



Designing A Conceptual Model of Organizational development for the Structure of Iranian Educational System

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Abstract

The present research had a dual objective: first, to identify the components for organizational Development within the structure of the education system in Iran, and second, to propose a model for organizational transformation in the same context. To this end, a qualitative and interpretive approach was employed using grounded theory methodology. Data were collected through a semi-structured interview protocol. The research field included education specialists, from whom 22 individuals were invited for interviews through snowball sampling until theoretical saturation was reached. The transcripts of the interviews were analyzed after being transcribed into written text, using the three-stage systematic coding model of Strauss and Corbin (open, axial, and selective coding). The findings indicated that the main and effective components in the structural transformation of education encompassed the following 11 axial codes: management style, authority and division of tasks, formality, job satisfaction, professionalism, religious value system, justice, supervision and evaluation, management and planning, human resources, and educational budget. The results of the research showed that, considering the importance of transformation in the structure of the education system and the various problems and obstacles identified by education elites regarding structural transformation, attention should be paid to the aforementioned identified components and the proposed model of the research to facilitate change.

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INTRODUCTION

Organizational structure aligns and connects various parts of an organization to achieve its objectives. The maximum performance and impact on the organization's success in implementing its strategies and goals are determined by the role of specialized human resources in evaluating and executing organizational structures across dimensions such as job specialization, chain of command, span of control, centralization, and formalization. When an organizational structure is well-designed, these dimensions can lead to increased organizational commitment, which is effective in accepting the organization's values and goals, readiness, and willingness to work diligently for the organization, and desire to maintain membership within it. In the contemporary era, organizations must adopt dynamic and adaptable structures to achieve their goals and meet customer needs. Organizations, as social entities, are regarded as prominent symbols of modern human civilization. (Novian et al., 2019)

In literary terms, an organization is a group or collection of individuals who come together to perform tasks or achieve common goals. The organizational structure is a framework that describes how tasks are divided, grouped, and coordinated within an organization. The organization is the structure of relationships between individuals and positions in the work environment. The organizational structure is the process of identifying and grouping the networks that need to be defined, delegating responsibilities and authorities, and establishing relationships between them so that individuals can work together towards achieving the set goals (Elahyari et al., 2022). The organizational structure is a system used to define the hierarchy within an organization, specifying each job, its function, and its reporting lines within the organization. The organizational structure is the formal pattern of interactions and coordination designed by management to link the tasks of individuals and groups in achieving organizational goals. A poorly designed organizational structure creates confusing conflicts: role ambiguity, lack of coordination between functions, failure to implement ideas repeatedly, and slow decision-making, making managers' jobs complex, stressful, and contradictory (Dewi, 2021). Formal organizational structures are typically created by management for specific purposes related to achieving organizational outcomes, and thus they

are formal results of organizational performance. Organizations also have informal structures or interaction patterns that are not designed by management but usually emerge due to common interests or friendships. The structure of an organization is important because it determines how employees and volunteers align with each other in terms of job tasks and decision-making. In other words, the structure of an organization provides a roadmap for reporting mechanisms, levels of responsibility, how positions within the organization relate to each other, and how tasks are performed by individuals and work teams within the organization. Managers, in the process of moving towards adaptable and creative structures, have realized that parts of traditional structures must change to achieve organizational goals. There is ample evidence that in the knowledge era, organizations must move towards more dynamic structures that are adaptable to their surrounding conditions (Elahyari et al., 2022).

In the definition of organizational structure, three main pillars are highlighted: 1. Organizational structure determines the formal reporting relationships within the organization, indicating the levels that exist in the administrative hierarchy and specifying the span of control for managers or supervisors. 2. Organizational structure identifies the individuals who work together in groups within departments and the grouping of these departments across the entire organization. 3. Organizational structure encompasses the design of systems through which the activities of all departments are coordinated and integrated, ensuring an effective communication system within the organization (Allison et al., 2018). Since traditional structures do not provide adequate solutions for the success of schools in achieving their goals, structural changes in areas such as organizational, managerial, and educational domains have placed school administrators in a position where continuing the effective and beneficial existence of schools is only possible through managing these changes. Accordingly, experts, specialists, and scholars in educational management suggest using new models in decisions related to organizations with numerous stakeholders to overcome this situation (Habersetzer et al., 2018). The evolutionary trajectory of organizational and management theories, which has consistently influenced educational organizations, reflects various approaches to designing organizational structures, particularly in schools.

Relying on the school as a social system, the school and consequently organizational behavior are influenced by the function of individual, structural, cultural, and political elements, which dynamically interact to affect the teaching-learning process as the technical core and primary mission of the school. Therefore, the effectiveness of a school can be attributed to the independent and interactive function of each element, especially the organizational structure element, which forms the main framework of the school. A review of studies indicates the pivotal role of organizational structure in improving school performance, the processing of information, the professional development of teachers, and consequently, the academic achievement of students. Unfortunately, reforms in this area are rarely implemented, and organizational structures often remain more traditional compared to other school components (Abu Torabi et al., 2019). Moreover, an efficient organizational structure promotes effective decision-making in schools. According to Thompson and Chang (2018), lean organizations promote faster and more informed decision-making by minimizing bureaucracy and increasing transparency (Catindig & Marino, 2024). Modern educational systems, despite their fundamental role in society, face significant structural issues that limit their ability to meet contemporary needs. These challenges are largely due to an educational framework that has not substantially changed since the Industrial Revolution, when the focus was on uniformity and standardization—traits that are increasingly essential in today's evolving world. The following examines some structural problems: Centralized Administration: One of the major issues in the current educational system is its centralized structure, which predominantly relies on a "one-size-fits-all" model. This model fails to adapt to the diverse needs and learning styles of students, thereby stifling creativity and critical thinking. The heavy emphasis on standardized testing and uniformity restricts personalized learning pathways that could nurture individual talents and interests (OECD, 2022). Outdated Curriculum: Curricula in many educational systems have not been sufficiently updated to reflect the needs of the 21st-century workforce. This disconnect between education and the skills required in modern economies results in students being inadequately prepared for the job market, where skills such as digital literacy,

problem-solving, and innovation are increasingly valued (UNESCO, 2021).

Inequality in Access to Quality Education: Despite various initiatives, significant inequalities in access to quality education persist. Schools in low-income areas often lack necessary resources, leading to unequal educational outcomes. Students from lower-income families are less likely to receive the same quality of education as their wealthier peers (World Bank, 2021).

Inadequate Support for Teachers: Teachers, who are central to the educational process, often do not receive the necessary support to implement new teaching methods. The focus on standardization also limits their ability to innovate and tailor teaching to individual student needs. This lack of support contributes to high levels of job dissatisfaction and burnout among educators (Schleicher, 2021).

Resistance to Change: The educational system is generally resistant to change, a problem exacerbated by bureaucracy and a tendency to maintain existing standards. This resistance makes it challenging to implement necessary reforms that could modernize education (Fullan, 2021). Addressing these structural deficiencies requires comprehensive reforms in the educational system that focus on flexibility, curriculum relevance, equity, and support for educators. These reforms should be based on current research and continuously adapted to meet the evolving needs of students and society. By doing so, the educational system can better prepare students for future challenges and opportunities. While researchers largely agree on the importance of these issues, there are still limited studies that examine the relationship between organizational structure and organizational development. However, some studies have shown that organizational structure is related to innovation (Hafit, 2019).

Therefore, making changes and reforms in the structure and content of education, adapting it to contemporary conditions, and aligning it with the principles of Islamic culture is of great importance. This requires greater effort and diligence from educational managers and authorities in the country, particularly researchers, to address this crucial issue. Fundamentally, development in the structure of educational organizations has been proposed in response to the limitations of the bureaucratic system and is considered a major challenge facing Iran's educational system in the horizon of 2035. Most of the problems within the education system

stem from structural deficiencies and can be resolved through structural changes (Abu Torabi et al., 2019). The most important categories derived from the studied documents, which reflect the general characteristics of the school's organizational structure, can be summarized into three main themes: a) Antecedents: Religious value system, social factors. b) Core components: Hierarchy, decentralization, networking, rule of law, responsibility and authority, teamwork, development of educational processes. c) **Outcomes:** Professionalism, organizational justice, and school-centeredness (Torkzadeh et al., 2020). The current educational structure is unable to play an effective role in implementing new programs; therefore, a new structure must be defined. Education in any country is a system that shapes the future and develops individuals. Any vision we have for the future of Iran must be constructed within the educational system (Sahraei, 2023). For organizational development, it is essential to focus on a primary aspect, which is organizational structure—considered one of the most crucial factors by researchers. It is noteworthy that given the importance of educational organizations, coupled with the increasing complexity and rapid environmental changes, and the lack of stability within the educational environment, there is an ever-growing need for strategic long-term decision-making and its communication to the organization, fostering systems thinking and shared vision within the organization, as well as establishing organizational learning and converting individual learning into organizational learning (Chegini et al., 2018).

Organizations grow larger due to the expansion of market orders and the increase in the customer base. This growth emphasizes the importance of businesses striving to achieve both short-term and long-term goals. To reach these goals, efficient and effective human resource management is crucial, especially in education, which in turn highlights the significance of organizational structure. Proper coordination is the most important reason for the necessity of organizational structure development; understanding the importance of organizational structure in management is essential for the appropriate coordination of work and the flow of tasks and responsibilities. Additionally, the vital importance of this specific framework, as an integral part of the overall organizational culture and work environment, is noteworthy, as it brings various

benefits, such as increased employee productivity and efficiency. All of these factors have a positive impact on the rapid achievement of the company's long-term and short-term goals. Proper coordination is a key to higher efficiency and effective work, which is crucial for achieving objectives. High levels of employee productivity, considering the importance of organizational structure, lead to increased productivity as one of the greatest benefits of organizational work. With an appropriate structure, each employee will be well aware of their roles and responsibilities. Retaining and attracting skilled and experienced employees, maintaining proper communication flow, job satisfaction, the specialization of tasks and responsibilities, and the distinction between power and authority are influential components of organizational structure (Bhasin, 2023). Furthermore, creating greater independence and creativity, which leads to increased innovation (Tonwimonrat, 2021), and the management and planning for personnel in educational innovation are of high importance. The effective implementation of strategic human resource practices and educational technology innovation in educational environments is a multifaceted process that requires access to technology (Petsangsri et al., 2024). One of the obstacles to development is the current organizational structure itself, and according to the principle of "preventing harm before pursuing benefits," this aspect must be considered in the design of development. If this is not addressed, any transformative action may either be halted or its effects diminished. We cannot overlook the arrangement and communication of the many individuals in the formal administrative structure of the Ministry, provinces, and districts. These individuals are expected to support schools and be the main leaders of development. Regardless of the quantity and quality of the personnel in administrative positions, their communication and organization are also highly significant. Very few individuals have the ability to resist the negative cultural and structural impacts of the organization, especially in the long term (Bayat, 2024).

Lean Organizational Structure: In today's rapidly evolving educational landscape, schools face numerous challenges in staying up-to-date and providing an exceptional learning experience. To navigate these complexities, many institutions are adopting lean, efficient, and effective organizational structures (Catindig & Marino, 2024). However,

organizational changes, particularly in education, are often costly, time-consuming, and met with resistance, and they are generally not very effective. There are three primary reasons for this inefficiency: 1. Change management is often led by the Deputy for Management Development, which has the least connection with the core mission of education. 2. The changes are not based on an analysis of higher-level documents or the core mission of the education sector. 3. There is minimal attention given to the needs and requirements for supporting schools (Bayat, 2024). In the early days of the Islamic Revolution, all existing institutions in the country began to undergo changes. Major changes in the country's education system from 1979 to 2005 were primarily at the ministerial level, with little attention paid to qualitative changes and curriculum development. From the very beginning of the Islamic Revolution, transforming the education system to deepen and sustain the cultural revolution has been a concern for the leaders and senior officials of the nascent Islamic regime, who have emphasized the necessity of such development. In response to this rightful demand, education administrators and officials have undertaken various actions, both at the micro and macro levels, to align this influential institution more closely with the high goals and aspirations of the Islamic Revolution (Bayat, 2024).

In the current educational structure, a teacher's role in the classroom extends beyond mere instruction; the teacher's word often holds more weight than the academic content itself. This dynamic occurs because the teacher's position inherently commands authority, making their words decisive even before the rationale behind them is considered. Similarly, in schools, a principal's statements are often deemed final, irrespective of the reasoning provided. This raises a critical question: Is it possible to design, implement, and achieve the desired outcomes from a fundamental and structural development of the education system? It appears that such a change must be as extensive as the cultural, economic, and social dimensions of the country or, at the very least, be simultaneously designed and planned across multiple dimensions. It is not without reason that the officials and authorities responsible for changing the education system assert that such a development is beyond the scope of the Ministry of Education alone, but rather requires the involvement of all organizations and institutions across the country. Undoubtedly, if the design of the

educational system's development does not align with direct changes in the country's administrative, cultural, political, and economic systems, it will not yield successful results. Moreover, any constructive change must prioritize the development of competent human resources, which can only be achieved through equal educational opportunities. One of the fundamental structural challenges lies in teacher education. A well-trained teacher guarantees a better future, and therefore, the best high school graduates should be encouraged to pursue their education at universities specializing in teacher training. Furthermore, teachers should continuously have their professional competencies assessed throughout their careers. The quality monitoring system in education must also undergo development, ensuring that teachers' general, scientific, knowledge-based, and ethical qualifications are regularly evaluated during their tenure. Strengthening teacher training universities is another significant focus of the Ministry of Education (Sahraei, 2023). Organizational structure and human resources are the core pillars of any organization, and a suitable organizational structure plays a crucial role in enhancing the productivity of any organization. Proper planning of this structure leads to improved human performance and increased organizational productivity. In today's era, organizations must sustain a dynamic flow of energy and innovation within their organizational structures to avoid stagnation and eventual decline. For survival, all organizations need fresh ideas, novel perspectives, and both positive and negative energies (Askarpour & Mataroudi, 2023).

The ability of an organization to adapt to and effectively utilize contemporary developments is highly dependent on its capacity to attract and employ specialized human resources (Beigi Nia, 2017). One of the most crucial characteristics of professional managers is their ability to attract, train, and retain effective human resources within their organizations, which is achievable through the design of an organizational structure. The relationships among organizational units, which define the scope of authority, hierarchy, command levels, and the division of tasks among units, encompass job descriptions, organizational charts, and job positions. An organizational structure is a framework that managers create to divide and coordinate the activities of organizational members. Organizational structures differ across various organizations because environmental conditions,

strategies, and goals pursued by organizations vary (Askarpour & Matroodi, 2023). Building an organizational structure depends on the goals and what the organization hopes to achieve. There are six main concepts of organizational structure that should be considered when creating or changing it: specialization, departmentalization, formalization, centralization, span of control, and chain of command (Barnhill & Smith, 2021). In 2016, Velikbani and Shaygani Mani' conducted a study titled "The Relationship between Organizational Structure and Organizational Development," which demonstrated a significant relationship between organizational structure and organizational development. They also found that, apart from complexity, the dimensions of formalization and centralization are related to organizational development. Chegini et al., (2018), in a study titled "The Relationship between Organizational Structure and Organizational Learning," indicated that factors such as employee participation in decision-making, delegation of authority to managers, reviewing past activities, and facilitating learning can lead to greater employee satisfaction with the organizational structure and increased organizational learning. Karami and Barkhoda (2023), in a qualitative study titled "Challenges of Transformational Leaders: A Narrative Approach," identified structural challenges to organizational transformation in four categories: organizational issues, individual issues, socio-cultural issues, and resource and facility shortages. Sina (2022), in a study titled "The Relationship between Organizational Structure and Employee Performance," showed a negative and significant relationship between the components of organizational structure and employee performance; however, a positive and significant relationship was observed between creativity and the performance of educational staff. Tabatabaei et al., (2022), in a study titled "Designing and Validating the Management Model of Secondary Schools and Improving Organizational Structure in Line with the General Policies of the System and the Fundamental Development Document of Education," found that the management model of schools and the improvement of organizational structure, based on general policies and fundamental changes in education, consists of financial, educational, ethical, cultural, strategic, and administrative elements. Rouhani et al. (2021), in their study titled "Development of Physical Education Teachers'

Leisure Time Based on the Approach of Improving Human Resources in School Environments," demonstrated that improving human resources is considered one of the main strategies for achieving efficient human capital and adapting to changes. Askarpour and Matroodi (2024), in a study titled "The Impact of Organizational Structure on Employee Absorption Capacity with the Mediating Role of Organizational Energy in the Department of Education in Khuzestan Province," showed that the adjustment of complex and inflexible organizational structures towards flexible and democracy-based structures can enhance absorption capacity and organizational energy, ultimately increasing organizational productivity.

The Iranian educational system faces significant challenges in adapting to the rapidly changing demands of society and the workforce. Fragmentation within the existing organizational structure hinders effective communication and collaboration among various educational institutions, undermining the overall development and integration of educational practices. Additionally, there is a lack of a comprehensive framework that addresses the unique cultural, economic, and social contexts of Iran, which limits the ability of educational organizations to implement innovative and responsive development strategies. This gap highlights the urgent need for a conceptual model that cohesively integrates various elements of organizational development within the Iranian educational system.

Furthermore, the absence of a clear organizational development model restricts the capacity for systemic improvement in educational quality and equity. Stakeholders, including policymakers, educators, and students, often operate in silos, resulting in missed opportunities for shared learning and resource optimization. Without a strategic framework, efforts to enhance teaching methodologies, curriculum relevance, and administrative effectiveness may remain inconsistent and ineffective. Hence, the proposed study aims to design a conceptual model of organizational development that not only addresses these systemic issues but also fosters a culture of continuous improvement and collaboration within the Iranian educational landscape.

Research Method

Approach and Strategy:

In this study, due to the nature of the problem, which involves understanding and discovering components and proposing a model for transforming the educational system, our paradigm is Constructivism. This paradigm focuses on utilizing participants' perspectives on the subject matter (Creswell, 2019, p. 42). Worldview, as described by Lincoln and Guba (2018), is the lens through which the world is viewed, shaped by political, social, cultural, and other conditions. Given the Constructivist paradigm, the appropriate approach for this research is qualitative. The study employed the systematic approach of Strauss and Corbin (2010).

Field study and Sampling:

The field of research for the present study was the Ministry of Education of Iran. Therefore, using purposive and criterion-based sampling, 22 specialists and experts were selected through snowball sampling, and their demographic characteristics are presented in Table 1.

Data Collection Tools:

Data collection was carried out through in-depth and semi-structured interviews. Typically, in this type of interview, all participants are asked similar questions based on the research objectives and questions. However, to keep the interview flexible, the researcher adjusts the questions according to the research process to obtain additional important information beyond the initial questions. Accordingly, in-depth interviews were conducted with 22 educational experts, selected through purposive sampling.

Data analysis

Following data collection and interviews, coding was performed as follows. Open Coding: Strauss and Corbin describe open coding as "a part

of the analysis that specifically involves naming and categorizing phenomena through a detailed examination of the data." In open coding, concepts within interviews and documents are classified based on their relation to similar topics. Analysis and Coding Process The outcome of this stage is the distillation and summarization of the vast amount of data obtained from interviews and documents into concepts and categories that are similar in nature. In theoretical coding, two approaches for data analysis are prevalent. Some researchers analyze data line by line and word by word. Others, due to the time-consuming nature of this method, focus on coding only key points and themes. In this research, depending on the forthcoming conditions, one of these approaches was employed. Axial Coding: The purpose of axial coding is to establish relationships between the categories produced during open coding. This process usually follows a paradigm model and aids theorists in simplifying the theorizing process. The basis of connection in axial coding revolves around expanding and developing one of the categories. The primary category (such as a central idea or event) is defined as the phenomenon, and other categories are related to this main category. Causal conditions are the factors and events that lead to the emergence and development of the phenomenon. Selective Coding: Selective coding involves selecting the main category, systematically relating it to other categories, validating these relationships, and completing categories that require further refinement and development. Selective coding, based on the results of open and axial coding, is a critical phase in theory development. It systematically connects the central category to other categories, presents these relationships within a narrative framework, and refines categories needing further improvement (Moradi, 2021).

Table1 .Demographic Characteristics of Individuals Participating in the Research Interview

Code	gender	Age	Field of Study	Degree
1	Female	43	Education	PhD
2	Male	50	Curriculum	PhD
3	Female	42	Education	MA
4	Male	46	Psychology	PhD
5	Male	43	Educational Administration	MA
6	Female	46	Education	MA
7	Male	42	Education	PhD
8	Female	38	Education	PhD
9	Male	41	Educational Administration	PhD
10	Male	52	Education	PhD
11	Female	44	Education	MA
12	Female	45	Elementary education	MA
13	Female	34	Educational Administration	PhD
14	Male	43	Curriculum	PhD
15	Male	48	Education	MA
16	Female	45	Educational Administration	PhD
17	Male	28	Psychology	MA
18	Male	52	Electrical engineering	MA
19	Female	32	Elementary education	MA
20	Female	30	Educational technology	PhD
21	Female	34	Education	MA
22	Male	46	Education	PhD

FINDINGS

The data analysis was conducted in three stages: assessing the current situation, identifying the key factors of structural development, and designing a development model for the educational system structure. The primary research question was: What is the organizational development model in the structure of the educational system? Researchers analyzed interviews with experts to answer this question and identified 11 key components, including governance methods, delegation and division of tasks, formality, job satisfaction, professionalism, religious value systems, justice, supervision and evaluation, management and planning, human resources, and educational budgeting. Sub-question 1: What factors and components have a direct impact on the structural development of the educational system? Some components, such as "supervision and evaluation," "delegation," and "formality," have direct relationships with other components like "planning and management,"

meaning any changes or improvements in these components directly impact related components. Sub-question 2: What factors and components have indirect impacts on the structural development of the educational system? Components like "cultural and religious values" and "educational justice" have indirect impacts on other components and manifest their effects based on macro policies and planning.

Table 2 : Table of Open, Axial, and Selective Codes for the Structural Transformation of the Educational System, Extracted from Interviewee Opinions and Perspectives

Open Coding	Axial Coding	Selective Coding
Considering cultural differences in education.	Administration method	Direct Connections: Some categories, such as "Supervision and Evaluation," "Delegation of Authority," and "Formalization," have direct connections with other categories like "Planning and Management." This means that any changes or improvements in these categories directly impact the related categories. - Indirect Connections: Categories such as "Cultural and Religious Values" and "Educational Justice" have indirect effects on other categories. These impacts become evident based on overarching policies and strategic planning. - Dynamics and Overlaps: Many categories and codes overlap, indicating the dynamic and flexible nature of the model. For example, the category "Teacher and Manager Training and Empowerment" overlaps with "Supervision and Evaluation" in terms of how training is implemented and its quality.
Creating an environment for creativity through semi-centralized management.		
Establishing a centralized system at the macro level.		
Decentralization to enhance teacher creativity.		
Eliminating traditional and outdated structures.		
Taking into account regional differences in management styles.		
Establishing independent structures in each region and province.		
Adjusting the existing capacity in education.		
Optimizing school structures.		
Managing through both centralized and decentralized methods.		
Creating a semi-centralized structure.		
Implementing decentralized management in each educational region.		
Granting authority to the provincial general managers	Authority and division of responsibilities	
Division of responsibilities based on experience and expertise		
Ensuring the independence of the education system		
Providing teachers with legal authority to resolve issues		
Granting authority within a legal framework		
Delegation of authority to teachers and administrators		
Providing limited authority to educational planners and more authority to managers		
Increasing authority for managers		
Guidelines and Directives	Formality	
Sending directives and guidelines to schools.		
Timely dissemination of guidelines.		
Ensuring clarity of guidelines for implementation.		
Drafting directives by experts.		
Having comprehensive guidelines for implementing plans.		
Reducing teachers' financial difficulties by the authorities.		
Policy-Making at the Macro Level		
Needs assessment for policy-making.		
Selecting the Minister of Education for a long-term period.		
Requiring policy-makers and planners to have school experience.		
Avoiding politicization.		
Preventing political influences in education.		
Preventing political influences in recruitment.		
Focusing on meritocracy rather than political affiliations.		

Ranking teachers and administrators based on merit.	Supervision and Evaluation	
Extending the term of the Minister of Education.		
Preventing interference by representatives and governors in appointments.		
Having a checklist for performing duties, supervision, and evaluation.		
Providing effective feedback to individuals for performance improvement.		
Accurate, comprehensive, and principled evaluation of teachers.		
Proper selection of teachers before and after employment.		
Supervision with trust and preservation of dignity.		
Monitoring the allocation of funds.		
Recruiting individuals committed to the system and the Islamic Republic.		
Recruiting religious, committed, and ethical individuals.		
Careful recruitment of skilled and talented personnel.		
Supervising the proper implementation of programs.		
Monitoring the performance of schools.		
Conducting thorough visits and inspections of schools.		
Precise and sensitive supervision by provincial general managers.		
Selecting committed and expert individuals for supervision.		
Continuous and ongoing supervision.		
Clinical and follow-up supervision in the field.		
Establishing precise criteria for school evaluation.		
Senior managers having full knowledge of school operations.		
Monitoring the work of teachers and administrators.		
Accurate evaluation of programs at the beginning, during, and at the end.		
Precise assessment of facts and the current situation.		
Supervising the proper execution of programs and making necessary adjustments at each stage.		
Adhering to documents related to evaluation and supervision.		
Follow-up evaluation.		
Equitable distribution of resources.		
Equity in the distribution of technology in schools	Justice	
Fair organization of teachers		
Establishing social justice		
Ensuring educational justice in the education system		
Equity in salary and wage payments compared to other organizations.		
Ensuring quality education for all		
Establishing educational justice across different regions		
Fair distribution of educational equipment and resources.		
Operating in a program-based manner		
Avoiding credentialism among students.		
Creating and introducing appropriate frameworks.		

Impact of effective management practices.		
Designing an educational system considering our own culture and beliefs.		
Addressing the shortcomings of the development document.		
Involving teachers in rectifying issues in the document.		
Starting development from the grassroots level.		
Implementing successful educational and training programs.		
Providing precise explanations for educational plans.		
Bringing about development in all sectors of the country.		
Implementing the development document.		
Utilizing decision support systems.		
Eliminating special schools.		
Abandoning failed projects.		
Improving the quality of regular schools.		
Focusing on technical and vocational centers.		
Establishing foundational work.		
Designing performance-based assessments.		
Building the foundation of education from kindergartens.		
Paying special attention to education.		
Incorporating research into policy-making.		
Impact of development on the educational system.		
The need for development and progress.		
Requiring decision-makers to have school experience.		
Making diverse decisions based on the principles of the education system.		
Engaging in both long-term and short-term planning.		
Focusing on foundational rather than superficial work.		
Proper planning for students.		
Planning to resolve issues.		
Strategic and constructive planning in the realm of cyberspace.		
Having strategic plans for specific times.		
Foresight, accurate prediction, and planning.		
Planning for joy and vitality at the macro level.		
Reducing anxiety in children.		
Splitting primary education into two stages.		
Accelerating the pace of change in education.		
Accurate forecasting and planning.		
Predicting problems before they arise.		
Addressing diverse needs in different stages.		
Planning and preparing to face challenges.		
Establishing a committee for addressing issues.		
Making predictions aligned with global indicators of change.		
Controlling imposed programs in education.		
The need for development in all sectors.		
Holistic education.		
Prioritizing action over mere words.		
Viewing development as a process.		

Strong determination to achieve development.	Educational Budget	
Having a strong will for change		
Introducing new programs after revising them		
Addressing financial issues in schools and focusing on teachers' livelihoods.		
Creating revenue-generating opportunities for the education system.		
Allocating more financial resources to schools in disadvantaged areas.		
Providing financial assistance to parents for purchasing educational aids.		
Generating income from the education system.		
Facilitating mechanisms for receiving financial resources.		
Removing the profit-driven and economic perspective from educational content.		
Allocating appropriate funds to support talented individuals.		
Providing better salaries to administrators.		
Increasing teachers' salaries based on their efforts and the satisfaction of students and parents.		
Advocating for teachers' rights by the authorities.		
Compensation and benefits aligned with performance.		
Creating motivation through appropriate compensation and benefits.		
Investing in top ideas.		
Allocating budget for housing and vehicles for educators.		
Increasing salaries based on skills and abilities.		
Allocating more government budget to education.		
Providing suitable budget and funding for each sector.		
Equitably distributing the budget for each section.		
Allocating an adequate budget to schools.		
Proper financial expenditure and budget allocation.		
Considering the positive impact of budget on education.		
Aligning the goals of administrators and teachers with the authorities.		
Modeling appointment practices after those in seminaries and universities.		
Addressing the shortage of human resources with accurate statistics.	Human Resources	
Careful selection of educated and cultured individuals.		
Reducing the frequent transfer of administrators across different levels.		
Assigning organizational positions to deserving individuals.		
Ensuring the competency of senior administrators in recruiting teachers.		
Specialization of senior managers in their respective fields.		
Selecting a competent Minister of Education.		
Choosing administrators by department experts.		
Selecting qualified administrators for schools.		

Mandatory school experience for individuals aspiring to ministerial positions.		
Requiring school experience for higher-level administrators.		
Appointing personnel based on merit, not connections.		
Meritocracy in the appointment of administrators, avoiding biases.		
Addressing the shortage of human resources.		
Involving active educational experts in policy-making.		
Employing distinguished professors at the Farhangian University (Teacher Training University).		
Training specialized human resources for planning at various levels.		
Appointments based on expertise and commitment.		
Compensating for the shortage of specialists by utilizing university elites.		
Implementing human resource reforms starting from the Ministry level.		
Minimizing frequent changes and transfers of administrators in education.		
Ensuring each person is placed in a position that matches their competencies.		
Prioritizing teacher training over military training.		
Involving teachers in the recruitment of faculty members at Farhangian University.		
Strengthening teacher training and enhancing teaching skills.		
Avoiding the appointment of weak and unmotivated administrators.	Professionalism	
Encouraging students to pursue practical fields of study.		
Providing digital literacy education to students.		
Changing students' and parents' attitudes towards career choices.		
Removing degree requirements for certain positions.		
Eliminating barriers to academic and cultural advancement for educators and students.		
Positive impact of academic background on university entrance exams.		
Implementing innovative programs to guide students.		
Identifying strengths and weaknesses in educational programs.		
Having actionable criteria for implementing programs.		
Executing programs based on field research.		
Enhancing and refining existing capacities in the education system.		
Utilizing the development document in teaching professionalism.		
Creating development beyond words and textbooks.		
Transforming the weak structures in education.		
Empowering the Ministry of Education relative to other organizations.		
Strengthening the educational and scientific system based on scientific research.		

Prioritizing character development over mere education.	System of Religious Values	
Allocating more time for teaching ethics.		
Focusing on shaping individuals' character rather than just their behavior.		
Aligning educational content with the goals of the Islamic Republic system.		
Providing appropriate intellectual nourishment in line with the system's and Islam's ideals.		
Emphasizing Islamic values and criteria.		
Identifying key educational issues and challenges.		
Transforming the value system.		
Offering comprehensive and free health insurance for educators.		
Activating free clinics and dental care services.		
Activating clinics and health services for educators.	Job Satisfaction	
Increasing the number of welfare stores for educators.		
Reducing job-related difficulties and easing the teaching process for teachers.		
Providing more support from higher authorities to administrators, teachers, and schools.		
Decreasing excessive support from higher authorities towards families while neglecting teachers.		
Addressing new challenges arising in education due to recent advancements.		

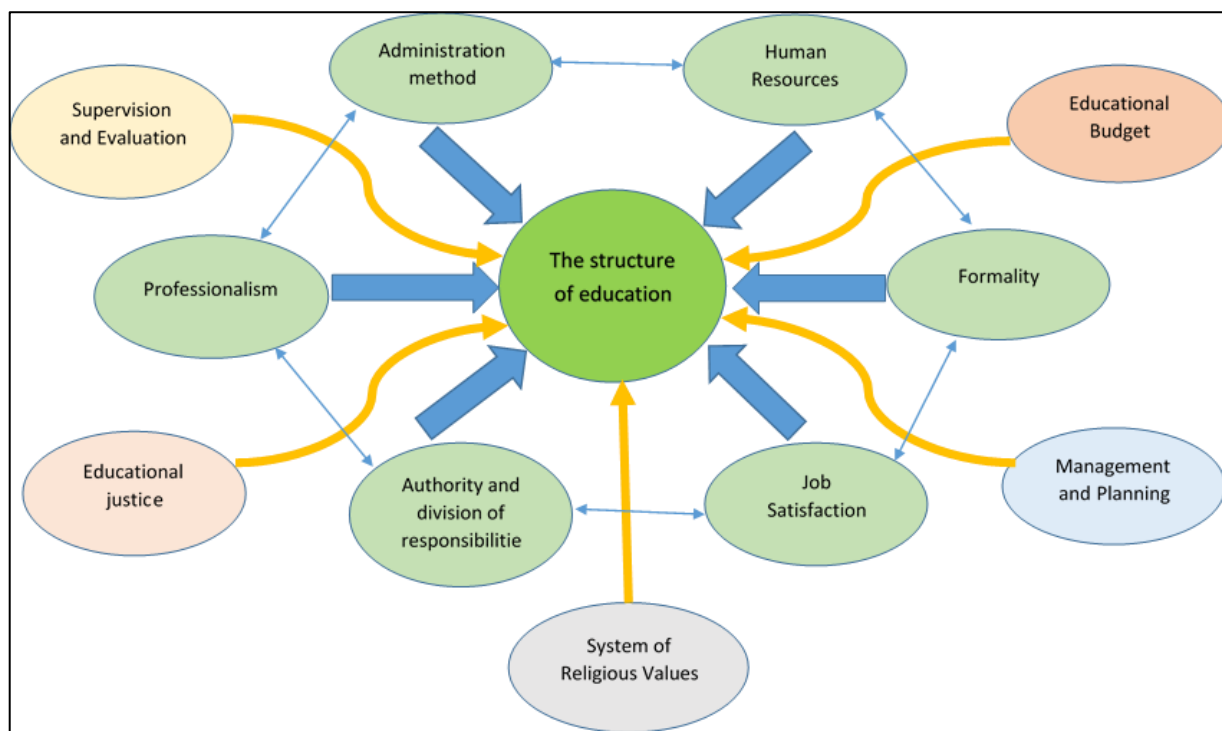


Figure 1. A Conceptual Model for Organizational development in the Structural System of Education

Conclusion

The selected codes identified in the research findings will be elaborated upon individually, supported by the text of the speeches and evidence obtained from the research.

The first organizational structure component and factor affecting organizational development in education, according to cultural scholars and reformist teachers, is "Administrative Style." This includes twelve key themes: "considering cultural differences in education, creating a space for creativity through semi-centralized administration, having a centralized system at the macro level, semi-centralizing to increase teacher creativity, eliminating traditional and outdated structures, considering regional differences in administration methods, establishing independent structures in each region and province, adjusting existing capacities in education, optimizing school structure, managing in both centralized and decentralized ways, creating a semi-centralized structure, and decentralized administration for each educational region." Csaszar's research (2012) supports this component, indicating that decentralized structures, with the acceptance of more projects, tend to have fewer errors, while centralized structures are associated with more errors. Additionally, regarding hierarchical or centralized structures, Nadsen and Levinthal (2007) explain how actors in different organizations operate, finding that some structures are better suited for exploration, screening abilities, and organizational functions. Therefore, a hierarchical structure can compensate for errors made by less experienced evaluators (Joseph, 2019). The second component of organizational structure and a factor influencing educational organizational development, as identified by cultural scholars and reformist teachers, is "Authority and Division of Duties."

This includes eight key themes: "granting authority to provincial directors, dividing duties based on experience and expertise, ensuring the independence of education, providing legal authority to teachers for problem-solving, granting authority within a legal framework, increasing authority for managers, delegating authority to teachers and managers, and granting limited authority to educational planners with

more delegation for managers." According to Saiti and Stefou (2022), when using a hierarchical approach, tasks are delegated from higher to lower levels of the hierarchy. This type of structure is the simplest form of work distribution and is based on Fayol's principles of unity of command and hierarchical scale. The hierarchical approach reflects a classic view of organizational structure and can be implemented in any type or size of organization. If organizations aim to enhance employee motivation and team spirit, employee perception is a crucial tool. In this context, individuals in military and educational environments have relatively sensitive working conditions that need to be addressed. The results of this research validate the component of authority and division of duties.

The third organizational structure component and factor influencing organizational development in education, as viewed by cultural scholars and reformist teachers, is "Formalization." This component includes two sub-factors (instructions and circulars, and macro-level policy-making) and comprises 17 key themes: "sending circulars and instructions to schools, timely dispatch of circulars, clarity of circulars for implementation, drafting of circulars by specialists, having comprehensive instructions for implementing plans, reducing teachers' livelihood problems by authorities, needs assessment for policy-making, selecting a long-term minister, having a background in schools for policymakers and planners, avoiding politicization, preventing political influences in education, preventing political influences in recruitment, focusing on merit rather than political affiliations, ranking teachers and managers based on competence, extending the ministerial term, avoiding interference by representatives and governors in appointments." The research by Tasdi and Mohaddesi (2023) indicates that Iran's formal education system is highly rigid and, as a result, inefficient, confirming the impact of formalization on development. Informal education managers believe that informal education programs and units have supported and participated in enhancing a nation's life. This concern underscores that informal education, due to its contribution not only to formal education but also its role in managerial downsizing,

creates anxiety among managers (Pamungkas & Ningrum, 2021). The fourth organizational structure component and factor affecting organizational development in education, according to cultural scholars and reformist teachers, is "Supervision and Evaluation." This includes 25 key themes: "having a checklist for task performance, supervision and evaluation, providing effective feedback for performance improvement, precise and comprehensive evaluation of teachers, proper selection of teachers before and after entry, supervision combined with trust and respect for self-esteem, monitoring the allocation of funds, recruiting individuals who believe in the system and the Islamic Republic, recruiting devout, ethical individuals, ensuring recruitment of competent and talented staff, supervising the correct implementation of programs, monitoring school performance, thorough visits and supervision of schools, careful and sensitive supervision by general managers, selecting committed and specialized individuals for supervision, continuous and ongoing supervision, clinical and follow-up supervision on-site, having precise criteria for school evaluation, senior managers' complete awareness of school activities, supervising the work of teachers and managers, precise evaluation of plans at the beginning, during implementation, and at the end, accurate assessment of facts and current status, supervising the proper execution of plans and necessary changes at each stage, adhering to evaluation and supervision documents, and equitable distribution of resources." Research by Catindig and Marino (2024) also supports the findings of this study, showing that an optimized and efficient organizational structure enhances supervision, thereby validating the importance of supervision and evaluation in the research.

The fifth organizational structure component and factor influencing educational organizational development, as perceived by cultural scholars and reformist teachers, is "Equity." This includes nine key themes: "equity in the distribution of technology in schools, equity in organizing teachers, establishing social justice, ensuring educational justice in the education system, equitable salary distribution compared to other organizations, equity in the quality of

education for all, educational justice across regions, fairness in distributing educational equipment and resources, and program-oriented action." Research by Safar Heydari and Hosseini Nejad (2013) on the role of equity in educational development confirms that equity is a prerequisite for achieving development, thereby validating this component. The sixth organizational structure component and factor affecting organizational development in education, according to cultural scholars and reformist teachers, is "Management and Planning." This encompasses 39 key themes: "eliminating degree obsession among students, establishing an appropriate educational framework, designing an educational system aligned with cultural and ideological values, addressing issues in the development document, involving teachers in solving these issues, initiating change from the bottom up, implementing effective educational and developmental programs, executing the development document, eliminating special schools, discarding failed programs, enhancing the quality of regular schools, focusing on technical and vocational centers, designing performance-based tests, establishing foundational education from kindergarten, prioritizing education in government programs, utilizing research in policymaking, assessing the impact of development on the educational system, having decision-makers with school experience, making varied but principled decisions, using decision support systems, long-term and short-term planning, addressing foundational issues rather than superficial ones, accurate planning for students, strategic planning for virtual spaces, having specific plans for critical times, foresight and precise planning, planning for vitality and dynamism at the macro level, reducing students' anxiety during education, implementing a two-tier primary education system, anticipating issues before they arise, addressing diverse needs across educational stages, forming committees to resolve issues, adapting predictions to global changes, controlling imposed educational programs, focusing on holistic education, practical action over mere talk, viewing development as a process within the educational system, and a resolute commitment to achieving development." Research by Al Shobaki (2022) also confirms the value of continuous

efforts to support and enhance decision support systems in management and planning, thereby validating this component.

Seventh Component: Educational Budget The seventh organizational structure component and factor affecting educational organizational development, as perceived by cultural scholars and reformist teachers, is the "Educational Budget." This encompasses 19 key themes: "addressing financial issues in schools and teachers' livelihoods, creating revenue-generating conditions for education, allocating more financial resources to schools in underprivileged areas, financial aid to low-income families for purchasing educational materials, facilitating financial resource acquisition, removing the profit-oriented view from educational content, appropriate funding for talented individuals, better salaries for administrators, increasing teachers' salaries based on effort and student satisfaction, defending teachers' rights, motivating with adequate compensation, investing in innovative ideas, allocating budgets for teachers' housing and vehicles, increasing salaries based on abilities and performance, more government budget for education, equitable budget distribution among sectors, appropriate budget allocation to schools, considering the positive impact of budget on education, and modeling after seminaries and universities in appointments." Research by Shrader (2022) also supports this component, showing that financial structure, annual budget size, program maturity, and student numbers are associated with effective organizational development. This validates the importance of the educational budget in achieving transformative outcomes.

Eighth Component: Human Resources The eighth organizational structure component and factor influencing educational development, according to cultural scholars and reformist teachers, is "Human Resources." This includes 22 key themes: "addressing human resource shortages with accurate data and attracting qualified individuals, minimizing administrative turnover, appointing capable individuals to organizational positions, ensuring senior managers' competence in teacher recruitment, specialized skills of senior managers, selecting a deserving minister, choosing managers based on

administrative experts rather than local officials, appointing qualified managers for schools, mandatory school presence for those seeking ministerial positions, prior school experience for higher-level managers, employing staff based on criteria rather than connections, merit-based appointments, avoiding bias in appointments, involving active educators in policy-making, using top scholars from teacher training universities, training specialized human resources for various levels, appointing based on expertise and commitment, compensating for specialist shortages with academic elites, reforming human resources at the ministry level, prioritizing teacher training over other roles, involving teachers in faculty recruitment, enhancing teacher training and teaching skills, and avoiding the appointment of ineffective and unmotivated managers." Research by Soklakova (2021) supports this component, indicating that problem-oriented managerial structures do not have significant disadvantages. Such structures offer high levels of employee specialization and integrate well with management systems. Soklakova's findings underscore the need for effective human resource management when organizational structures change, confirming the significance of the "Human Resources" component in educational development.

Ninth Component: Professionalism The ninth organizational structure component and factor affecting educational organizational development, according to cultural scholars and reformist teachers, is "Professionalism." This includes 16 key themes: "changing students' and parents' attitudes toward choosing fields of study, removing educational qualification requirements for certain positions, eliminating barriers to scientific and cultural advancement for educators and students, the positive impact of academic background on entrance exams, encouraging students toward practical fields, teaching digital literacy to students, implementing creative initiatives for student guidance, identifying strengths and weaknesses of educational programs, using practical research in program implementation, strengthening and reforming existing capacities in education, leveraging educational development documents in teacher

professionalism, creating development beyond mere words and texts, strengthening educational and scientific authority, and empowering the educational system based on scientific research." Research by Ebrahimpour and Pouramini (2023) supports this component, demonstrating that enhancing teachers' professional commitment requires attention to professionalism and its role in creating a committed work environment. This research confirms the significance of professionalism in educational development.

Tenth Component: Religious Value System The tenth organizational structure component and factor influencing educational development, according to cultural scholars and reformist teachers, is the "Religious Value System." This encompasses 8 key themes: "emphasizing student development over mere education, allocating more time for teaching ethics, shaping individuals' characters rather than behaviors, aligning educational content with the goals of the Islamic Republic, providing intellectual nourishment in line with the ideals of the system and Islam, focusing on Islamic values and indicators, identifying key educational issues and challenges, and transforming the value system." Research by Ahmadipour and colleagues (2024) highlights that employing a religious value system approach can significantly impact academic performance and student satisfaction. Their study, focusing on how religious values influence learning processes and outcomes with a specific emphasis on Islamic principles in classroom environments, supports the importance of integrating religious values into education. This research affirms the religious value system as a fundamental aspect of educational reform.

Eleventh Component: Job Satisfaction The eleventh organizational structure component and factor influencing educational development, according to cultural scholars and reformist teachers, is "Job Satisfaction." This includes 8 key themes: "special attention to health clinics and welfare services for educators, increasing the number of welfare stores for educators, providing comprehensive and free health insurance for educators, establishing free medical and dental clinics, reducing job-related difficulties and easing the educational process, increased support from

higher-ups for teachers, school administrators, and schools, and addressing new challenges arising from advancements in education." Findings by Catindig (2024) indicate that implementing effective organizational structure principles leads to better coordination and communication between departments, simplifies operations, enhances academic progress, and improves job satisfaction. Faculty members, after receiving clearer expectations, streamlined processes, and adequate support, reported higher job satisfaction and performance. This research confirms the role of job satisfaction as a critical factor in organizational development.

Final Remarks It is essential to acknowledge that organizational changes, particularly in education, are often costly, time-consuming, and met with resistance, frequently resulting in limited effectiveness. Several key reasons contribute to this issue: 1. **Management of Change:** Change management is often handled by the Development Management Office, which has minimal connection to the core mission of education. 2. **Lack of Alignment:** Changes are not always based on the analysis of higher-level documents and the core mission of the Ministry of Education. 3. **Insufficient Support:** There is often inadequate attention to the needs, requirements, and support for schools. Addressing these challenges requires a more integrated approach that aligns change management with the core educational mission, better utilizes strategic documents, and provides robust support to schools.

To address the challenges, several proposals have been put forward. To facilitate further examination, reduce resistance to change, and minimize costs, it is suggested that some aspects of "structural reforms be implemented gradually through the issuance of mission-oriented directives." For instance, in two or more provincial general departments, a single individual could be appointed to oversee both the primary and secondary education deputy offices. The experiences and results of this integration could then be thoroughly evaluated. Additionally, for the organizational development, an "independent research team under the supervision of the Minister of Education" should be established to focus its studies at various levels, including the province, district,

and school. Particular attention should be given to "support needs for enhancing the quality and development of schools," ensuring that the educational and training processes remain central, while administrative necessities support the main and significant changes. Thirdly, in the restructuring of the administrative system, leveraging the capabilities of information technology and e-government should be regarded as a fundamental and essential element. Consideration of Iran's cultural, political, and social conditions and decision-making regarding the approach towards decentralization are also among the most important aspects of designing the organizational structure in education (Bayat, 2024). The current structure of the education system faces several critical issues that hinder its effectiveness and responsiveness to contemporary educational needs. These issues stem from various factors, including outdated administrative frameworks, insufficient integration of technology, and a lack of alignment between educational practices and the diverse needs of students. Firstly, the rigid hierarchical structure of educational institutions often limits the flexibility needed to adapt to the rapidly changing educational landscape. This inflexibility stifles innovation and hampers the ability to implement necessary reforms that could address students' diverse learning styles and requirements. The traditional top-down approach in educational administration fails to empower educators at the local level, thereby slowing down the process of curricular and instructional improvement. Secondly, the integration of technology in the educational system remains inadequate, despite the increasing demand for digital literacy in the modern workforce. The current structure often does not prioritize technological advancements, leaving many schools without the necessary resources or training to effectively incorporate digital tools into their teaching methods. This gap not only widens the digital divide but also undermines students' preparedness for the technological demands of the 21st century. Moreover, the education system is often criticized for its failure to address the holistic needs of students, particularly in terms of social and emotional learning. The existing structure tends to focus heavily on standardized testing and academic

achievement, neglecting the development of essential life skills that are crucial for students' overall well-being and future success. This narrow focus contributes to a disconnect between what students learn and what they need to thrive in real-world environments. Furthermore, there is a significant disparity in resource allocation across different regions and schools, exacerbating educational inequalities. Schools in marginalized communities often suffer from underfunding, lack of qualified teachers, and inadequate facilities, which severely limits their ability to provide quality education. The current structure does little to address these disparities, perpetuating a cycle of inequity and limiting opportunities for students from disadvantaged backgrounds. Lastly, the education system's emphasis on maintaining traditional structures and processes over implementing evidence-based practices is a major flaw. Educational institutions are often slow to adopt new teaching methodologies or to integrate findings from educational research into their curricula. This resistance to change results in outdated teaching practices that do not reflect the latest understanding of how students learn best, ultimately hindering educational progress. In conclusion, the current educational structure is fraught with challenges that hinder its ability to meet the needs of today's students. To address these issues, it is essential to re-evaluate and reform the existing frameworks to make them more adaptable, inclusive, and aligned with the demands of modern education. Therefore, if a set of elements such as structure, methods, strategy, process, and human resources can be aligned with the ideal model of organizational development, it will be easier to respond to turbulent competition and threats. Moreover, globalization and the rapid growth of technology have forced organizations to adopt changes and exhibit innovative behaviors in order to compete in this challenging environment.

Practical Suggestions of the study

1. Stakeholder Engagement: To effectively implement the proposed model for organizational transformation, it is essential to involve key stakeholders at every level, including educators, administrators, policymakers, and students. Regular workshops and focus groups could be organized for these parties to share their insights and

collaboratively refine the proposed model, ensuring that it addresses the real needs and perspectives of those affected.

2. **Training and Development Programs:** Establish tailored professional development programs focused on developing leadership skills and promoting effective management styles among educational leaders. These programs should also include training on fostering job satisfaction, professionalism, and the importance of a collaborative workplace culture, which can have a positive impact on overall educational outcomes.

3. **Resource Allocation:** Advocate for increased and strategically allocated budgets that are aligned with the identified components of the organizational transformation model. Funds should be directed towards improving human resources, enhancing supervision and evaluation systems, and supporting innovative management strategies that promote educational equity and effectiveness.

4. **Monitoring and Evaluation Framework:** Develop a robust framework for monitoring and evaluating the implementation of the proposed model. This could include setting clear indicators based on the identified axial codes, allowing for regular assessments of progress and adaptability of the transformation strategies in response to emerging challenges and successes.

5. **Pilot Programs:** Initiate pilot programs in selected educational institutions to test the efficacy of the proposed model components. Gather qualitative and quantitative data that can be analyzed to refine and improve the model before wider implementation across the Iranian educational system.

Limitations of the Study

1. **Subjectivity of Qualitative Data:** The research relies on qualitative data from interviews with education specialists, which may introduce subjectivity. This can limit the generalizability of the findings, as the perspectives of these individuals may not fully represent the broader views and experiences of all stakeholders within the education system.

2. **Sample Size and Diversity:** While the study achieved theoretical saturation with 22 individuals, the sample may still lack diversity in terms of geography, experience, and socio-economic backgrounds of the

participants. This limitation could affect the applicability of the findings to different contexts within the Iranian educational system.

3. **Dynamic Nature of Education Systems:** The educational environment is continually evolving, influenced by political, social, and economic factors. Thus, the proposed model may need frequent revisions to remain relevant over time, potentially complicating long-term implementation efforts.

4. **Resistance to Change:** Implementing a new organizational model may face resistance from entrenched stakeholders within the education system who are accustomed to existing structures and practices. Change management strategies will be crucial in overcoming this resistance, but they may not guarantee a smooth transition.

5. **Cultural Context:** The religious value system and cultural aspects in Iran play a significant role in shaping organizational behaviors. The proposed model must be culturally sensitive and adaptable to local contexts; otherwise, it may encounter obstacles in acceptance and execution, particularly if it does not resonate with existing norms and values.

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