and teachers and teachers with principal' and 'the feeling of job satisfaction due to the adoption of proper financial and moral incentive system'. In addition, there is a close positive relationship between 'the feeling of job satisfaction due to the adoption of a proper financial and moral incentive system' and 'feelings of self-fulfillment prevailing among teachers in the school'. A positive relationship is also found between 'a climate of cooperation and teamwork at the school/ participation and collaboration' and 'feelings of self-fulfillment prevailing among teachers in the school'.

Regarding the learning culture covariance, there is a positive and close relationship between 'the school establishes systems to capture and share learning' and 'the school provides strategic leadership for learning'. Positive and significant relationship exists between 'the school encourages collaboration and team learning' and 'the school establishes systems to capture and share learning' and between 'the school promotes inquiry and dialogue' and 'the school encourages collaboration

and team learning'.

Another covariance that it is interesting to investigate, it is the significant positive relationship between 'the close relationship between teachers and teachers and teachers with principal' and 'school's organizational climate that helps in providing reassurance and sense of security and stability of teachers'. The close relationships of the teachers between them and with the principal provide them with reassurance and sense of stability and security.

'Newsletters' have a positive significant relationship with 'school notice board announcements' as they are similar and 'school notice boards announcements' have significant relationship with 'feelings of teachers towards school management, cared by management'. The more the communication of the management with the teachers, the more teachers will feel cared by the management. In fact 'face to face communication with headmaster, colleagues' also positively affects 'feelings of teachers towards school management cared by management'.

Lastly, both variables that relate to segmentation strategies are very closely related as the one refers to support diversity in teachers and the other different motivational strategies to different group of teachers. Furthermore, there is a significant relationship between 'upgrading new methods of teaching' and 'a close relationship between teachers and teachers with principal/ there is a sense of community – the school is a family for all its members.'

5. Discussion

Kelemen and Papasolomou (2007) support that Internal Marketing (IM) has mixed effects upon organizational culture (OC): at times IM acts as a unifying force, at others it divides, leading to conflicts and ambiguities in the firm. In this research, IM significantly affects organizational culture in public schools proving that IM is an important influencer of schools' organizational culture.

HRM plays an important role in IM of the schools and therefore it becomes a key factor to affect OC. In fact, the most significant policies of HRM that affect IM in the schools are non-financial incentives and empowerment strategies. In addition, EPICS that relate to quality circles, new evaluation methods and agreements with trade unions, upgrading new methods of teaching and different motivational strategies to different group of teachers, also significantly affect IM which will in turn positively affect the organizational culture of public schools. This is related to Berry (1997) research that considers the paradigm of total quality management (TQM) as a broad philosophy for the development of quality culture in schools and there is emerging evidence that leadership is an essential element in the process of initiating and sustaining the development of a quality culture in organizations (Berry, 1997). By empowering middle managers to be transformational leaders will result to a transformational change for the organization (Spreitzer & Quinn, 1996). This can be related to the head of departments (HODs) in the schools associated as the middle managers in an organization. In fact, the most common of RD variables used in the public schools are newsletters followed by oral briefing from headmaster or HODs and school notice boards which prove that empowering HODs to be transformational leaders will build strong relationships within the school culture resulting to gradual transformational organizational change. Transformational cultures provide the context for more effective organizational and individual performance. After all, the culture affects leadership as much as leadership affects culture (Bass & Avolio, 1993).

Table 7
Overall Analysis of Measurement Model.

MODEL CONSTRUCTS No.	Question Items	Item Wordings	FINAL Final Standard loadings/ actual beta values	SE	CR	P	AVE	Composite Reliability
INTERNAL MARKETING (IM) TO ORGANIZATIONAL CULTURE (OC)			5.144	0.762	6.747	significant		
INTERNAL MARKETING (IM) TO RELATIONSHIP DEVELOPMENT (RD)			1			not significant		
RELATIONSHIP DEVELOPMENT (RD)							4.253	1.131
RDe4	11.1RD	Staff meetings	2.332	0.332	7.021	significant		
RDe5	11.2RD	Newsletters	2.42	0.343	7.051	significant		
RDe6	11.3RD	Oral briefing from headmaster or HOD	2.291	0.324	7.069	significant		
RDe7	11.4RD	School notice boards announcements	2.101	0.295	7.129	significant		
RDe8	11.5RD	Emails to/from administration, colleagues	1.949	0.354	5.511	significant		
RDe9	11.6RD	Face to face communication headmaster, colleagues	2.003	0.29	6.895	significant		
RDe13	13.2RD	Feelings of teachers towards school management, cared by management	1			not significant		
INTERNAL MARKETING (IM) TO HUMAN RESOURCE MANAGEMENT (HRM)			3.202	0.532	6.014	significant		
HUMAN RESOURCE MANAGEMENT (HRM)							1.858	1.079
HRM4	B14.4HRM	Expand career paths (training and promotion)	1	-	-	not significant		
HRM5	B15.1HRM	Financial incentives (cash, bonuses)	1.06	0.102	10.379	significant		
HRM6	B15.2HRM	Non-financial incentives (awards, recognition progress, management support)	1.804	0.137	13.14	significant		
HRM7	B15.3HRM	Empowerment strategies	1.771	0.126	14.045	significant		
HRM8	B15.4HRM	Audit teachers' satisfaction	1.736	0.126	13.729	significant		
HRM9	B16HRM	Resource availability for teaching	0.987	0.094	10.48	significant		
HRM11	B18HRM	Effective recruitment and selection procedures	0.711	0.088	8.086	significant		
INTERNAL MARKETING (IM) TO EDUCATION PROCESS AND INTERNAL CUSTOMER SEGMENTATION (EPICS)			4.76	0.727	6.543	significant		
EDUCATION PROCESS AND INTERNAL CUSTOMER SEGMENTATION (EPICS)							0.962	0.992
EPICS1	B19.1EP	Education process Strategies- Quality circles	1.044	0.049	21.228	significant		
EPICS2	B19.2EP	Education process Strategies- Reporting new evaluation methods and agreement with trade unions	1.003	0.048	20.914	significant		
EPICS3	B19.3EP	Education process Strategies- Upgrading new methods of teaching	0.963	0.042	22.019	significant		
EPICS4	B20.1CS	Segmentation strategies- different motivational strategies to different group of teachers	0.887	0.029	30.262	significant		
EPICS5	B20.2CS	Segmentation strategies- Support diversity in teachers	1	-	-			
ORGANIZATIONAL CULTURE (OC) TO INDIVIDUALISM Vs COLLECTIVISM (IVC)			0.917	0.041	22.109	significant		
INDIVIDUALISM Vs COLLECTIVISM(IVC)							0.7838	0.951
IVCe1	C22.1IVC	IndividualismVs Collectivism: Feelings of self-fulfilment prevails among teachers in the school	0.71	0.043	16.598	significant		
IVCe2	C22.2IVC	IndividualismVs Collectivism: There is a feeling of job satisfaction due to the adoption of a proper financial and moral incentive system	0.806	0.055	14.71	significant		
IVCe3	C22.3IVC	IndividualismVs Collectivism: There is a climate of cooperation and teamwork at the school/Participation and collaboration	0.869	0.036	24.427	significant		
IVCe4	C22.4IVC	IndividualismVs Collectivism: School administration tries to achieve a balance between the needs of employees and the	1.005	0.035	29.062	significant		

(continued on next page)

Table 7 (continued)

MODEL CONSTRUCTS No.	Question Items	Item Wordings	FINAL Final Standard loadings/ actual beta values	SE	CR	P	AVE	Composite Reliability
IVCe5	C22.5IVC	needs of the school (Bureaucratic rationality) IndividualismVs Collectivism: There is a close relationship between teachers and teachers with principal/There is a sense of community-the school is a family for a al lits members	1	-	-	not significant		
ORGANIZATIONAL CULTURE (OC) TO UNCERTAINTY AVOIDANCE (UA)			0.985	0.042	23.493	significant		
UNCERTAINTY AVOIDANCE (UA)							0.53	0.65
UAe1	C23.1UA	Uncertainty avoidance : School's organizational climate helps in providing reassurance and sense of security and stability of teachers	1			not significant		
UAe2	C23.2UA	Uncertainty avoidance : Teachers' have feelings of pride and belonging to the school and they have a strong belief and acceptance of the school's goals and values exerting considerable effort on behalf of the school	1.005	0.033	30.383	significant		
UAe3	C23.3UA	Uncertainty avoidance : The degree of teachers facing an unknown future	0.179	0.051	3.535	significant		
UAe4	C23.4UA	Uncertainty avoidance : The degree to which teachers feel threatened because of being in ambiguous situations	-0.273	0.053	-5.201	significant		
ORGANIZATIONAL CULTURE (OC) TO LEARNING CULTURE (LC)			1	0.042	23.575	significant		
LEARNING CULTURE (LC)							0.96	0.994
LCe1	C25.1LC	Learning Culture: The school creates continuous learning opportunities for the teachers/promotes innovation	1			significant		
LCe2	C25.2LC	Learning Culture: The school promotes inquiry and dialogue	1.002	0.026	38.501	significant		
LCe3	C25.3LC	Learning Culture: The school encourages collaboration and team learning	0.927	0.029	31.829	significant		
LCe4	C25.4LC	Learning Culture: The school empowers people toward a collective vision	1.004	0.029	34.186	significant		
LCe6	C25.6LC	Learning Culture: The school esatblishes systems to capture and share learning	0.974	0.03	32.64	significant		
LCe7	C25.7LC	Learning Culture: The school provides strategic leadership for learning	0.979	0.031	31.285	significant		
ORGANIZATIONAL CULTURE (OC) TO SCHOOL CULTURE (TC)			1	-	-	not significant		
SCHOOL CULTURE (TC)							0.86	0.9495
TCe2	C26.2TC	School Culture: Clan culture - a very pleasant place to work where people share a lot of personal information	0.952	0.037	25.5	significant		
TCe3	C26.3TC	School Culture: Market culture - a result-oriented culture whose major concern is getting the job done	0.825	0.034	24.18	significant		
TCe4	C26.4TC	School Culture: Adhocracy culture- it is a dynamic, entrepreneurial and creative place to work	1			not significant		

In this research, it has been noticed that teachers can have close relationships with their fellow teachers and with their principals although they might not be satisfied of an adoption of a proper financial and moral incentive system. In other words, educators might be satisfied with the existing school climate but not with the existing financial and moral incentive system. In addition, it has been observed that feelings of job satisfaction due to the adoption of a proper financial and moral incentive system and a climate of cooperation and teamwork at the school will result to feelings of self-fulfillment among teachers in the school. So, leadership and proper management practices that form part of IM strategies affect the organizational culture of the schools resulting to more motivated educators. As a result, a supportive school

environment will improve the academic achievement of the students as Hofman et al. (2002) and Ipek (2010) also support.

In many cases in the schools, there might also be upgrading methods of teaching but they are not diversified based on the needs of the educators. This results to inappropriate methods for different group of teachers resulting to inefficiencies and underperformance. If upgrading methods of teaching was done according to the needs of the educators, this would have built a close relationship between teachers and teachers with principal. In addition, trade union interference can reduce the empowerment of teachers in the schools resulting to further lower performance. In fact teachers' empowerment is important to their performance and this is consistent to a study by Yao, Chen, and Cai (2013) that

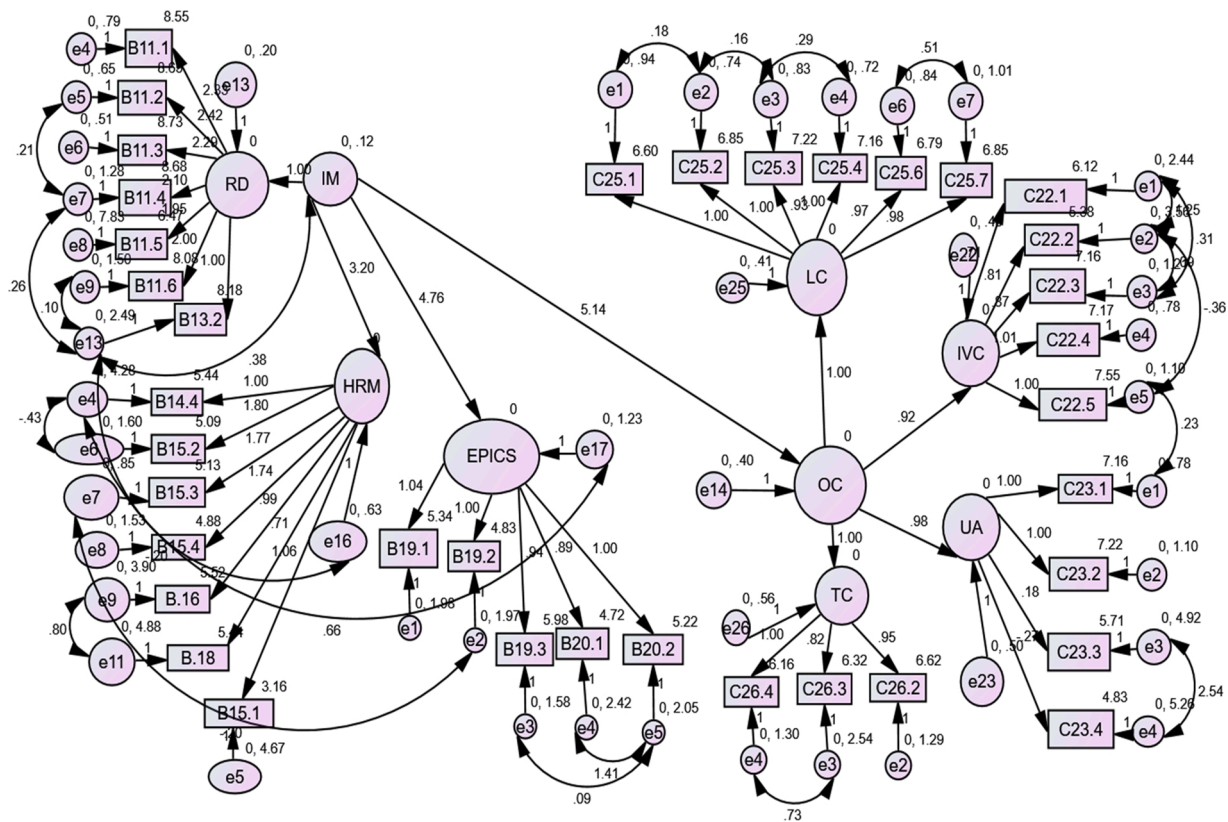


Fig. 3. The Final Model.

showed that the psychological empowerment of employees had a significant positive effect on both employee loyalty and task performance which was partially mediated by employee satisfaction and that psychological empowerment was positively influenced by each dimension of IM.

Also, it has been observed that the more the communication of the management with the teachers, the more teachers will feel cared by the management. This is in line with the study of Macneil et al. (2009) that supports that school principals looking to improve student performance should focus on improving the school’s culture by getting the relationships right between themselves, their teachers, students and parents. In fact, ‘face to face communication with headmaster, colleagues’ also positively affects ‘feelings of teachers towards school management cared by management’. Furthermore, the close relationships of the teachers between them and with their principal provide them with reassurance and sense of stability and security. Also there is a positive relationship between ‘a climate of cooperation and teamwork at the school/ participation and collaboration’ and ‘feelings of self-fulfillment prevailing among teachers in the school’. There is no doubt that building relationships within the school and creating a climate of cooperation and teamwork at the school will result to satisfied educators. Roby (2011), also supports this by arguing that initiating open dialogue would give teacher leaders a chance to potentially change negative aspects of school culture. Trust building, managing change, and strengthening relationships of educators at the workplace are key areas that need to be addressed by teacher leaders and school administrators. The potential positive affect of teacher leader efforts could lead to a school culture that includes continuous learning for all.

As it was expected in this study, the clan culture dominates followed by the market culture. This finding comes to an agreement with the study of Obendhain and Johnson (2004) that service organizations, like educational institutions, are dominated by the clan culture. In fact, a factor in this study that follows this culture is that school administration

tries to achieve a balance between the needs of employees and the needs of the school (Bureaucratic rationality). Findings in a study by Pang (1996) show that cultural linkage in schools promotes teachers’ feelings of commitment, job satisfaction, sense of community, and order and discipline; whereas bureaucratic linkage undermines all such feelings. IM policies in the schools will enhance the cultural linkage promoting teachers’ feelings of commitment and job satisfaction.

Last but not least, learning culture in the schools is an important element of schools’ organizational culture. According to this study and based on action imperatives suggested by Ponnuswamy and Manohar (2016), in order for a high school to build a learning culture it should have the following: (a) the school needs to promote inquiry and dialogue; (b) the school needs to encourage collaboration and team learning; (c) the school needs to empower people towards a collective vision; (d) the school needs to establish systems to capture and share learning; and (d) the school needs to provide strategic leadership for learning. The two most important factors, according to the current study, for a school to develop a learning culture are to promote inquiry and dialogue and to empower people towards a collective vision. If the school establishes systems to capture and share learning, it will then encourage collaboration and team learning and it will provide strategic leadership for learning. At the same time by encouraging collaboration and team learning, the school will promote inquiry and dialogue. To promote a lifelong learning culture in the schools, there is no doubt that this is a great challenge for the leaders of any school. As Barth (2002) also said, changing a toxic school culture into a healthy one that promotes lifelong learning among students and adults is the greatest challenge of instructional leadership. To change the culture of the school, the instructional leader must enable its teachers to name, acknowledge and address the non-discussable- especially those that hinder learning. This is why relationship development and communication that are part of Internal Marketing are important to change the school culture into a healthier lifelong learning culture resulting to an effective and

successful school.

6. Conclusion

There are various lessons learned in this study. Firstly, the use of Internal Marketing (IM) strategies by the school leaders will positively affect the school's organizational culture resulting to a healthy, lifelong learning school environment where both educators' morale and learners' achievement will be improved. For this reason, school leaders should incorporate IM strategies in their daily management of the schools. In this study, as part of IM strategies, HRM and EPICs policies play an important role in the public schools and affect positively their organizational culture. Specifically, non-financial incentives, empowerment strategies together with new methods of teaching, different motivational strategies to different group of teachers and new evaluation methods and agreements with trade unions, are all important IM strategies that are recommended to be used by the school management in the public schools and they will positively affect the schools' organizational culture. In order to affect the school's organizational culture and implement effectively the above strategies, the middle managers who are the Head of Departments (HODs) in the schools should be influenced, guided and trained accordingly by the head teachers. HODs are important key players in the school's organizational culture as they can be seen as the connecting link between the school management and the teaching staff. Through constant communication of the principal, the assistant principals and the HODs with the teaching staff both via oral briefings or newsletters and at the same time empowering the HODs to build relationship development with the rest of the teaching staff, the HODs can act as transformational leaders resulting to a positive change to the school's organizational culture, improving the schools' performance. The higher the communication the teachers have with their HOD and the principal respectively, the higher the relationship building and the security and sense of stability the teachers will feel at their workplace.

In fact in many cases, teachers might be satisfied with the relationship they have with their HOD or principal but not with their financial or morale incentive system. This proves that the financial or morale incentive system is equally important to build a good relationship with the educating staff and lack of it will result to poor school performance. For this reason, the school management should consider carefully the financial or morale incentive system applied in the schools. In addition to that, in the schools there might be upgrading methods of teaching but these will not be diversified based on the needs of educators resulting further to a downscale school performance. School leaders should therefore provide support, guidance and the appropriate teaching resources based on the needs of the educators.

Overall, the clan culture dominates in the public schools and IM strategies will enhance the cultural linkage resulting to teachers' feelings of commitment and job satisfaction. Also, the learning culture is an integral part of school's organizational culture and it is beneficial for a high school performance. The two most important strategies that the school management can apply to achieve this learning culture are: (1) to encourage inquiry and dialogue and (2) to empower people towards a collective vision.

There is no doubt that IM strategies affect positively and significantly the school's organizational culture and more specifically they can add on the existing clan culture and learning culture of the school. Every school needs a learning culture to become an effective learning institution and the IM strategies will ensure the potential successful development of this culture. School leaders need to be aware of the IM strategies in order to implement them in their schools and affect positively their school's organizational culture.

Appendix A. Supplementary data

Supplementary material related to this article can be found, in the

online version, at doi:<https://doi.org/10.1016/j.evalprogplan.2020.101894>.

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