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Teachers' views of corporate reputation: Influence on behavioral outcomes

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Abstract

The aim of this paper is to analyze the influence of teachers' views of corporate reputation on behavioral outcomes in educational cooperatives. Educational cooperatives are social companies that must adequately manage their intangible assets to improve their competitiveness in the education sector. However, research on how teachers perceive corporate reputation is limited. Data was obtained through a survey of 101 teachers to test the research model proposed using path analysis. The findings highlight that teachers' views of corporate reputation in educational cooperatives have significant and positive effects on employee satisfaction, retention and perceived service quality. Likewise, employee satisfaction has significant effects on teacher retention and perceived service quality. Therefore, given that employee satisfaction is a relevant variable in an educational organization's operation, employees' views of corporate reputation can be used as a strategic tool to manage and improve organizational outcomes.

KEYWORDS
education services, employee retention, employee satisfaction, perceived service quality, teachers' views of corporate reputation

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1 | INTRODUCTION

In the USA, many schools have been founded and designed by teachers, introducing wide-ranging decision-making processes and teacher autonomy (García Torres, 2019). In the last two decades in Spain, large groups of teachers have joined together to create educational cooperatives, which cover the social needs of public schools, offer self-employment to their members and collectively possess and manage all the school's areas, in a similar way to professional firms (Dirkswager, 2002). Educational cooperatives pursue social objectives (Chaves-Ávila et al., 2013) and their principles and values (democracy, autonomy, equality, responsibility, solidarity and equity) facilitate sustainable development (Huybrechts, 2013; Bastida et al., 2020) and the achievement of Sustainability Development Goals (SDGs). Therefore, they help develop their area based on the structure of private or state-subsidized schools and compete with other public and private schools (education sector) by sharing districts and, in many cases, values. Moreover, the Spanish central government controls the educational content within schools, especially learning and teaching objectives. As the current trend of comparing educational institutions by rankings has increased (Froese-Germain, 2010), not only in universities (Locke, 2014) but also in primary and secondary schools (OECD, 2014), the resulting assessments play a key role in shaping schools' reputation and performance.

Schools are identified, to a certain extent, by their reputation, which requires managerial consideration (Skallerud, 2011). To address this situation, educational cooperatives may develop and adopt reputational strategies to obtain competitive advantages and guarantee their survival in the education sector. As people-intensive professional services, their customers are often uncertain about the capabilities and competence of the schools they engage, and it is also difficult to judge the quality of the services provided (Dowling, 2016) due to their intangibility (Skallerud, 2011; Yeo & Li, 2014; Sergeeva et al., 2018). Educational cooperatives are very sensitive about their corporate reputation (Li & Hung, 2009; Skallerud, 2011) because reputation positively impacts stakeholders' attitudes towards the cooperative, significantly influences parents' satisfaction and, consequently, positively affects the loyalty of parents (Skallerud, 2011). Therefore, the social recognition of educational cooperatives is an essential instrument for attracting future students (Vidaver-Cohen, 2007; Safón, 2009; Skallerud, 2011) and improving the cooperatives' economic viability.

In such circumstances and considering the few published empirical studies regarding school reputation (Skallerud, 2011), this research addresses the issue of internal reputation, which is key in the global management of corporate reputation, especially in educational cooperatives. We focus on the view of a specific group of stakeholders (Skallerud, 2011); namely, employees. Teachers may have critical influence on parents' satisfaction, which is a crucial element to their perception of a school's reputation (Skallerud, 2011). This directly affects a school's future number of students. The need to understand the antecedents and consequences of corporate reputation (Lange et al., 2011) is considered in this study.

Therefore, the aim of this research is to provide an in-depth understanding of teachers' perceptions of reputation, as well as some insights into how this view can influence the improvement of corporate reputation, thereby enhancing the results and survival of educational

organizations by means of employee satisfaction, employee retention and perceived service quality. This paper identifies and justifies the importance of managing internal reputation through employee perception. It also provides a contribution by showing the main advantages that positive employee perceptions of reputation provide to organizations. This study covers the gap related to the adequate management of corporate reputation in organizations in general, and in educational cooperatives in particular. In addition, this research explores the link between corporate reputation and organizational behaviors (employee satisfaction and retention, and perceived service quality), offering a theoretical and empirical study that gives support to a limited number of empirical studies. Furthermore, organizations could improve HR management processes by updating their personnel's perceptions of reputation and the important effects of these perceptions (job satisfaction and turnover intention) as part of the management process.

Finally, this paper addresses the key role of employee satisfaction as a mediating variable between teachers' views of corporate reputation and employee retention and perceived service quality. However, the direct effect of teachers' views of corporate reputation on both outcomes is stronger, justifying the critical function of internal reputation in the smooth running of educational cooperatives, especially in terms of behavioral outcomes.

In what follows, we first introduce the concept of corporate reputation, its application to educational firms (especially state-subsidized schools) and behavioral effects related to teachers' views of corporate reputation (employee satisfaction, employee retention and perceived service quality) to propose a research model. Then, we report the methodology and present path analysis to obtain various results. Finally, we include the discussion and conclusions in the last section, where the importance of managing teachers' views of corporate reputation in educational cooperatives is highlighted, as well as limitations and future research lines.

2 | LITERATURE REVIEW AND HYPOTHESES

2.1 | Corporate reputation

From an organizational perspective, reputation is defined as 'a global and temporally stable perception about a firm that is shared by multiple stakeholders' (Highhouse et al., 2009, p. 783). Fombrun (2012) defines it as "a collective assessment of a company's attractiveness to a specific group of stakeholders relative to a reference group of companies with which the company competes for resources". Therefore, corporate reputation is the admiration and respect a person holds for an organization at a given point in time (Dowling, 2016).

Stakeholders are critical for forming reputation if we consider that each one relates and understands organizations and their actions differently (Fombrun et al., 2000; Dowling, 2016; Ravasi et al., 2018). Davies et al. (2003) classify stakeholders as internal (managers, employees, shareholders) and external (customers, suppliers, competitors, government, local communities, etc.). The importance of internal stakeholders for improving reputation has been studied by many researchers; tor example, Fombrun et al. (2000), Davies et al. (2003), Helm (2007, 2011), Davies et al. (2010), Olmedo-Cifuentes et al. (2014), Walsh et al. (2017) and Kim et al. (2019). They define *internal reputation* as "how perceptions of an organization form among internal stakeholders, based on what they actually think of their organization and on what they believe others think of their organization" (Harvey et al., 2021).

Among internal stakeholders, managers are quite important (Martínez & Olmedo, 2012), as well as investors (Alshammari, 2015), but employees are considered the most influential group in

contributing to the formation of corporate reputation through their interactions with other company stakeholders (Fombrun et al., 2000; Davies et al., 2003; Helm, 2007, 2011; Olmedo-Cifuentes et al., 2014; Schaarschmidt & Könsgen, 2019). Employees play two key roles in corporate reputation management. First, they perceive their employer's reputation through the way individuals external to the organization rate the corporate reputation of their company (Makarius et al., 2017), which influences employees' perceptions (Brown et al., 2006; Helm, 2011; Harvey et al., 2021). Frontline employees know how customers perceive their organizations through complaints or praise (Schaarschmidt & Könsgen, 2019). Moreover, external stakeholders partially assess employees according to corporate reputation rather than individual evaluations (Klein & Azzi, 2001). Consequently, the more positively employees believe their organization's corporate reputation is for external stakeholders, the more positive they feel towards their organization (Schaarschmidt & Walsh, 2018). Thus, they consistently identify with the organization, which increases their self-esteem (Helm, 2011), affective commitment and work motivation, and they will be more likely to try to maintain or raise their organization's reputation (Schaarschmidt & Könsgen, 2019).

On the other hand, employees act as "brand ambassadors" for their employers (Fisher-Buttinger & Vallaster, 2008) by promoting their products and services. They can affect clients' perceptions and experience of their organizations (Hatch & Schultz, 2003). Frontline employees particularly shape customers' perceptions in service organizations (Davies et al., 2003; Davies et al., 2010; Helm, 2011). Therefore, employees' views of their organizations can determine how external stakeholders perceive the organization (Kim et al., 2019; Harvey et al. 2021).

Employees must be willing to contribute to good organizational performance through supportive, friendly and helpful behaviors towards customers, by creating favorable impressions of their employers (Schaarschmidt & Könsgen, 2019) and avoiding anomalous behaviors. Likewise, they try to safeguard a reputable organizational environment (Schaarschmidt & Könsgen, 2019). Indeed, the greatest reputational leverage can be accomplished through employees (Fombrun et al., 2000), especially in people-intensive service organizations like educational firms where employees connect the company to its customers (Alexandrov et al., 2007) by influencing the firm's market performance (Fombrun, 1996; Davies et al., 2010). Consequently, employees holding a high level of perceived reputation seek to enhance the reputation of their organizations (Schaarschmidt & Könsgen, 2019). Therefore, employees have a recursive role in corporate reputation management (Schaarschmidt & Könsgen, 2019).

By reviewing measures of corporate reputation relevant to SMEs from academic sources (see López & Iglesias, 2010; Olmedo-Cifuentes et al., 2014) and prestigious institutions (Fortune, Reputation Institute, MERCO), reputation is measured through different dimensions. These dimensions evaluate certain organizational issues such as financial position, quality of management, human resource management, ethics, corporate social responsibility, leadership, products and services on offer, brand image, innovation or organizational culture, among others.

2.2 | Corporate reputation in educational cooperatives

Educational cooperatives are democratic societies with variable capital that bring together teachers and other staff that work in schools, providing teaching and/or complementary services to the community, within educational legislation. These companies place more emphasis on people than on capital, along with satisfying social objectives (Defourny & Laville, 2007; Monzón & Chaves, 2008; Chaves-Ávila et al., 2013) and promoting general interests over profit (Juliá, 2011). They create employment (SDG8), avoid discrimination (SDG5: gender equality, SDG8: promote

inclusive and sustainable economic growth, and SDG10: lessening social inequalities), encourage the disadvantaged to become more independent, and give access and support to economic resources (Martínez et al., 2020). Moreover, their key characteristics (democratic control, profit-sharing, job security, equity, social responsiveness, equal voting rights and social inclusion) facilitate their sustainability (Castilla-Polo & Sánchez-Hernández, 2020) and responsible behavior (Mozas & Puentes, 2010). Cooperatives manage human resources better than other organizations (Spear, 2000), because some employees are "owners" of the cooperative or working partners. Consequently, educational cooperatives are centers that usually integrate individuals into the organizations, generate gender equality and improve the smooth running of the cooperative through social cohesion, higher returns and volunteerism (Spear, 2000). For these reasons, they demonstrated stability during the prior recession (Birchal, 2013; Borzaga et al., 2017).

Other characteristics of educational cooperatives are (Chaves & Monzón, 2012): (a) the primacy of the individual and the social objective over capital; (b) voluntary and open membership; (c) the combination of members'/users' interests and/or general interests (society)[1]; (d) the defence and application of the principle of solidarity and responsibility; and (e) autonomous public management and independence.

In Spain, educational cooperatives provide educational services for nursery, primary and secondary schools and for vocational training, regulated according to national legislation on the curriculum and the knowledge that students must receive. The widespread introduction of new technologies, deregulation on a regional scale and parents' growing concern about education make standing out among one's competitors ever more difficult.

Reputation is a global perception from different stakeholders (Fombrun & Shanley, 1990; Roberts & Dowling, 2002; Feldman et al., 2014) which decisively influences schools' acknowledgement. Reputation plays a significant role in influencing customers' buying behavior (Tang, 2007). Hence, the number of students that attend a school and the number of potential teachers attracted to it are both affected by corporate reputation. However, the concept of school reputation has been scarcely developed in empirical studies (Skallerud, 2011)[2], especially if educational cooperatives are considered.

Schools' reputation may be better if they wish to increase their visibility and proximity to customers (Odriozola et al., 2015) as well as their trust (Spear, 2000; Côté & Belhouria, 2009), and if they intend to differentiate themselves from competitors (Feldman et al., 2014). Consequently, the creation and management of corporate reputation are fundamental for these organizations due to their influence on outcomes (Davies et al., 2003; Rindova et al., 2005). If reputation is well managed, it generates various benefits (Fombrun & Shanley, 1990; Feldman et al., 2014) such as increased perception by parents of the quality of services, revenues, financial performance (Snoj et al., 2007), differentiation and stakeholder satisfaction. These factors create the necessary conditions to generate competitive advantages (Barney, 1991; Hall, 1992).

On the other hand, schools are organizations with their own reputation, which can affect the self-definition and social relationships of customers (students and parents) (Keh & Xie, 2009). This is highly valued in some families and social classes, which is a key issue in educational cooperatives.

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[1] Because the school board is a governing body of the cooperative, where all stakeholders are represented (teachers, administration and service personnel, managers, and families of students).

[2] Whereas higher educational institutions' reputations have been widely studied (Standifird, 2005; Vidaver-Cohen, 2007; Safón, 2009; Brewer & Zhao, 2010).

A favorable corporate reputation also attracts generous investors and talented employees to the company (Fombrun & Shanley, 1990). This situation is intensified in educational cooperatives because part of the employees is working partners. Furthermore, cooperative status enhances employee commitment, motivation and engagement, guaranteeing a reciprocal convergence of objectives and interests between managerial team and staff (Côté, 2001). Consequently, educational cooperatives depend more on this intangible asset to their adequate smooth running than on traditional financial and physical means.

Teachers, parents and students are crucial stakeholders for schools (Odhiambo & Hii, 2012) and educational cooperatives, where some teachers are working partners. Students are the center of the school, and the quality of their education is the principal concern for school headteachers, teachers and parents (Odhiambo & Hii, 2012). Teachers are frontline employees and/or working partners who interact with two kinds of customers: direct (students) and indirect (parents). Thus, teachers are the main source of organizational success (Barney, 1991) and corporate reputation (Helm, 2011, 2013).

2.3 | Educational services: Teachers' views of corporate reputation

Teachers play a double role in reputation management: (a) they perceive the reputation of their organization from external stakeholders and other organization members, and (b) they configure reputation because they actively shape other stakeholders' perceptions of their organizations (Harris & de Chernatony, 2001) and influence customers and other stakeholders through their interactions (Davies et al., 2003; Helm, 2007, 2011). Employees' views of reputation therefore affect the global corporate reputation of the educational institution and its success.

Organizations must pay full attention to employees' alignment with organizational strategy to achieve strategic success, including shaping a strong reputation. Teachers help to form corporate reputation because they are their schools' physical representatives, and how they view their employers is likely to influence their work and interaction with customers (Davies et al., 2003; Helm, 2007, 2011). This reality involves training, motivating and instructing teachers to treat customers and other stakeholders properly to provide high-quality customer service. Teachers strongly influence the extent to which customers perceive an organization as being oriented towards them (Hurley & Estelami, 2007) or towards other stakeholders (Harris & de Chernatony, 2001). Therefore, they are the most relevant internal stakeholders in shaping a school's corporate reputation. Their own reputation is at stake (Sieg et al., 2012) as teachers' reputation affect a school's level of activity (numbers of students) and, consequently, its performance.

Educational cooperatives are not so different from other people-intensive service firms. To meet their objectives, they require a certain number of students, and these students and their parents may be attracted by a school's organizational identity and differentiation from other schools in terms of reputation. An organizational reputation that is consistent with that sought by the organization (Cravens & Oliver, 2006) can be obtained by encouraging staff to become more intensively identified with the organization. Satisfying teachers' psychological needs (De Roeck et al., 2013) by improving their morale and productivity is a way of achieving this (Feldman et al., 2014).

Consequently, it is important to know what dimensions and attributes affect teachers' views of corporate reputation (Martínez et al., 2013) and how to manage them in order to improve the outcomes that result from reputation.
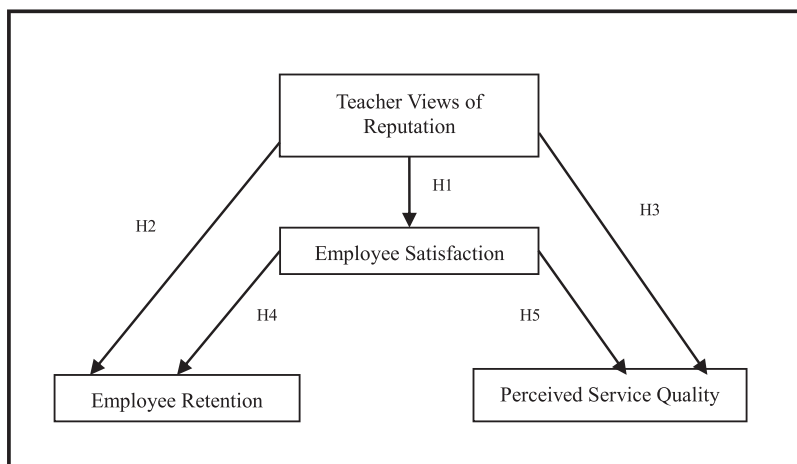
FIGURE 1   Research Model

2.4 | Effects of teachers' views of corporate reputation on behavioral outcomes: Research model and hypotheses

As corporate reputation has been shown to impact financial (Fombrun & Shanley, 1990) and behavioral outcomes such as employee satisfaction (Helm et al., 2010), employee retention (Chun, 2005; Martínez et al., 2013) and perceived service quality (Heskett et al., 1994; Walsh et al., 2009), we cannot rule out that employees' views of reputation can have similar effects.

Figure 1 presents the research model of this study, where the underlying premise is to analyze how reputation, viewed by frontline employees (teachers), leads to the above-mentioned outcomes. Employee satisfaction is also seen to influence internal and external behavioral outcomes.

2.4.1 | Employee satisfaction

This is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1300). Teachers' job satisfaction represents their emotional relations with their jobs and perception of the outcomes of the teaching task (Zembylas & Papanastasiou, 2004). Extrinsic sources of job satisfaction are school support, salary and status (Afshar & Doosti, 2016), as well as school administrators' leadership styles (Cerit, 2009; Kuepers, 2011). Intrinsic sources are feelings of belonging (Skaalvik & Skaalvik, 2011) and enjoyment, feelings of having positive influences on others' lives (Scott et al., 2001), good prospects for career advancement as well as a positive social climate at work (Lee et al., 2020). These two sources appear in Boyd et al.'s (2011, p. 237) results. They found that over 40% of dissatisfied teachers "identified dissatisfaction with administration as the most important factor". Consequently, not only working conditions, but also management's behavior should be carefully handled to achieve teacher satisfaction.

Theoretically, internal views of reputation are positively related with employee satisfaction (Davies et al., 2003) for three reasons. First of all, employee satisfaction is determined by several organizational factors with positive influences on the creation of corporate reputation, such as (Cerit, 2009; Büyükgöze-Kavas et al., 2014; Afshar & Doosti, 2016; Atmaca et al., 2020):

democratic management and servant leadership, social relationships (Bastida Vialcanet et al., 2017), professional collaboration (Duyar et al., 2013), positive school culture, a positive social climate at work (Lee et al., 2020), perceived organizational support and instructional strategies (structure), progress toward goals, conditions to achieve active work and good prospects for career advancement, work-life balance (Weale et al., 2019) or coherence with the cooperative's principles (Bastida et al., 2017), among others. Secondly, positive public recognition of an employer's reputation likely influences employees' evaluation of their workplace (Helm, 2011), and improves their job satisfaction. Thirdly, a favorable reputation results in psychological comfort (Helm, 2013) which, in turn, could affect social identification with the organization (Helm, 2013), self-esteem (Helm, 2011), motivation and greater work fulfilment, all of which increase job satisfaction.

Furthermore, organizations with a positive reputation are more desirable for job applicants, because they transmit powerful signals and information about organizational (working) conditions (Spence, 1974). Therefore, organizations can hire talented candidates (Fombrun & Shanley, 1990) with higher probabilities of their achieving job satisfaction.

Helm (2011) justifies that perceived corporate reputation has a strong impact on job satisfaction. Thus, if teachers work for a school whose reputation is perceived to be positive, their level of satisfaction will be greater. Therefore, we propose the following hypothesis.

Hypothesis 1: Teachers' views of corporate reputation have a positive impact on their job satisfaction in educational cooperatives.

2.4.2 | Employee retention

This refers to organizational policies and practices used to prevent valuable employees from leaving their jobs (Hong et al., 2012). Teachers are increasingly moving towards urban or public schools (Tamir, 2010). Teachers' views of their work, where reputation is very important, are closely related to their turnover intentions (Ladd, 2011; Helm, 2013). Positive reputation increases employees' emotional attachment, which can cause teachers to remain with the school. The more reputable a firm is, the fewer staff members intend to leave (Fombrun & Shanley, 1990; Fombrun, 1996; Mignonac et al., 2006; Martínez et al., 2013) because a good corporate reputation can increase employees' motivation, self-esteem and satisfaction (Elsbach & Glynn, 1996; Cable & Turban, 2003; Tymon et al., 2010). These benefits cause them to stay longer (Maertz & Griffeth, 2004), even with lower salaries (Dowling, 2016). In fact, corporate reputation influences the ways in which various stakeholders behave towards an organization, influencing employee retention (Chun, 2005). Moreover, employees are personally affected by the public's perceptions of their employers (Helm, 2011).

Reputable organizations draw the attention of more and higher-quality job applicants (Turban & Cable, 2003). Thus, they can select and hire talented professionals (Fombrun & Shanley, 1990) in accordance with their organizational conditions. The likelihood of retaining talented staff and finding satisfied employees is greater, thereby reducing turnover.

Following Chun's ideas (2005), the link between an employee's view of their company's reputation and their retention is expected to be in line with the following hypothesis.

Hypothesis 2: Teachers' views of corporate reputation have a positive impact on their retention in educational cooperatives.

2.4.3 | Perceived service quality

Education services are intangible (Alani et al., 2015) and difficult to measure because their outcome is reflected in the transformation of individuals' knowledge, characteristics and behavior (Tsinidou et al., 2010). Likewise, education services risk their reputation because stakeholders' interests can go unsatisfied, increasing the gap between stakeholders' expectations and a school's behavior (Power et al., 2009). For these reasons, service quality is critical to improve school reputation. This is calculated by measuring the discrepancy between customers' expectations and actual service performance (Ruyter et al., 1997). Therefore, it is difficult for current or potential customers to evaluate the quality of education services. To improve this, Parasuraman et al. (1991) analyze the conditions that are considered when forming expectations by proposing five service quality dimensions: tangibles, reliability, responsiveness, assurance and empathy, which have been widely used in previous studies (O'Neill & Palmer, 2001; Clewes, 2003; Gallifa & Batallé, 2010). A model for studying service quality in an education system is used to evaluate the total service environment, including the teaching component (Gallifa & Batallé, 2010).

In educational cooperatives, which provide their services in primary and secondary schools, students are not wholly capable of assessing service quality or transmitting enough information to their families to evaluate service quality. For this reason, teachers are key to identifying what is called perceived service quality. They are a part of the service provided, have specialised knowledge about the service quality derived from their academic studies and experience (Echchakoui, 2016) and have close contact with students and parents. They exchange impressions and opinions about the quality of teaching activities with both, configuring and sharing their perceived service quality. Therefore, teachers are aware of what aspects generate more satisfaction and expectations in families and students (Anastasiadou, 2018). This is not always service quality (the fulfilment of academic programmes and course contents, the achievement of standards, knowledge and skills and the optimum teaching-learning process, among others). Thus, it is important to highlight that teachers' and students' perceptions of service quality are different (Sandmaung & Khang, 2013; Lazibat et al., 2014; Dužević & Časni, 2015).

Furthermore, belonging to and working for an organization results in a clear public expression of employees' capabilities and values (Helm, 2011). Reputable schools try to provide highly perceived service quality to their customers. Therefore, teachers' affiliations with an educational cooperative may imply their working harder to improve perceived service quality because they are key actors in influencing their customers' experiences (Davies et al., 2010).

Likewise, as attitudes precede behavior, employees who think their company has a good reputation are more likely to provide a higher standard of service than those who work for less reputable competitors, thus improving perceived service quality. Therefore, their favorable reputational views cause them to perform positively at work, which increases service quality. To enhance quality, teachers also provide supportive behaviors towards customers (students and families), avoiding deviant behaviors and maintaining a reputable environment (Schaarschmidt & Könsgen, 2019).

Positive reputation provides more job applicants (Fombrun & Shanley, 1990), facilitating a more effective selection process and making it easier to hire more talented teachers with specialized knowledge about service quality and positive and objective perceptions of an educational cooperative's reputation. These teachers are predisposed to contribute to good performance, and they may work towards managing a school's perceived service quality.

In the services context, corporate reputation plays a strategic role because it is a sign of quality (Walsh et al., 2009; Feldman et al., 2014), which minimizes potential ambiguity before the buying process (Fombrun, 1996). In particular, corporate reputation is critical when analyzing high-risk services (technology and high intellectual capital services) (Gurhan-Canli & Batra, 2004), such as children's education. Therefore, we propose the following hypothesis.

Hypothesis 3: Teachers' views of corporate reputation have a positive impact on perceived service quality in educational cooperatives.

2.5 | Relationships among outcome variables

2.5.1 | Employee satisfaction and employee retention

If employees are satisfied with an organization and are consistent with its strategy and culture, their work-related feelings and evaluations are positive. Satisfied employees are more likely to keep their jobs because they are more productive at work (Chi & Gursoy, 2009; Curtis & Glacken, 2014), absent less (Kosteas, 2011) and display greater loyalty (Heskett et al., 1994). Their intention to leave their firms may not be as prevalent. In this sense, teachers satisfied with their jobs stay with their schools longer (Rust et al., 1996; Stockard & Lehman, 2004; Ladd, 2011; Skaalvik & Skaalvik, 2011). Job satisfaction consequently has a significant and positive influence on teacher retention (Griffith, 2004; Tickle et al., 2011; García Torres, 2019). On the other hand, dissatisfied employees tend to be absent or leave their jobs more often than satisfied staff (Rusbult et al., 1988).

As schools are knowledge-intensive organizations which require a highly trained workforce, they must invest in training their staff. In this sense, Spanish educational cooperatives have a mandatory fund: an education, training and promotion fund to promote the creation of intellectual capital among their members. Thus, educational cooperatives attempt to motivate and retain employees to maintain and increase their intellectual capital (Martínez et al., 2013). Furthermore, employee turnover represents a substantial cost for firms in both tangible and intangible terms because it seriously hinders efficient and effective customer service, undermines competitiveness (Alexandrov et al., 2007) and damages a company's reputation (Hendrie, 2004). Therefore, we propose the following hypothesis.

Hypothesis 4: Employee satisfaction have a positive impact on employee retention in educational cooperatives.

2.5.2 | Employee satisfaction and perceived service quality

In service firms, there are information asymmetries due to the intangibility of the services offered, which increase in high-risk services (such as education). Stakeholders therefore use different informational signals to generate their expectations about a firm's ability to satisfy their interests (Fombrun & Shanley, 1990; Brammer & Pavelin, 2006).

During the service process, employees play a vital role in delivering quality, especially with in-service industries (Zeithaml & Bitner, 1996). Satisfied employees gain resources which eventually energize and engage them to refocus on work which produce greater quality performance in right time (Shah et al., 2012). Then, satisfied employees are more likely to provide good

customer service (Heskett et al., 1994) and quality service (Yee et al., 2008). Consequently, customers' perceptions of service quality are affected by the behavior of relevant service personnel (Zeithaml et al., 2006), and this personnel's internal views of reputation. Therefore, employees play a key role.

In fact, satisfied employees usually stay longer in their organizations and get to know their customers better, which results in the generation of positive interactions among them (Heskett et al., 1994). This enables: (a) the provision of higher levels of expected services (Burke, 1995) because customers feel they have received the outcomes they expected and deserved; (b) better employee-customer relationships because by recognising customers' patronage and loyalty, employees obtain better feedback about their perceptions of provided service quality; (c) the development of voluntary extra-role behaviors, which improves service quality.

Teachers' job satisfaction is also linked to the outcomes of the teaching task (Zembylas & Papanastasiou, 2004), with perceived service quality as an important after-effect. Consequently, we propose the following hypothesis.

Hypothesis 5: Employee satisfaction have a positive impact on perceived service quality in educational cooperatives.

3 | METHODOLOGY

This study seeks to improve corporate reputation management from inside an organization because teachers' views of corporate reputation can improve other behavioral outcomes in education services. Path analysis was performed to test the different hypothesized relationships in the research model.

3.1 | Research context

We used the education sector to test our hypotheses because it offers services that may be differentiated through reputation, and where teachers play a key role. In 2017, there were 31,914 schools in Spain, of which 9,951 were private or state-subsidized schools (Spanish Ministry of Education, 2020). These schools employed 233,051 teachers and were attended by 25.6% of all students (Spanish Ministry of Education, 2020). Of these entities, around 600 were educational cooperatives in which 13,495 are working partners and 13,200 employees (UECOE, 2020). This research focusses on state-subsidized educational cooperatives because they are more interested in our study objective.

3.2 | Data collection and sample

Data were collected from 101 SME educational cooperatives (16.8% of all Spanish educational cooperatives) using a purposive sampling (Etikan et al., 2016). Questionnaires were sent via the educational cooperatives' directors and were administered to teachers, who had previously been school secretaries and who agreed to support this research. The choice was based on the fact that they had welcomed and assisted parents in previous periods (Lemmer & Van Wyk, 2004)

TABLE 1 Dimensions and items of teachers' views of corporate reputation

Dimensions of teachers' views of corporate reputation	Measurement items
Quality of management	Management team is committed to student learning
	Management team is recognized for their good work by teachers and parents
Innovation	Your school is a pioneer in introducing new technologies
	Your school is a pioneer in introducing new services
Culture	School employs teachers with specific knowledge and skills according to the job they do
	School provides teachers with the necessary resources to achieve their maximum productivity
	Management team has an ethical commitment with the values transmitted to students
	Cultural values and beliefs are shared by the members of the school
Leadership	Your school is respected by other education centers
	Your school has a high degree of credibility in the provision of education services

Source: Martínez et al. (2013).

and could currently maintain contact with them. Complementary, school secretaries are students' principal providers of assistance (Coley & Dwivedi, 2004). Therefore, they know families and students' views (about service quality and other highly valued concerns), employees' views (about reputation, satisfaction, retention) and educational cooperatives' missions, visions and strategies (management of human resources, corporate reputation, organizational culture and profitability, among other things).

All the participants were informed about the research purpose and gave their consent. In all, 101 valid questionnaires were obtained from teachers. Most of the respondents are worker-partners of the educational cooperative. Their average age is 37 (65%), and 68% are female. Their average tenure is 9 years, and they teach in nursery, primary and secondary schools.

3.3 | Measures

All the participants responded to a self-administered questionnaire that consisted of five groups of questions: demographic characteristics, teachers' views of reputation, perceived employee satisfaction, responsiveness of employee retention and perception of service quality. *Teachers' Views of Corporate Reputation* was measured on the scale proposed by Martínez et al. (2013) in Spanish educational organizations, which followed the usual validation procedures: an exploratory factor analysis (EFA) of the principal components and a confirmatory factor analysis (CFA). The definitive proposed scale has four dimensions: Quality of management, Innovation, Culture and Leadership (see Table 1).

These dimensions are considered important in managing reputation because they reflect how the schools that differ in student learning are guided by decisive leaders who significantly contribute to staff effectiveness, offer suitable space, resources and facilities for teaching and search for innovative and quality teaching and learning for students (Odhiambo & Hii, 2012).

Teacher satisfaction refers to a "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (Zembylas & Papanastasiou, 2004, p. 436). To achieve this, teachers need to have feelings of self-fulfilment and accomplishment (Bogler & Nir, 2012), participate in decision-making and help define job conditions (Bogler & Nir, 2012). According to this proposal, and by considering some pre-existing measures created by Dinham and Scott (1998) and Scott and Dinham (2001), the questionnaire was adapted to identify some key issues appearing to influence teacher satisfaction. Teachers' satisfaction with their schools was measured by three different dimensions (Table 2): (a) the core business of teaching factors, which include student achievement and professional self-growth (two items); (b) school-level factors, which reflect the influence of teachers' specific and varied-in-school experiences; and (c) system-level or societal factors.

The *Employee Retention* measure includes five items (Table 2): empowerment, compensation, training, development and appraisal system, adapted from Minjoon et al. (2006). Hong et al. (2012) used this scale to find out the impact of university lectures on retention.

Perceived service quality is measured using the model of Parasuraman et al. (1991) by considering and redefining five dimensions of service quality in education (Gallifa & Batallé, 2010) (Table 2): (a) tangibles: physical facilities, equipment, appearance of personnel; (b) reliability: the ability to perform the promised service dependably and accurately according to the school's ideology and reflecting on the training process, academic services, the curriculum structure and optional subjects; (c) responsiveness: the speed and quality of response from the institution and its staff, or the agility in common processes and attention to incidents; (d) assurance: teachers' professionalism, knowledge of service and courtesy, and their ability to convey trust and confidence; (e) empathy: the school's capacity to understand students' needs and its ability to respond to them. Service quality is measured by employees' perceptions (not customers' perceptions) of the quality of the provided service for several reasons. Firstly, parents have difficulties in properly detecting the real quality of education services (which are intangible and difficult to measure) and their effects on their children's education. It is even more difficult for children to evaluate service quality, especially at early ages, because they are not wholly capable of doing it or transmitting enough information to their families. Secondly, as service delivery is provided through the interaction between employees (teachers) and customers (students and parents), frontline staff can observe whether clients are satisfied with the provided service, which influences their customers' experiences (Davies et al., 2010). Additionally, as employees form a part of the service provided, they may know how other teachers and departments develop their activities in order to support perceived service quality. Thirdly, an increased service quality level requires the ability to understand customer perceptions and expectations (Zeithaml & Bitner, 1996), exactly as teachers do, because they have close contact with students and parents. Therefore, they can configure and share families' and students' perceived service quality. For these reasons, Lee et al. (2012) considered the usefulness of employees' perceptions because they are well placed to assess service quality. Fourthly, in education services, teachers are aware of the quality they offer since they have specialised knowledge about service quality derived from their academic studies and experience. Furthermore, they are interested in comparing their educational cooperatives' service quality with those of other educational institutions to preserve their own satisfaction, and their social and professional recognition. Fifthly, previous research (Gallifa & Batallé, 2010) has used a model to study service quality in education systems by considering the total service environment, where teachers have more information and better assessment capacity. Therefore, the teaching staff's perceptions of service quality seem appropriate for this research.

T A B L E 2 Constructs, dimensions and items of consequences of teachers' views of corporate reputation

Construct	Dimensions of construct	Measurement items
Employee satisfaction		Overall, you are satisfied with your current school and teaching activities
		The school provides teachers with the capacity to effectively manage arising problems
		Teachers are treated equally by the school
		Overall, you are satisfied with your students' successes
Employee retention		You are prepared to put in a great deal of effort beyond what is normally expected to help this school be successful
		You plan to make this school your own career
		You feel plenty of loyalty to this school
		This is the best school for you to work for
		You would recommend this school to a friend if he/she was looking for a job
	Tangibles	Your school has adequate educational, recreational and sporting facilities
		Your school has adequate IT resources for students' needs
		Your school properly manages its resources and capabilities
	Reliability	Education is based on the school's ideology:
		a) A democratic and participatory management style
		b) Autonomy and freedom
		c) Cooperation, mutual support and teamwork
		d) Innovation
		e) Links with the social and natural environment
		f) Commitment to dialogue, respect and tolerance
Perceived service quality	**Responsiveness**	Students and parents' needs are adequately addressed
		Parents are properly informed about students' evolution
		Your school and its teachers offer a quick and appropriate solution to the problems that arise in classrooms
	Assurance	Teachers are committed to student learning
		Managers properly apply the rules of the school's functioning
		Each activity performed by each teacher according to the ideology of the center is evaluated
		Parents send their children to this school on the recommendation of other parents
	Empathy	Education is based on each student's optimal personal performance
		Incidences of students are collected when they occur (lack of attendance, problems with other students, etc.)
		School provides extra services (dining, transport, etc.) and extracurricular activities (music, dancing, etc.)

Source: The authors.

Hence, all the variables adapt to the specific characteristics of the education sector. Respondents' replies were given on a seven-point Likert scale (1 = completely disagree and 7 = completely agree). Control variables are also included, coming from demographic variables. These variables are age, gender, the tenure in the school, and level of teaching (nursery, primary, secondary, and vocational training).

3.4 | Analysis

The preliminary analyses of the descriptive statistics (means and standard deviations), as well as the bivariate correlations among variables, were calculated using SPSS 23.0.

Path analysis was performed to test the different relationships proposed in the research model using AMOS 18. The maximum likelihood method was used because it provides consistent, efficient and unbiased estimates (Hair et al., 2009).

Initially, the proposed construct gave an acceptable fit, and it was not necessary to re-specify it. To estimate the model, we created normalised scores to obtain a global measure of each variable.

3.5 | Potential bias

This analysis relied on data from single response surveys with self-administered questionnaires, thus common methods bias was possible. To evaluate this potential bias, we performed two different actions. Firstly, a post hoc analysis using Harman's single-factor test, as suggested by Podsakoff and Organ (1986) and Podsakoff et al. (2003). Secondly, we checked whether the difference between the chi-squares obtained from the first and second confirmatory factor analyses (e.g., $\Delta\chi^2$) was bigger than the chi-square value at a degree of freedom of 1 and at a significance level of $p < 0.01$.

We also tried to ensure that potential common method bias would not be a problem by sending a cover letter to those taking part in the survey, explaining that the questions were subjective, therefore based on their opinions, and that they should feel free to answer as honestly as possible since the questionnaires would be treated confidentially. In addition, the questionnaire was organized with the different variables (dependent and independent) separated into clearly defined sections, and the objective measures for all our variables were provided (Podsakoff et al., 2003).

4 | RESULTS

Our central research objective was to analyze the effects of teachers' views of corporate reputation on organizational outcomes, as well as the relationships among those outcome variables.

The descriptive statistics are presented in Table 3. The reliability and validity of the scales were tested with Cronbach's alphas, which were between 0.77 and 0.90.

The convergent and discriminant validity of the measures was also checked using a confirmatory factor analysis (CFA) developed with AMOS 18. A summary of the results is presented in Table 4. Reliability is assured because the thresholds of composite reliability (CR) for all the constructs are above 0.7 (Hair et al., 2009). Convergent validity is tested with standardized coefficients of the CFA (higher than 0.50) and the average variance extracted (AVE) (higher than 0.5 and lower than the CR) (Hair et al., 2009), showing acceptable values. Discriminant validity

TABLE 3 Descriptive statistics (means and standard deviations) and correlations

	Mean	SD	Cronbach's α	1	2	3	4
1. Teachers' views of reputation	5.60	0.93	.804	–			
2. Employee satisfaction	5.84	0.98	.767	.601**	–		
3. Employee retention	4.21	2.02	.829	.285**	.298**	–	
4. Perceived service quality	5.81	0.78	.898	.669**	.541**	.250**	–

**$p < 0.01$. N: 101 teachers

is established when the AVE is higher than the squared correlations of the constructs (Hair et al., 2009). Again, good standards were obtained. Therefore, the convergent and discriminant validity of the measures are verified.

Table 5 shows the standardized estimates of the proposed constructs and their significance in a one-tailed test. It also demonstrates the associated goodness-of-fit indices (GFI, AGFI, NFI and CFI). These results are satisfactory and enable us to conclude that the model's fit is good.

To test the potential bias, the Harman one-factor analysis with an unrotated factor solution and the principal component analysis with varimax rotation were performed, and they show five factors, with the first factor accounting for 39.83% of 80.73% explained variance. Moreover, the $\Delta\chi^2$ between the first and second confirmatory factor analyses is higher than the chi-square value at the degree of freedom of 1 and at the significance level of $p < 0.01$ (i.e., 7.87). Both results suggest that the common method variance bias is not an important problem and should not influence the results.

Some control variables have been introduced in the model (age, gender, tenure, level of teaching – nursery, primary, secondary...), without any variation in the results.

4.1 | Findings on the effects of teachers' views of corporate reputation on behavioral outcomes

The results indicate that teachers' views of corporate reputation have a direct, positive and significant effect on the behavioral outcomes: employee satisfaction, retention and perceived service quality, as supported by Hypothesis 1, 2 and 3, respectively (Table 5). In particular, when teachers hold a positive view of their school's reputation, they feel more satisfied, which supports Hypothesis 1. The quality of management, innovation, culture and leadership developed by the educational cooperatives influence the emotional relationship of teachers with their job experiences. It can be expected that the recognition from customers (mainly parents) and the public in general towards educational cooperatives perceived to be superior will be reflected in how stakeholders personally treat teachers, which affects teachers' social and professional prestige and, thus, their satisfaction. Therefore, teachers enhance the evaluation of their workplace (Helm, 2011), experience psychological comfort, reflected in self-esteem (Helm, 2011), social identification with the organization (Helm, 2013), motivation and greater fulfilment, which improves their attitudes towards their job and customers.

Regarding employee retention, teachers' positive views of corporate reputation have a significant effect on employees' desire to stay longer at their schools, which lessens their turnover intentions. Thus, Hypothesis 2 is supported. Teachers with positive views of corporate reputation are more satisfied employees (as the previous hypothesis confirms), and feel more psychologically comfortable (Elsbach & Glynn, 1996; Cable & Turban, 2003; Tymon et al., 2010). They enjoy

TABLE 4 Summary of the results of the confirmatory factor analysis

	Standardized regression weights	CR	AVE	Squared correlations 1	Squared correlations 2	Squared correlations 3	Squared correlations 4
1. Teachers' views of reputation	From .581 to .757	.857	.602	–			
2. Employee satisfaction	From .546 to .799	.858	.607	0.361	–		
3. Employee retention	From .563 to .804	.911	.675	0.081	0.089	–	
4. Perceived service quality	From .687 to .866	.944	.772	0.448	0.293	0.063	–

CR: Composite reliability; AVE: average variance extracted

TABLE 5 Path analysis results and fit measures of the research model

			Standard regression weight			Standard error	Critical ratio	P **
TVCR*	→	Employee satisfaction	.685			.057	12.691	.000
TVCR*	→	Employee retention	.398			.139	3.394	.000
TVCR*	→	P. service quality	.614			.058	8.304	.000
Employee satisfaction	→	Employee retention	.331			.151	2.822	.005
Employee satisfaction	→	P. service quality	.321			.063	4.337	.000
Model Fit	χ^2	df	P	χ^2 / df	GFI	AGFI	NFI	
	.506	1	.477	.506	.997	.975	.999	
					CFI	PNFI	RMSEA	Hoelter .01
					1	.166	.000	1311

*TVCR: Teachers' views of corporate reputation.

**One-tailed test.

superior social and professional prestige and recognition among parents (customers) and society in general. They also receive better behavior from various stakeholders (Klein & Azzi, 2001; Chun, 2005). Moreover, the selection process of reputable educational cooperatives provides talented and well-suited teachers. Likewise, teachers expect to "bask in the reflected glory" of their schools' social position (Helm, 2011). Therefore, teachers usually remain in their current educational cooperatives.

Finally, teachers' positive views of corporate reputation also improve perceived service quality because they attempt to provide what customers and their school expect. They avoid deviant behaviors, provide supportive behaviors towards customers (students and families) and maintain a reputable environment (Schaarschmidt & Könsgen, 2019). Furthermore, teachers' behaviors and views have a strong impact on customers' evaluations (parents and students) (Davies et al., 2010). Consequently, teachers maintain, and even improve, the reputation of educational cooperatives (and their own views of their schools), reflected in perceived service quality. Finally, joining and working for a school means becoming a public expression of its values and capabilities (Helm, 2011), where perceived service quality is a key element. Therefore, teachers' views of corporate reputation positively increase perceived service quality, which confirms H3.

4.2 | Findings on the relationships among behavioral outcome variables

This study also analyses the interrelationship among behavioral outcome variables, so Hypotheses 4 and 5 can be accepted. Employee satisfaction has a positive and significant influence on employee retention (Hypothesis 4). The more satisfied (and motivated) teachers feel in their jobs, the lesser their turnover intentions, and the more likely they are to remain in their current schools (Rust et al., 1996; Stockard & Lehman, 2004; Ladd, 2011; Skaalvik & Skaalvik, 2011). Positive recognition of the workplace facilitates psychological well-being, pride, commitment, concentration and high wish-fulfilment, which, along with social and professional prestige, help retain teachers at educational cooperatives.

The relationship between employee satisfaction and perceived service quality (Hypothesis 5) is also significant. This confirms the idea that satisfied employees perceive they must provide better service because they are interested in maintaining their educational cooperative's reputation as well as their own social and professional prestige. Their behaviors are key to customers' evaluations (Davies et al., 2010) and perceived service quality. They can even offer better service, probably as a result of increased customer knowledge and the extra-role behavior of adequately solving customers' problems to provide the best educational development to students, ensuring that the school runs smoothly.

4.3 | Mediation effects

We also consider the possible mediating effect of employee satisfaction in the model according to the bias corrected (BC) bootstrap methodology of Preacher and Hayes (2008), where estimates are based on 2,000 bootstrap samples. The indirect effect of employee satisfaction on the relationship between teachers' views of corporate reputation and employee retention is 0.260 (standardized coefficient), with 95% likely to range from 0.045 to 0.473 ($p = 0.020$). Therefore, it is significant as no zero occurs within the interval, and the standardized effect is included in it.

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The relationship between employees' views of corporate reputation and perceived service quality is also mediated by employee satisfaction. In particular, the indirect effect is estimated at 0.252, with 95% likely to range from 0.108 to 0.406 ($p = 0.002$), which therefore makes it significant.

However, the direct effect of employees' views of corporate reputation on employee retention and perceived service quality is stronger than the indirect effect through employee satisfaction, which confirms the importance of corporate reputation as an asset that can achieve better results than other variables, such as employee satisfaction.

5 | DISCUSSION

In the educational cooperative context, our objective was to explore the influence of teachers' views of corporate reputation on behavioral outcomes such as teacher satisfaction and retention, along with the perceived service quality provided. We took the perspective of employees, because they play two key roles in corporate reputation management. They perceive the organization's reputation through their close interaction with customers (students and their families) and other stakeholders. Simultaneously, they configure the corporate reputation basing on their thinking of the organization (Harvey et al., 2021). Their schools' views influence their interaction and work with customers (Davies et al., 2003; Helm, 2007, 2011) and other stakeholders. Therefore, this study enables us to highlight the key role that teachers' views of corporate reputation play in educational cooperatives management in general, and in reputation management in particular. Therefore, managers must know how to handle employees' views of corporate reputation, focusing on internal stakeholders.

Teachers' views of corporate reputation strongly and positively influence three behavioral outcomes: employee satisfaction, retention and perceived service quality. The better teachers' views of corporate reputation are, the more satisfied and the more secure they feel and the better-quality services they perceive. These positive effects have a decisive role in service organizations, confirming a win-win paradigm for schools.

Consequently, managers should consider paying more attention to how their employees perceive and configure their educational cooperative's reputation, rather than focusing only on external stakeholders. Teachers' views of corporate reputation explain the variation in behavioral outcomes. Therefore, headteachers may wish to take steps to improve employees' views of corporate reputation. Additionally, headteachers should manage and strive to increase employee satisfaction because it develops emotional and personal well-being which enhance talented employee retention and perceived service quality. These are key for the smooth running of educational cooperatives. School managers must also focus on the stabilisation of talented teachers since they can create intellectual capital at schools, facilitate the introduction of innovative teaching methods and projects (very attractive for students and their families) and reduce important costs due to turnover. As well as this, perceived service quality may be enhanced thanks to continuous interaction with customers as part of the service provided. Although the considered outcomes can be improved by using other alternatives (e.g., increasing salary, enriched job content, training or cooperation, etc.), school managers may obtain better and longer-lasting results by enhancing teachers' views of their organization's reputation.

5.1 | Limitations and future research

This is the first empirical study to examine teachers' views of corporate reputation in education services and their organizational effects in cooperatives. The results should be accepted cautiously because several limitations and future research paths need to be considered. Firstly, it is necessary to estimate the model with other samples to generalise the results and the final model obtained. Secondly, an important variable, such as financial performance, is not included because it is difficult to obtain educational cooperatives' financial statements. Finally, the dimensions of teachers' views on reputation and their components that are relevant today may change because of either the evolution of educational principles, the culture of key stakeholders or the effects of the COVID-19 pandemic. Thus, the scale would need to be retested in different contexts and revalidated with time. All these limitations may be explored in further research.

6 | CONCLUSION

By way of conclusion, we highlight that teachers' views of corporate reputation are relevant for managing educational cooperatives in regards to employees and quality service. Teachers' views of corporate reputation positively influence three behavioral outcomes: employee satisfaction, retention and provided service quality. These findings support previous research, which defends that corporate success often depends on how managers develop an integrated package of policies to systematically build intangible assets, such as corporate reputation (Goldberg et al., 2003). These findings consider internal reputation, which is central to the management of corporate reputation. They also point to the double role employees play in corporate reputation management. Additionally, this study highlights the role of internal reputation in knowledge-intensive organizations, covering the gap related to their management and behavioral effects. This research also confirms teachers' views of corporate reputation must be included in school strategies and should be considered a strategic tool to manage and optimize organizational outcomes.

Additionally, this study shows different scales for measuring behavioral and reputational variables, which could help school managers to evaluate these variables and provide adequate management strategies. HR departments could improve teachers' satisfaction and retention by means of the adequate management of teachers' views of corporate reputation. Finally, the rankings of educational institutions (external perceptions) and teachers' views of corporate reputation are key to managing external stakeholders' reputation in educational cooperatives.

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