

Factors, Shaping Fields and Typology of Organizational Culture of School on Tehran City

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Abstract

purpose of this research was to explore the organizational culture of public schools and their typology. This research was a qualitative exploratory study of grounded theory studies. After recording the studies (interviews, observing and evaluating in schools and focus group) the received information was obtained. Model of organizational culture was formed on seven categories (Academic culture and student learning method- The general culture of society, family, media - The curriculum and educational opportunities - The leadership style of the school principal – professionalism& occupational development teacher - The ruler educational system and ideology -The Possibilities Support and school space). So we have four types school a- School of Culture Designer(Excellence) b-Vocational school(Leading) c- Suspended Culture School(Unstable) d- Conflict culture school(Toxic). The outcomes of the garrison school, school leaving school and school dropout are expected in the future of Iranian schools.

Keywords: organizational culture of School, education, students, typology, Grounded theory

1. Introduction:

Although educational practices have been long since human creation, in practice the official institution of the school was opened in a new form since the Seljuk period in Iran. Considering the emphasis of Islam, it has been a great deal of change in the morality of the Iranian people. In all areas, changes in the education system from Maktab to school in Iran have been faced with many ups and downs. What is important is that they believe in changing society in investing in the education of children and adolescents.

As envisaged in the Constitution for Education for Free Students. In the biographies of many of the many changes in government and macro plans, with the reform of education. The school's footprint is evident in the individual's lives of each person and the social destiny of every society. Therefore, the importance of this institution is not unobtrusive. Today, the development of school as an important institution in the priority of affairs, it is believed that the protagonist of the school and community is involved in the realization of this responsibility.

Undoubtedly, the most important feature of these healthy and positive culture schools and the recognition of the school's organizational culture will be the crucial responsibility of the education managers for evaluating and planning. After describing the school's culture and its level, from another angle, we can classify school culture and determine which categories of schools studied are which dimensions are overcome and which dimensions are weak. The one that will overcome will be the type of school culture, and then the poor one is a guide for school officials to solve the problems and reform the school. Therefore, in this research, using a qualitative study method, the knowledge of the culture of public administration with emphasis on schools in Tehran was studied and ultimately led to their typology.

2. Problem statement and necessities:

In recent years, with the growing popular demand for education as well as the necessity of government policies in the quantitative and qualitative development of schools, there has been an interpretation in the demands of society that can be concluded as a shadow of global education challenges. In the twenty-first century, it is due to new perspectives and new expectations for educational functions that these views certainly require different approaches. These topics are currently being discussed among research scholars and experts in the universities and research centers, as well as the views of education experts, teachers, parents and the community, the major layers of community is culture and culture of schools.

In Iran, Rafiee et al. (2010), in their research on Social Issues in Iran's Priority, out of 79 social problems,

ten problems have been prioritized, one of which is the problems of education in the country. Paying attention to the rights and responsibilities of society and individuals and its various groups for engaging in education is a topic that can be considered as a national concern that affects all individuals and sectors of the community.

While the dominant culture of traditional schools is directed toward the bureaucracy, staff and teachers are trying to maximize their freedom, but in the culture of new schools, trying to strengthen the sense of cohabitation, the commitment and satisfaction of a common, extensive and profound system of values Shared identity and collective commitment among members and school staff and reduce the need for formal and administrative monitoring. Therefore, instead of implying the culture and the atmosphere of the school, it is necessary to get an understanding of the current status of the school as an integrated whole by the moderators, and make the necessary changes by obtaining these relations and relationships. In internal research studies in this area, the organization of schools has been studied as a dependent variable in the interaction and impact of the other variables, but in fact there is no picture of the organizational culture clearly from the schools of the country. In the case of perceptions of the viewer, or the beliefs of the template, some schools found a certain reputation among the audience.

The important point is that cultural systems, like other phenomena, are subject to military change. In other words, each cultural system has a dynamic nature, which means that it starts from a simple state and gradually becomes complex and evolves. Current sociological scholars also emphasize the evolution of culture, with the difference that they regard the course of human cultures as neither straight neither forward nor rotational processes, but rather the movement of culture as a spiral. This means that every culture in its course will necessarily face the natural or social barriers, and will eventually settle, but will eventually be influenced by the internal dynamic factors as well as the external dynamic factors, which will follow its path. Slow (Roohollamini-1386: 18).

In general, cultural and social changes can be made slowly over a long time or quickly and over a short period of time, which will, of course, be different for the life of the organization and the target community.

Perhaps the most important factors that make the changes change is the modernization of society, in which the traditional way of life of a person in a society becomes more complex and technically more advanced and progressively evolving. This context of change and modernization, especially with the invasion of modern technologies and mass media and internet networks in the educational system that is a cultural system has also brought about great changes that can make a more in-depth scrutiny in the study of organizational culture a school to give. In Shine's view, the problem of recognizing new values in recognizing culture is also an indication of which assumptions are based on the principles and how these assumptions can be coordinated with the organization's environment. Therefore, the study of the organization's culture serves as a tool for information gathering and enables managers to prioritize sectors or groups of work in one way or another. First, prioritize issues. Third, identify employees' perceptions and expectations (Monavarian, 2006).

In simple terms, how good is the school, the word today that officials, staff, parents and school students are looking for, and this requires recognizing and correcting the school's organizational culture. In order to strengthen and enhance the existing organizational culture, first of all, the ruling culture should be studied and identified, in order to identify the strengths and points that can be improved and provide the ground for them to be promoted. so:

In the first place, this multiculturalism and subcultures must be documented, meaning the social world of the school, actions, processes, and social practices will lead to the discovery of a genuine phenomenon of the world of school life. Unknown or less well-known than existing theoretical foundations and backgrounds in organizational culture, but from the multitude of data from the perceptions and perceptions of owners and audiences to the recognition of formal and informal relationships, theoretical and theoretical aspects Executives, sayings and deeds, processes, etc., resulting from these changes, modernization and modernizations, and so on, to bring complexities to light and to lead to collective perceptions and phenomena and new theory. Certain unknown variables should be discovered that can lead to the guidance of the system and the vast system of education, in order to recognize the concerns and existing issues with a new perspective.

The second step is to identify the pillar of a native and efficient model for custodians and stakeholders who, in the context of a theoretical charter, can be used to understand the school's organizational culture and be used in real school targeting.

In the third grade, it is necessary, based on the volume of information derived from the culture of study, to find new phenomena and theories to be invested in the management of social systems for its improvement and management. In this category, the organizational culture as a qualitative variable is examined based on the qualitative method of the basic theory of the following questions:

1. What are the main categories in the school's corporate culture?
2. What is the main phenomenon, causes of causation, effective factors and moderating factors in school corporate culture?
3. What are the main strategies shaping the school's organizational culture and its actors?

4. What are the effects and consequences of school corporate culture?
5. What are the categories and types of school corporate culture?

3. Theoretical foundations in the school corporate culture

In general, the concept of culture is the quality of life of a group of human beings transmitted from one generation to the next. According to Edgar Shine, culture can be analyzed as a phenomenon that surrounds us all around us. In his view, when a person brings a culture into an organization or into a group of organizations, it can clearly see how it is created, deployed and eventually manipulating it, managing it and then changing it. The layers of culture (Edgard Shine) are two layers of the appearance and the inner side of culture, which behaviors and symbols appear to be visible, and the values, norms of society, and fundamental beliefs lie within the boundaries of this culture (Niyaz Azari, 2010).

But organizational culture is one of the newest terms in management literature, which in recent years has attracted the attention of thinkers and management experts. Experts and researchers point to the nature of the organization's culture as a prerequisite for the success of the organization, and they believe that the culture of that organization needs to be changed in order to create lasting and pleasant transformations in the organization. Because they believe that the ratio of culture to organization is like the ratio of personality and should therefore be investigated in the organization's culture in order to create an organization's maturity that leads to the development of society. In general, the success and failure of organizations should be sought in their culture (Tusi, 1993).

Many scholars have tried to provide a definition of a modern educational culture. The common theme of most of them is an attempt to explain the factors affecting the structure, performance and productivity of the school. These factors include beliefs and expectations common to school staff and create norms that shape organizational behavior. These organizational behaviors include the organization's culture. But the school's culture of life seeks to create a vibrant environment whose purpose is to prepare people to make their own choices. The school's culture of life is an opportunity for the flourishing of talents, the growth and realization of dreams and aspirations that will prepare each individual, in proportion to the differences and needs, to live better. The school's culture provides local lifestyles in which it is impossible to distinguish between living and learning (Zulam, 2008).

According to Dale and Patterson (1999), school culture is a collaborative factor that teachers, parents, and managers need to look at in harmony with their local and regional methods. School culture is a collection of norms, values and beliefs, customs, ceremonies, symbols and stories that make up the "character" of the school. These unwritten and intangible expectations make it difficult for teachers, administrators, parents and students to work together, solve problems, cope with challenges, and overcome failures (Dale and Patterson, 1999). Local culture has been reflected in different ways in the school culture (Rassman, Carter & Feisterton, 1998), and the advancement of schools requires the emphasis on values, beliefs and norms of the school, as well as the environment outside the school.

When a school is positive that, professional culture, meaningful employee upgrades, successful educational planning reforms and effective use of student performance data. In this culture, employees and students learn the right path. In contrast, a school with a negative or toxic culture is not worthy of professional learning, and resilient to change, and the inestimable promotion of employees, is an obstacle to success (Dale and Patterson, 1990).

From the point of view of education professionals, school culture is a forgotten link in assessing school progress. The use of organizational culture modeling models such as the 10-parameter Robiner patterns or the Denison model used in organizational culture research was consistent with human and personnel relationships. However, given that the school unit is an educational system, elements and components Academic, Student, and Processes and Strategies Education in these processes is not seen, Therefore, the subject of school culture and its role in schools is growing, especially in the educational management literature.

Knowing and changing the school's culture is a positive challenge to the great challenge faced by school leaders and recognizing the culture of schools and its features as an inevitable necessity in the school education process has been raised.

Researchers such as Gronert, Valentin (1998) and Fallen (1994), whose major studies are in the field of educational management, suggest school administrators to first identify the culture before doing any activity in schools, and when it comes to understanding Culture has achieved their ideas and beliefs in school (Figure 1). In fact, the management of school culture requires the director of the school to have a thorough understanding of the culture management process. Grennarth (2009), in his famous book "School Culture," believes that four steps should be taken to change the school's culture, 1- learning and teaching about the concept of school culture; 2- collecting and accessing information from school culture; 3- building structures and opportunities; To work together 4. Pay attention to valuable teachers who work together.

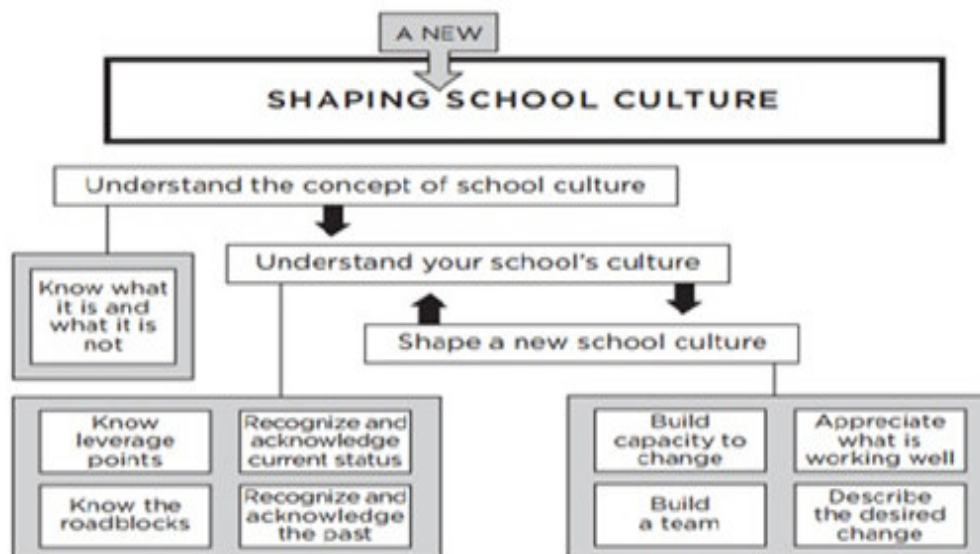


Figure 1. Formation and change of school culture from the perspective of Gronert (1998)1.1.2 Heading 3

4. Investigating the background of the school's corporate culture

Organizational culture is one of the most widely used topics in research and research, and many scholars in the field of education have addressed this issue. Research that focuses on the school's corporate culture inside and outside the country is categorized in three forms:

1. There are many cases that describe other variables in interaction and impact with the school's organizational culture, which have often shown an impact and Correlation on organizational culture.
2. Items that measure organizational organizational culture and classify them with existing and existing models and tools. By the early 1970s, schools were considered by the researchers as a bureaucratic structure, although a series of theories and research in the years, were questioned this view. People such as Ana Higgins De Alessandro and Doyani Sade, faculty members at the University of Northampton, in 1997, published their own standardization research, which, through longitudinal studies in high schools in the United States, managed to build a scale for assessing school culture. Their efforts to build the "school culture scale" (SCS) were within the framework of the school reform efforts and aimed at changing the status of the school from a single educational institution to a just society. On its scale, school culture examines the normative structure of school community in four categories: normative expectations, school communication, student communication, and educational opportunities (Haggins, 1997).

In Iran, research in this area usually uses the "school climate scale", OCDQ or OCDQ-RE, or organizational culture theories, but it seems Due to the lack of consideration of the students' beliefs, this is inadequate in terms of understanding the public space of the school. Also, the questionnaire cannot determine the school's culture alone (Moghanizadeh, 2009).

3. The last category refers to identifying and extracting the identity of the school culture in the context of analyzes and meta-analyzes of the status that are very rare and will be exploited by the researcher.

✓ Moghanizadeh (2006) studied the culture of schools, and concluded that in Tehran, school culture in non-profit schools is higher than school culture in public schools.

✓ Nafiseh Fatehi et al. (1393) in his dissertation titled "Identifying the Components of Organizational Culture in High Schools in Rafsanjan High Schools and Comparing it with Organizational Culture Model" by Cook and Lafrati concluded that cultural values of effective schools include four years of social, religious, ethical and Educational. The cultural norms of effective schools fall into two elements of behavioral and environmental perception that is a two-dimensional school environment and family environment. Based on the findings from the interviews, important cultural elements are the schools of effective customs, customs, and myths.

The methods of influencing effective schools in several respects were introduced by the interviewees. This section includes the dimensions of the teachers and staffs, the student's dimension, the dimension of the community foundation, the dimension of the education authorities, and the subsequent educational method.

✓Maghsoud Frastkhah and Mahnaz Teslimi (2015) in a research entitled Organizational Culture of Nonprofit Schools to identify the culture of non-profit schools in Tehran. Factor analysis revealed two factors of human-organizational relations with 30.5% of normative changes and expectations with 16% of changes, factors of relationships between students with 13% and educational opportunities with 10% of effective predictors affecting organizational culture of schools.

✓ Zahra Sedaghat (1393) In the dissertation of the University of Al-Zahraba, the title of identifying the components of Iranian school culture, concluded that the components of school culture were classified into five themes: the national education system, school organization, curriculum, professional communication and professional growth. The findings of the research show that the component of the educational system and its assumptions as a key component plays a decisive role in the culture of our schools, so that other components are oriented toward the educational system.

✓ Rezaee (2008) focuses on his experimental and systematic research on four schools in Tehran, and it is difficult to describe and analyze the various aspects of student's daily experience in the school. He considers the school as a kind of state-governmental organization that seeks to re-produce Official discourse dominant.

✓ Reza Jadidi (2006) has studied the school culture in Isfahan, which has analyzed and described them in a historical-political, political, and cultural classification of the status of factors and elements in different periods of the city of Isfahan. He concluded that the school was started along with the mosques, and education in Isfahan was based on Islamic issues.

✓ Narges Ghodsian (1393), in his article entitled The Pattern of Organizational Culture in Educational Organizations (EOCM), after analyzing data, the model of organizational culture of education in three dimensions of "external adaptation" with four dimensions of organizational learning, customer orientation, perspective, and leading And active; "internal coordination" with the four indices of scholarship, legal participation, core values, human capital, and "human relationships" with the four indicators of intrinsic and acquired dignity, nationalism, growth, and centrality The religious teachings of pure life have been designed.

✓ One of the research centers in 2000 developed a cultural measurement and school typology and, in order to determine the level and type of the culture of a school, nine variables were proposed to measure: student progress, student awareness, shared values, decision making, Acceptance of risk, openness, honesty, parent communication and leadership in school (quoted by Ali Zadeh et al, 2007: 14)

✓ Vesna Rodić (2012) points out in his study of the designation of school culture indicators. In order to improve school culture, seven indicators are, joint work encouragement, employee achievement assessment, solidarity and affiliation, feedback, educational cooperation, sympathy, and coherence of the colleagues and the challenge. We must recognize the personal conflicts of teachers and improve them to the appropriate level of school culture.

✓ Karen Seishervelius (2006) believes that the development of organizational culture in schools is due to the development and strengthening of three factors of trust, professional learning societies and organizational learning. In particular, the role of educational and development supervisors and PLCs development is an effective step in cultural development and cultural change.

✓ Christopher Wagner (2002) believes that the continuous measurement of school culture through a triage or the three core professional specialized work, empathy, affiliation of colleagues and self-efficacy must be done. He believes that the recognition and audit of the organizational culture of the school requires 5 steps. : Interviewing, observing, surveying, evaluating and reporting

✓ Kenneth D. Patterson (2002) a scholar of school culture affairs, classifies school culture as a positive and toxic category, and sees the difference as a factor in the development of professional staff, professional learning societies and professional commitment and cooperation. He believes that school administrators need to continuously look to study their school culture in order to continuously improve

5. Research tools and methods:

This research was a sequential exploratory and explanatory method, which was carried out using the systematic Grounded theory. This inductive research method allows the researcher in cases where it is not possible to formulate a hypothesis, instead of using predefined theories, it will work out a new theory.

This new theory is based not on the researcher's personal opinion, but on the basis of the data collected (interviews, upstream documents, theoretical foundations, observation, and study and experience of the researcher) from real and real-life situations (Strauss, Anselm, 2006).

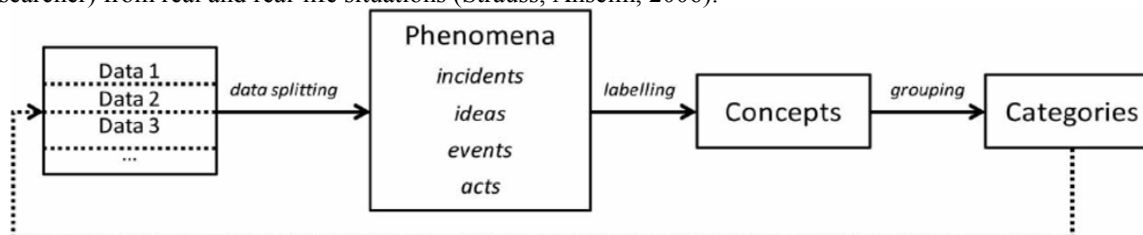


Figure2. Basis Theory Method Using the Strauss and Corbin Systematic Method (1990)

The systematic approach (Strauss & Corbin, 1990) emphasizes the three stages of data analysis in designing a systematic research project: (Figure 2).

1. Open coding: In the encoding of sales, they are classified into categories (interviews, observations, technical notes, and daily notes from field activities).

2-axis coding: At this stage, the researcher selects one of the categories of open source coding as the main category or phenomenon and examines it at the process center, then the other categories consider :(1. Actual conditions 2. Field (environment) 3. Main Category 4. Mediation conditions 5. Strategies 6. Consequences)

3.Selective coding: At this stage, the researcher develops a theory of the relationship between the categories obtained in the axis coding model (Farastkhah, 2016: 100).

Regarding the type of study, this research methodology was conducted with a targeted and selective sample framework for interviewing. Therefore, interviews with participants in parenting sessions, school staff meetings and managerial meetings held in selected regions with coordination and mutual awareness were conducted to saturation stage. The content and interview questions were formulated in a semi-structured way. After analyzing and interpreting the content obtained, the coding and interpretation was based on the model of the research.

For accreditation, in the cognitive model analysis, the focus discussion method was used for further accuracy and validation and final editing of the theoretical model. Continuous observation and surveys and the views of experts in obtaining the main components were used. Also, with the scientific method of library studies, four recent decades of research in the field of organizational culture of Iranian schools or the issues related to organizational culture were used to strengthen the theoretical basis and backgrounds

6. Finding and analyzing statistical results:

The average demographic characteristics of the interviewees are as described in Table (1).

Table (1) Frequency of sample in groups and demographic summary of interviewees

Old age school	Number of school students	Number of employees	Marital status	Age	The last degree	Management experience	Work experience	Work experience	Sex	No
22	408	23	Married/Single Ratio=10/1	42	MS/BS Ratio = 1/2	6.5	21	21	Female	15
19.8	433	25	Married 100%	44	MS/BS Ratio = 1/2	7.2	21	21	Man	15

Subtype of school age students. Interviewees' inferences from the current school conditions are based on scores ranging from 1 to 10 surveys. Average scores were obtained in Table (2).

Table (2): Grading the frequency of observations from the school (average score from 1 to 10)

Safety and access to school	The passion for school attendance	School architecture based on urban climate	Attending and accepting clients and families	Mobility and dynamics of students in the school yard	Dress Classes	Halloween Room Decoration and Assistants and Teachers	Friendly and interpersonal relationships in the teachers' office	School health and order
6.5	5.5	6	4.5	8	6	6.5	505	7
Intimacy between teachers and common interests	School green space and plant flowers	Color variation of uniforms for students and teachers	Use mobile phones by teachers and students	Answering phones	Car park in the school yard	Criticism Forum	Advertising slogans on the walls	Facility and school side
6	7.5	6	6.5	6	2	9.5	8	6.5
Concern over study at staff and teachers	Confirming the leadership style of the school principal	Environmental management	Utilizing the intelligence of schools	Student co-operation with teachers	Climb and schedule the morning	General information of managers	Use of educational tools and equipment	Hearing words and students' compliance with the school
6	5	7	8	8.5	9	6.5	6.5	6.5
Sports ground and sports facilities	The kind of discourse manager in the interview	Good neighborliness of the school	Attention to social partnerships	School budgets and current school fees	Classroom programs and school yearly calendars	Correspondence and administrative system	Cultural, scientific and sports photographs and images	Examples of motivating and encouraging students
5	6.5	7	8.5	9	9	9	8	7

Regarding the structured part of the interview, in the form of polling and recording of the statements in seven dimensions of the index included (landscape of Organizational structure, performance field, Showcase Honors, teacher viewpoints, student filed, landscaping of the family, adminestral landscaping), the abundance of

existing school conditions was obtained. Also, categories from the description of the era The interviewees were also extracted. Most of the propositions were about describing the performance of teachers and managers, and the relationship between the manpower and the least of the relationships between students and the relationship with classmates, which refers to behaviors and modeling in the school. SWOT on the school's organizational culture is also The focus group was finalized. In the discussion of semi-structured surveys with reference to the research questions, the results of the announced responses were obtained as shown in Table (3).

Table (3): The abundance of conceptual ideas about the organizational school culture

subject	The frequency1	The frequency2	The frequency3	The frequency4	The frequency5	The frequency6
Classification of school culture in terms of managers	Good. Average. Weak	Up and down the city	Strong and Weak culture	public culture - nonprofit culture	Modern schools, Traditional schools	Healthy Culture - Patient Culture
Problems that can damage the school's organizational culture	Lack of credits	Difference between cultures in society	Media and virtual and satellite networks	Priority of education to training	Performance of managers and teachers	Not up-to-date textbooks and subject matter with the needs of the day
Issues enhance the organizational culture of the school	Management and committed and caring teachers	School facilities	Parental Partnership	Improving the education system	Privatization	Media Participation
Characteristics of high school with good culture	Popularity for registering	a great to pass	Successful Students and staff	Educational and educational training. Equipment up to date	Being non-governmental	Attention to educational and ethical issues

7. Summary and Conclusion:

According to the research process, the mapping of the grounded theory of the school's organizational culture was compiled in three levels (position map, area map, and status map) and in line with the research questions in the form of Figure (3), the theoretical model of the researcher in Figure (4) Was achieved.

Seven categories of exploration model, while confirming the views of the researchers, Moghanizadeh 2006, Fatehi 1393, Sedaghat 1393, Rezaei 2008, as well as foreign researchers Anahegins 1997, Vesna Rodić 2012, and Christopher Wagner, 2002, agree with their scientific results and complete some theories.

What was achieved in the consensus is that efficient and committed teachers and managers and the effective and beneficial atmosphere of the school are the main virtues and reminiscent of the core values of school culture.

Also, according to the model, schools are multicultural, adhering to the general culture of society, family and media. Therefore, the desirable characteristics of the cultural system of education are not realized at school only, and school outcomes are not necessarily the result of school education, but the school's organizational culture believes that recognizing and building a high school culture will lead to the development of society in different dimensions. The outcomes of the garrison school, school leaving school and school dropout are expected in the future of public schools in Iran. The researcher also extracted the typology of schools based on the seven categories, which is possible in order to identify public schools as described in Table 5, in view of the effect of evaluation in recognizing and changing organizational culture.

This typology is capable of analyzing and predicting the main points of the school in relation to the organizational culture of the school, and identifying and anticipating the school's educational reform model by weighting and rating it to observe and study the organizational culture of the school.

It is suggested that this research be executed in the sample of the country, and the model will be implemented quantitatively in the framework of the survey as part of the stakeholder consultation.

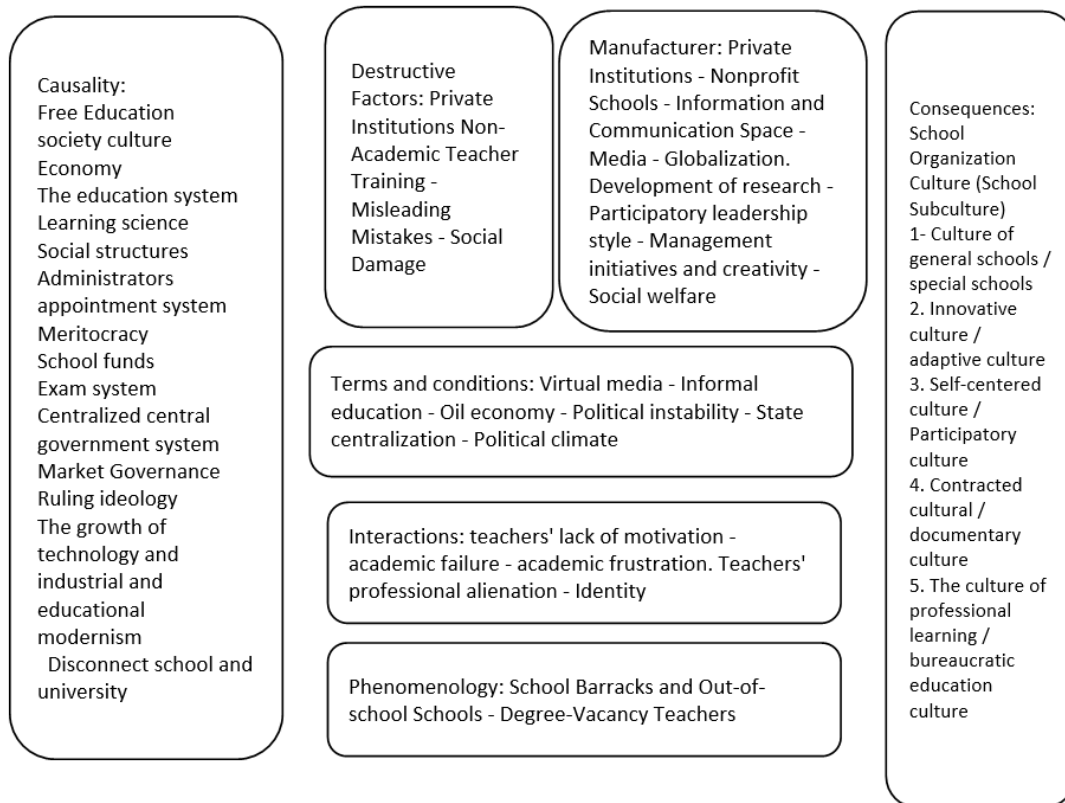


Figure 3: The conceptual model GTM extracted:

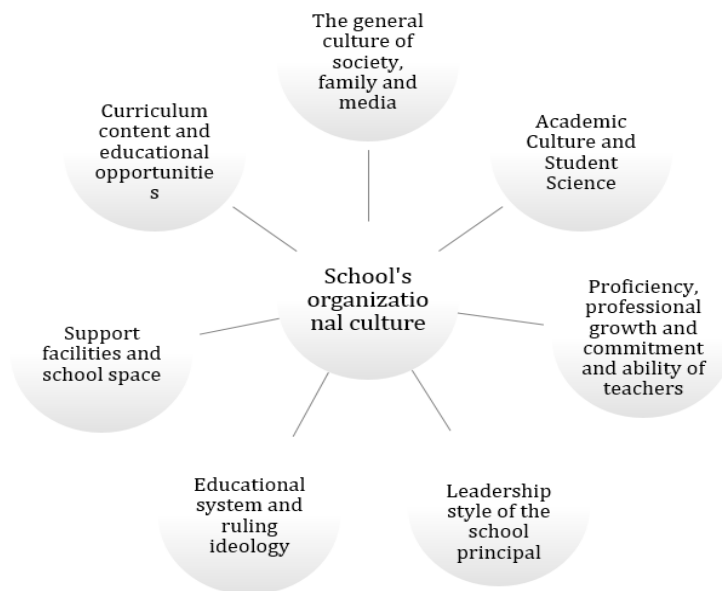


Figure 4: Model of the organizational culture of the school of seven categories-Taslimi (2018)

Table 4. The typology of public schools based on the organizational culture model of the school of seven

Academic Culture and Student Science	Educational guidance Acceptable outputs Focus on continuous learning Leads to behavior change
The general culture of society, family and media	Taking part Collaboration for school improvement Hard work and hangover Respect and trust The media is on the same lines
Curriculum content and educational opportunities	Research driven Learned organization Attention to educational priorities and needs Active learning
Leadership style of the school principal	Taking part Team work Attention to Axial Justice
Proficiency, professional growth and commitment and ability of teachers	Motivating part with Focus on results Empathy and cooperation Developing a professional learning community The commitment and professional expertise of teachers
Educational system and ruling ideology	Democracy and intellectual and rational governance based on perfection and justice and human dignity away from discrimination Right to Choose
Support facilities and school space	Standard space New Educational Techniques and Good Educational Help Secure and safe space
<p>1. School of Culture Designer(Excellence)- School is an agent of promotion and mission of culture and cultural value for society.</p> <p>2. Vocational school(Leading)- The school is volunteered and committed to the advancement and development of culture and the promotion of cultural values.</p> <p>3. Suspended Culture School(Unstable)- The school is trying to implement cultural norms and culture.</p> <p>4. Conflict culture school(Toxic)- The school is lacking in quality in cultural elements and is a problem for the culture of society and the family.</p>	
The typology of the school's organizational culture	

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