



eISSN: 2322-1445

Volume 9, Issue 1, spring and summer 2023

Iranian Journal of Educational Society

Designing a Pattern of Organizational Structure based on Educational Improvement and Development Indicators in the Farhangian University

Robab Mousavi¹, Alireza Mohammadinejad Ganji², Mohammad Naghi Imani³

1. PhD student in educational management, Department of Educational Management, Damavand Branch, Islamic Azad University, Damavand, Iran
2. Faculty member, Department of Educational Management, Karaj Branch, Islamic Azad University, Karaj, Iran
3. Faculty member, Department of Educational Management, Roudhen Branch, Islamic Azad University, Roudhen, Iran.

❖ **Corresponding Author Email:** aganji33@yahoo.com

Research Paper

Abstract

Receive: 2022/12/26
Accept: 2023/06/14
Published: 2023/06/20

Keywords:

Organizational Structure,
Educational Improvement,
Educational Development,
Farhangian University.

Article Cite:

Mousavi R, Mohammadinejad Ganji A, Imani M N. (2023). Designing a Pattern of Organizational Structure based on Educational Improvement and Development Indicators in the Farhangian University, Iranian Society of Sociology of Education. 9(1): 287-302.

Purpose: the purpose of this study was designing a pattern of organizational structure based on educational improvement and development indicators in the Farhangian University.

Methodology: The present study in terms of purpose was practical and in terms of implementation method was mixed. The research population in the qualitative part was the experts of Farhangian University, which number of 20 people accordance with the principle of theoretical saturation were selected by non-random purposive sampling method. The research population in the quantitative part was the directors, deputies, professors and students of Farhangian University, which number of 821 people selected accordance with the Cochran formula were selected by cluster sampling method. The research tools were semi-structural interviews and researcher -made questionnaire, which confirmed the psychometric indicators including validity and reliability. Data from the implementation of semi-structural interview were analyzed by open, axial and selective coding method in MAXQDA-12 software and data from the implementation of researcher-made questionnaire were analyzed by exploratory factor analysis method in SPSS-22 and Smart PLS-2 software.

Findings: The findings of the qualitative part showed that the organizational structure based on educational improvement and development indicators in the Farhangian University had 21 components, 7 dimensions and 3 categories. Its categories were including organizational structure based on educational improvement and development in the Farhangian University (with 3 dimensions of knowledge, attitude and skill), promotion mechanisms in the Farhangian University (with 2 dimensions of organizational and social) and barriers to promotion in the Farhangian University (with 2 dimensions of economic and organizational). The findings of the quantitative part showed that the organizational structure in the Farhangian University had 32 questions in 8 dimensions and 3 categories. Its categories were including complexity (with 3 dimensions of vertical, horizontal and geographical), formality (with 3 dimensions of flexibility, freedom of action and control) and concentration (with 2 dimensions of concentration and decentralization) which all questions had a factor load of higher than 0.60. The educational improvement and development in the Farhangian University had 34 questions in 9 dimensions and 3 categories. Its categories were including knowledge (with 3 dimensions of cognitive knowledge, subject knowledge and practical knowledge), attitude (with 3 dimensions of entrepreneurial attitude, growth attitude and moral attitude) and skill (with 3 dimensions of personal skill, technical skill and professional skill) which all questions had a factor load of higher than 0.70. Also, promotion mechanisms in the Farhangian University had 21 questions in 6 dimensions and 2 categories. Its categories were including organizational (with 3 dimensions of structural, managerial and legal) and social (with 3 dimensions of participation, public benefit and skill training) which all questions had a factor load of higher than 0.70. In addition, the barriers to promotion in the Farhangian University had 19 questions in 6 dimensions and 2 categories. Its categories were including economics (with 3 dimensions of budget, economic and equipment) and organizational (with three dimensions of planning, organizing and supervision) which all questions had a factor load of higher than 0.50. The pattern of each structures of organizational structure in the Farhangian University, educational improvement and development in the Farhangian University, promotion mechanisms in the Farhangian University, and barriers to promotion in the Farhangian University were drawn in standard and significant coefficients status.

Conclusion: The pattern of organizational structure based on educational improvement and development indicators in the Farhangian University can help professionals and planners of this university to improve it and create competitive advantage.



<https://doi.org/10.22034/ijcs.2021.541983.1184>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.0>



Creative Commons: CC BY 4.0

Detailed abstract

Purpose: The higher education as a center of science, thinking and innovation has important tasks and responsibilities such as the development and promotion of science and education and the provision of expert human resources. Today's changes and transformations in the social and cultural environment and the important role of information and communication technologies have caused the society to change from a traditional society to an informational society, informational economy and a knowledge-based society, and these changes and transformations themselves have caused fundamental changes and transformations in the organizational structure of universities and their relationship with the environment. Organizational structure is one of the basic factors in the formation of any organization and it creates coordination between all the activities and goals of the organization and determines who should be placed where, who should be related to and what procedures and methods to follow in order for the organization to achieve your goals and vision. In fact, organizational structure is the pattern and map of relationships and interactions between the departments and components of an organization that determines formal and informal relationships, position of jobs and organizational posts, level of access to information, job description, how to allocate resources, laws and rules, compliance mechanisms, implementing rules and creating coordination between activities. Organizational structure has three main and important components of complexity, formality and concentration. Also, the organizational structure can be a hindrance or an enabler. A suitable organizational structure causes each employee to not act based on his personal opinion, but to take steps within the framework of the goals and vision of the organization, which increases motivation, productivity, job satisfaction, efficiency, discipline, progress, appropriate decision-making, organizational commitment and empowerment. The universities are organizations that have great responsibilities in every society such as research and production of new knowledge, preservation and transfer of cultural heritage, consolidation of moral and social foundations of students, creation of skills and etc. The organizational structure in the university is a framework that should provide the possibility of quick reaction to various phenomena on the one hand, and on the other hand, the overall coherence of the university should be maintained by its high level management circles. Therefore, in all systems, including the university system, the optimal organizational structure is of particular importance for the stakeholders to achieve their interests and goals. A necessary and required condition for the survival of any organization and maintaining and promoting the competitive advantage is the educational improvement and development, which is realized through attention to the organizational structure. The development of education and higher education is one of the main elements of economic, social, political and cultural progress of the country. Because the graduates of this field will lead the government and society and the national security of the country. The Farhangian University and transformation in the its education system can be considered as the starting point of transformation in education, which responds to scientific, cultural, political and moral challenges and achieves sustainable development, which in it the teacher is the main flag bearer. Therefore, the Farhangian University is the starting point of the huge movement of education, and the teacher is considered a transformative element in the field of growth, sustainable development and transfer of the country's culture. Today's organizations because of fierce competition and to maintain and promote competitive advantage must seek their improvement and development. Therefore, the purpose of this study was designing a pattern of organizational structure based on educational improvement and development indicators in the Farhangian University.

Methodology: The present study in terms of purpose was practical and in terms of implementation method was mixed. The research population in the qualitative part was the experts of Farhangian University, which number of 20 people accordance with the principle of theoretical saturation were selected by non-random purposive sampling method. The research population in the quantitative part was the directors, deputies, professors and students of

Farhangian University, which number of 821 people selected accordance with the Cochran formula were selected by cluster sampling method. The research tools were semi-structural interviews and researcher -made questionnaire, which confirmed the psychometric indicators including validity and reliability. Data from the implementation of semi-structural interview were analyzed by open, axial and selective coding method in MAXQDA-12 software and data from the implementation of researcher-made questionnaire were analyzed by exploratory factor analysis method in SPSS-22 and Smart PLS-2 software.

Findings: The findings of the qualitative part showed that the organizational structure based on educational improvement and development indicators in the Farhangian University had 21 components, 7 dimensions and 3 categories. Its categories were including organizational structure based on educational improvement and development in the Farhangian University (with 3 dimensions of knowledge, attitude and skill), promotion mechanisms in the Farhangian University (with 2 dimensions of organizational and social) and barriers to promotion in the Farhangian University (with 2 dimensions of economic and organizational). The findings of the quantitative part showed that the organizational structure in the Farhangian University had 32 questions in 8 dimensions and 3 categories. Its categories were including complexity (with 3 dimensions of vertical, horizontal and geographical), formality (with 3 dimensions of flexibility, freedom of action and control) and concentration (with 2 dimensions of concentration and decentralization) which all questions had a factor load of higher than 0.60. The educational improvement and development in the Farhangian University had 34 questions in 9 dimensions and 3 categories. Its categories were including knowledge (with 3 dimensions of cognitive knowledge, subject knowledge and practical knowledge), attitude (with 3 dimensions of entrepreneurial attitude, growth attitude and moral attitude) and skill (with 3 dimensions of personal skill, technical skill and professional skill) which all questions had a factor load of higher than 0.70. Also, promotion mechanisms in the Farhangian University had 21 questions in 6 dimensions and 2 categories. Its categories were including organizational (with 3 dimensions of structural, managerial and legal) and social (with 3 dimensions of participation, public benefit and skill training) which all questions had a factor load of higher than 0.70. In addition, the barriers to promotion in the Farhangian University had 19 questions in 6 dimensions and 2 categories. Its categories were including economics (with 3 dimensions of budget, economic and equipment) and organizational (with three dimensions of planning, organizing and supervision) which all questions had a factor load of higher than 0.50. The pattern of each structures of organizational structure in the Farhangian University, educational improvement and development in the Farhangian University, promotion mechanisms in the Farhangian University, and barriers to promotion in the Farhangian University were drawn in standard and significant coefficients status.

Conclusion: The pattern of organizational structure based on educational improvement and development indicators in the Farhangian University can help professionals and planners of this university to improve it and create competitive advantage.