





# Proposing a Paradigmatic Model of Organizational Culture in Iraqi Schools

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### ABSTRACT

**Objective:** The objective of the present study is to propose a localized model of organizational culture in the schools of Wasit County, Iraq, emphasizing the identification of cultural dimensions and components relevant to these schools.

**Methodology:** The research methodology is qualitative, applied in terms of purpose, and exploratory in terms of data type. The statistical population for the qualitative section of the study consists of 30 educational experts and school administrators from Wasit County, Iraq. These individuals were selected as the target population due to their profound experience and knowledge in organizational culture and educational management. Purposeful sampling was employed to select 30 participants from this expert community. Data collection was conducted through semi-structured interviews in the qualitative phase, and data analysis was carried out using Maxqda software.

**Findings:** The findings indicate that organizational culture in the schools of Wasit County encompasses multiple dimensions, the most significant of which include "educational values," "organizational cohesion and interactions," "commitment and responsibility," and "educational leadership." Ultimately, based on the findings, a paradigmatic model was developed grounded in the Strauss and Corbin model. It can be concluded that the organizational culture in Iraqi schools requires several components to enhance and promote its development.

**Conclusion:** Therefore, planners can utilize the findings of this study to design organizational culture programs for schools, enabling a deeper understanding of organizational culture.

**Keywords:** *organizational culture, schools, grounded theory, educational quality.*

## 1 Introduction

Organizational culture, as one of the key factors in organizations, has been extensively studied and is recognized as a critical element in guiding and implementing organizational strategies (Kumar, 2025). Organizational culture in organizations functions as the personality of a human being—a phenomenon that operates invisibly, unites individuals' thought structures, provides meaning and direction to activities, and motivates members of the organization to perform their duties (Vatan et al., 2024; Winata, 2024). However, despite the extensive research on organizational culture in various organizations, there remains a lack of studies focused on the organizational culture of schools and models tailored to their specific needs (Alaei et al., 2024; Mosadeghrad et al., 2023; Rahimi et al., 2023). Each school possesses a unique culture shaped by a set of customs, norms, and ethical codes that influence the behaviors and relationships of its members. This culture encompasses norms, values, beliefs, customs, symbols, and stories that form the character of a school, directly impacting its quality and success (Mikusova et al., 2023; Pedraza-Rodríguez et al., 2023).

Organizational culture, as a complex and multidimensional phenomenon, plays a significant role in shaping the identity and performance of organizations. It comprises a set of values, beliefs, norms, customs, and practices that subconsciously guide the behavior of organizational members, giving the organization a distinct identity (Schein, 2010). Organizational culture can act as either a facilitator or a barrier to achieving organizational goals, exerting a broad influence on productivity, work quality, employee satisfaction, and even financial performance (Bockius & Gatzert, 2023). For this reason, understanding and analyzing organizational culture is of critical importance to any organization.

In the field of education, the organizational culture of schools plays a vital role in directing educational and developmental processes. A school, as an educational and developmental institution, requires a strong and cohesive organizational culture that not only guides students toward growth and excellence but also provides a constructive and supportive environment for staff (Assoratgoon & Kantabutra, 2023). In addition to fostering cohesion and harmony among members, organizational culture in schools can enhance educational quality, improve relationships among administrators, teachers, and students, and create a positive and motivating work environment (Pavlidou &

Efstathiades, 2021). Research shows that a desirable organizational culture in schools can have significant impacts on the behavior of students and staff, driving them toward greater learning, collaboration, and coordination (Pedraza-Rodríguez et al., 2023).

In other words, a positive organizational culture in schools can help students develop a passion for learning and participate in educational activities with greater motivation. Similarly, this culture can enable staff to work in a positive and supportive environment, contributing to the improvement of educational quality (Assoratgoon & Kantabutra, 2023).

Given the broad implications and importance of organizational culture in educational environments, examining and identifying the dimensions and components of organizational culture in schools, especially in specific geographical contexts such as Iraq, is crucial. School culture can be influenced by various factors, such as national culture, subcultures, and internal and external components, all of which play a significant role in shaping the direction and success of a school. Neglecting these components may lead to challenges such as cultural incoherence, weakening the identity of students and staff, and reducing the quality of education and learning (Taslimi & Farasatkah, 2021).

In different countries, the organizational culture of schools is influenced by cultural, social, and environmental factors. For example, in Iraq, cultural diversity and environmental influences present significant challenges for educational managers and planners. Schools in this country require a localized cultural model that aligns with the cultural and social conditions of the environment. The cultural model for schools in Iraq should not only enhance the quality of education but also preserve and strengthen students' cultural identity (Mikusova et al., 2023).

In previous studies, most research has focused on analyzing organizational culture in industrial and service organizations, with limited attention given to schools and educational institutions. Furthermore, many of these studies have adopted quantitative approaches, utilizing cultural models from other organizations rather than developing localized cultural models (Farasatkah & Taslimi, 2016). Schools, however, due to their unique characteristics, require tailored cultural models that align with their cultural and social ecosystem.

In Iraq's schools, cultural diversity and environmental influences can create significant challenges for educational managers and planners. One major challenge is the failure to recognize cultural diversity and the specific needs of each

school. The mismatch between school culture and the cultural and social needs of the environment may lead to the loss of school cultural identity and educational challenges. Moreover, neglecting the dynamic role of culture in school development and the lack of alignment between school and family culture can cause issues for students, such as reduced motivation, a sense of instability, and a lack of belonging to the educational environment (Assoratgoon & Kantabutra, 2023).

On the other hand, acknowledging the individual capabilities of students and staff is an integral part of a successful organizational culture. Some schools overlook these capabilities, attempting to mold students into fixed and predetermined patterns, which can diminish creativity and potential (Farasatkah & Taslimi, 2016). Strengthening a positive organizational culture, however, can increase trust and collaboration among school members, enhance educational quality, and create a dynamic learning environment (Assoratgoon & Kantabutra, 2023).

Various studies have explored organizational culture. Taslimi and Farasatkah (2021) identified seven components of school organizational culture: (1) student academic culture, (2) general societal culture—including family and media, (3) curriculum content and educational opportunities, (4) leadership style of school principals, (5) teacher professionalism and professional development, (6) the educational system and governing ideology, and (7) school facilities and resources (Taslimi & Farasatkah, 2021). Mahmoudi Sardareh et al. (2021) concluded that the education system can strengthen school organizational culture by leveraging connections with other organizations to acquire resources such as land, labor, materials, and capital, and by harnessing teachers' and students' decision-making, skills, and talents for designing and managing new cultural initiatives (Mahmoudi Sardareh et al., 2022).

Ebrahimzadeh and Nazem (2018) identified four competencies: individual, interpersonal, managerial, and scientific-professional, all of which significantly and positively impacted school principals' competencies, with managerial competencies having the most influence. Akpa et al. (2021) found that a clear articulation of work ethics and shared beliefs and values among organizational members fosters a sense of identity, which increases work commitment and improves performance (Ebrahimzadeh & Nazem, 2019).

Research underscores that organizational culture is unique to each organization, and a single cultural model cannot be applied universally. This necessitates the

development of localized cultural models tailored to each organization, particularly schools (Mikusova et al., 2023). Accordingly, the present study aims to develop and propose an organizational culture model for Iraqi schools by identifying the specific components of their organizational culture to enhance educational quality and school success. The primary goal of this research is to propose a paradigmatic model of organizational culture for schools in Iraq.

## 2 Methods and Materials

The present research employed a qualitative methodology, categorized as applied research in terms of its purpose and exploratory in terms of its data type. The statistical population for the qualitative phase consisted of 30 educational experts and school administrators from Wasit County, Iraq. These individuals were selected as the target group for the qualitative study due to their extensive experience and profound knowledge in organizational culture and educational management. Purposeful sampling was used to select 30 participants, which included school administrators and individuals with significant expertise in school organizational culture.

The data collection instrument for the qualitative phase was semi-structured interviews. These interviews included open-ended questions designed to explore the dimensions and components of organizational culture in schools. The interview questions were formulated based on grounded theory methodology and were refined and supplemented during the interview process. Data analysis was performed using Maxqda software.

## 3 Findings and Results

Given the research objective of identifying the components of organizational culture in Iraqi schools, purposeful sampling was employed to ensure the selection of experts most closely related to the domain of organizational culture. As a result of the purposeful sampling process, theoretical saturation was achieved after conducting 23 interviews.

Initially, 2,331 key sentences or phrases were extracted from the interviews and coded at the first level, yielding 295 codes. Subsequently, these first-level codes were reduced to 101 codes through second-level coding. A sample of first- and second-level coding from the interviews is presented in Table 1.

**Table 1***Extraction of Concepts from Second-Level Codes*

Second-Level Codes	Frequency	Corresponding First-Level Codes
Promotion of Values and Principles	2	P189, P190, P191
Creating a Participatory Environment	1	P250
Individual Development and Growth	2	P113, P114
Trust and Collaboration	4	P194, P195, P196
Change Management	7	P229, P230, P231, P232, P233, P234, P235
Inspiration and Motivation	3	P23, P24, P25
Resource Management	3	P251, P252, P253, P254
Defining Approach and Priorities	4	P258, P259, P260, P261
Decision-Making	3	P01, P02, P03
Enhancing Organizational Identity	3	P77, P78
Organizational Behaviors and Ethics	3	P04, P05
Encouraging Collaboration and Interaction	1	P06
Facilitating Change	2	P07, P08
Increasing Skills and Knowledge	5	P09, P10, P11, P12, P13
Empowering Members	1	P53
Promoting a Learning Culture	1	P161
Increasing Satisfaction and Commitment	2	P14, P15
Reforming Organizational Culture	1	P16
Facilitating Communication	1	P34
Defining Decision-Making Pathways	3	P277, P281, P283
Increasing Productivity	2	P289, P279
Responding to Environmental Needs and Conditions	1	P278
Providing Behavioral Models	1	P35, P36, P37, P38
Encouraging Collaboration and Interaction	5	P214, P215, P216, P217, P218
Promoting Values and Ethics	7	P39, P40, P41, P42, P43, P44, P45
Increasing Information and Transparency	5	P46, P47, P48, P49, P50
Professional Development and Training	2	P66, P67
Creating an Educational Culture	2	P68, P69
Utilizing Technology	1	P70
Forming Committees and Working Groups	1	P219
Encouraging Criticism and Suggestions	1	P213
Participation in Decision-Making	4	P194, P195, P196, P220
Developing a Participatory Culture	1	--
Using Diverse Educational Resources	7	P162, P163, P164, P165, P166, P167, P168
Promoting a Learning Culture	5	P170, P171, P172, P20, P21
Using Educational Technology	1	--
Defining Specific and Measurable Goals	5	P245, P246, P247, P248, P249
Providing Effective Educational Programs	3	P189, P190, P191
Creating Effective Learning Environments	1	P250
Strengthening Communication Skills	4	P124, P125, P126, P127
Encouraging Collaboration and Interaction	6	P201, P202, P203, P204, P205
Encouraging a Culture of Respect	3	P238, P239, P2
Defining Clear and Attractive Goals	4	P241, P242, P243, P244
Encouraging Skill Development and Personal Growth	2	P113, P114
Strengthening a Sense of Worth	3	P194, P195, P196
Increasing Creativity and Innovation	2	P229, P23
Creating Creative Environments	3	P23, P24, P25
Developing Skills and Knowledge	6	P201, P202, P203, P204, P205, P241

Following the extraction of concepts, categories were formed corresponding to the identified concepts. Ultimately, 34 categories were derived, as shown in [Table 2](#).

**Table 2***Extraction of Categories from Concepts*

Category	Concept
Management and Leadership	Promotion of Values and Principles Creating a Participatory Environment Individual Development and Growth Trust and Collaboration Change Management Inspiration and Motivation Resource Management
Values and Beliefs	Defining Approach and Priorities Decision-Making Enhancing Organizational Identity Organizational Behaviors and Ethics Encouraging Collaboration and Interaction Facilitating Changes
Education and Development	Increasing Skills and Knowledge Empowering Members Promoting a Learning Culture Increasing Satisfaction and Commitment Reforming Organizational Culture Facilitating Change
Organizational Structure	Defining Roles and Responsibilities Facilitating Communication Defining Decision-Making Pathways Increasing Productivity Responding to Environmental Needs and Conditions
Leadership	Providing Behavioral Models Encouraging Collaboration and Interaction Promoting Values and Ethics
Communication	Increasing Information and Transparency Strengthening Collaboration and Interaction Facilitating Information Transfer Facilitating the Decision-Making Process Strengthening Motivation
Individual and Organizational Development	Forming Working Teams Professional Development and Training Creating an Educational Culture Utilizing Technology
Participation and Involvement	Forming Committees and Working Groups Encouraging Criticism and Suggestions Participating in Decision-Making Developing a Participatory Culture Education and Awareness-Raising Using Technology
Inadequate Organizational Structure	Decreasing Efficiency and Performance Rigidity
Weak Leadership	Decreased Employee Motivation Decreased Motivation and Engagement Inability to Create Positive Spirit and Motivation Lack of Trust
Resistance to Changes	Fear of the Unknown Historical Behaviors
Strong and Effective Leadership	Vision and Clear Goals Excellent Communication Skills Ability to Provide Behavioral Models Mastery of Managerial Skills
Open and Transparent Communication	Increasing Trust

Promoting Effective Leadership	Encouraging Active Participation Reducing Criticism and Mistakes Encouraging Participation and Collaboration Promoting a Culture of Appreciation for Effective Leadership
Enhancing Communication	Enhancing Communication Skills Managing Mistakes and Misunderstandings
Training and Skill Development	Using Diverse Educational Resources Promoting a Learning Culture Utilizing Educational Technology
Using Rewards and Encouragement	Encouraging Effort and Endeavor Rewarding Goal Achievement Encouraging Collaboration and Interaction Encouraging Positive Behaviors and Modeling
Facilitating the Process of Identifying Issues	Forming Working Groups Using Participatory Processes
Improving Academic Performance	Defining Specific and Measurable Goals Providing Effective Educational Programs Promoting Values and Achievements Using Social Media and Websites
Decreasing Efficiency and Performance	Analyzing Causes of Performance Decline Providing Appropriate Feedback Developing Skills and Knowledge

The identified second-level codes were linked to overarching categories, such as management and leadership, values and beliefs, education and development, and organizational structure. Key findings include the critical role of effective leadership, open communication, and fostering a culture of learning in enhancing organizational culture within schools.

In the next stage, following the grounded theory methodology, the identified categories were used to develop

a paradigmatic model and classify them into six main components: causal conditions, the central phenomenon, contextual factors, action strategies, intervening conditions, and outcomes. The relationships between the 34 identified categories were established, leading to the design of the paradigmatic model, as shown in [Table 3](#).

**Table 3**

*Axial Coding and Construct Identification*

Theme	Category
Causal Conditions	Management and Leadership Values and Beliefs Education and Development
Phenomenon	Sustainable Education
Contextual Factors	Organizational Structure Leadership Communication Individual and Organizational Development Participation and Inclusivity
Constraining/Facilitating Conditions	Inefficient Organizational Structure Weak Leadership Resistance to Change Strong and Effective Leadership Open and Transparent Communication Culture of Trust and Interaction
Action Strategies	Defining Values and Principles Promoting Effective Leadership Enhancing Communication Education and Skill Development Utilizing Rewards and Incentives



Outcomes	Facilitating Issue Identification Processes Improved Academic Performance Enhanced Relationships Among Members Increased Motivation and Commitment Greater Creativity and Innovation
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The findings were then entered into the MaxQDA software for categorization, and the resulting paradigmatic model is illustrated in Figure 1.

Figure 1

Organizational Culture Components Model



4 Discussion and Conclusion

The objective of this research was to propose a paradigmatic model of organizational culture in Iraqi schools. The findings revealed that organizational culture

encompasses several key dimensions, including "educational values," "organizational cohesion and interactions," "commitment and responsibility," and "educational leadership." These results align with the prior studies (Akpa et al., 2021; Assoratgoon & Kantabutra, 2023; Bockius & Gatzert, 2023; Jamali et al., 2022; Mahmoudi Sardareh et al., 2022; Mikusova et al., 2023; Pavlidou & Efstathiades, 2021; Pedraza-Rodríguez et al., 2023; Taslimi & Farasatkah, 2021).

Explaining the findings, it was observed that school administrators in Iraq often face challenges in providing effective leadership and efficient management. While some administrators have successfully created positive and supportive educational environments, many struggle due to a lack of managerial and strategic skills, hindering their ability to positively influence organizational culture. Cultural and religious values significantly shape behaviors and interactions within Iraqi schools, serving as a foundation for organizational dynamics.

Organizational structures in Iraqi schools are generally traditional and sometimes disorganized, resulting in challenges in task delegation and decision-making processes. This situation can hinder organizational efficiency and effectiveness. Teacher professional development is often irregular and inconsistent, leading to reduced educational quality and inefficiencies in teaching processes. While social interactions in Iraqi schools are generally positive, gaps in collaboration and participation among teachers, students, and parents are evident in certain cases.

Enhancing teacher, student, and parent participation in educational and managerial processes can foster a collaborative and supportive environment, strengthening trust, cooperation, and positive interactions. Moreover, a transparent and efficient organizational structure with clearly defined responsibilities can reduce internal conflicts and improve the implementation of educational programs. Providing motivational and educational opportunities and utilizing reward systems can also increase teacher job satisfaction and commitment to schools.

Based on the findings, improving organizational culture in Iraqi schools by addressing these key factors can positively impact educational quality and teacher-student satisfaction. This improvement not only enhances teacher motivation and efficiency but also contributes to achieving educational goals and elevating student academic performance.

The research faced several limitations. Methodologically, the reliance on qualitative methods, particularly interviews, restricted data validation due to time and financial constraints. Temporally, scheduling interviews and distributing questionnaires were challenging due to the academic calendar and limited availability of the target population. During the study, some teachers and students were unavailable due to school holidays or other activities, slowing the research process.

Future research should explore the impact of different leadership styles (e.g., transformational and participative leadership) on the components of organizational culture in Iraqi schools. Such studies could reveal how varying leadership styles influence the behaviors, communication, and interactions of staff and students. Additionally, qualitative studies examining the role of religious and traditional values in strengthening or weakening organizational culture and analyzing the influence of sociocultural beliefs on teacher-administrator interactions are recommended.

Furthermore, the development of educational programs focused on strengthening organizational culture in schools is crucial. Educational planners can leverage the findings of this study to design workshops and courses that enhance communication, leadership, and collaboration skills among teachers and administrators.

### Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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### Declaration of Interest

The authors report no conflict of interest.



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## Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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