

University and the culture-building capacity of society

Hamidreza Mazaheri¹, Faranak Mosavi^{2}, Elham Kaviani³, Susan Laei⁴*

Received Date: 17/04/2025

Accepted Date: 07/07/2025

Pp: 71-87

Abstract

The present study aims to identify the components of a culture-making university for Iran's higher education system. Despite the expansion of higher education institutions and the increasing number of students, graduates, and faculty members, evidence suggests that public culture and social responsibility have not developed proportionally in society. This issue calls into question the role of universities in fostering responsible citizens and cultural development.

This research seeks to analyze the impact of universities as cultural influencers by examining their role in shaping culture and proposes a comprehensive model to enhance the culture-making function of universities in Iran. The study adopts a mixed-methods approach (qualitative-quantitative) with an applied-developmental design.

In the qualitative phase, data were collected through interviews with 15 academic experts and the analysis of 25 peer-reviewed articles, using Grounded Theory and MAXQDA software. The qualitative results identified six core themes: Central phenomenon, Causal conditions, Contextual conditions, Intervening conditions, Strategies, Outcomes. Ultimately, 25 key components of a culture-making university were extracted.

Keywords: Higher education system, culture-building university, grounded theory, Social responsibility

¹- PhD student, Department of Educational Management, Ker.C., Islamic Azad University, Kermanshah, Iran

² -Professor, Department of Educational Management, Ker.C., Islamic Azad University, Kermanshah, Iran (Corresponding Author) frnkmosavi@yahoo.com

³-Assistant Professor, Department of Educational Management, Ker.C., Islamic Azad University, Kermanshah, Iran

⁴-Assistant Professor, Department of Educational Management, Ker.C., Islamic Azad University, Kermanshah, Iran

Introduction

Universities bear a critical responsibility in shaping culture, serving as an engine for societal development by infusing communities with a sense of empowerment, competence, and cultural self-confidence (Yousefi & Mostakmeli, 2018). The knowledge and insight individuals acquire in universities - manifested through technical and professional competencies, attitudes, and orientations - significantly influence the formation of their social character and political inclinations, effectively laying the foundation for a society's future (Feyouzāt, 2003).

Among the most influential institutions in regional development and fundamental cultural transformations are universities and higher education systems. Quoting Deihim and Dehnavi regarding higher education's societal role, Shekari (2019) states: "Higher education represents an exceptionally important institution, not only because it cultivates elites and provides the foundation for a technology-equipped society, but also as the most significant intellectual institution with far-reaching impacts on culture, politics, and the economy."

"A review of Iran's current situation reveals that the country faces significant challenges including inflation, unemployment, a single-product economy, smuggling, resource shortages and productivity issues, emerging technologies, environmental crises, international diplomacy, and novel diseases. These challenges demonstrate governments' need for universities to effectively address these risk-laden phenomena, while revealing the necessity to reconsider the role and functions of responsible institutions like universities and their required participation in socio-environmental relations" (Shokrollahi et al., 2020).

Existing evidence indicates serious deficiencies in the process of socialization and internalization of academic values, as well as in shaping scholarly identity within the country's university system (Mahdie et al., 2016). But have universities been able to meet these expectations? One of the most fundamental problems of Iranian universities is their inability to foster academic identity in students and cultivate true academic individuals. Citing Freire (1994), numerous studies show that when the process of academic socialization is properly implemented and academic habits become internalized in university community members, the resulting academic individual will not only work tirelessly - through continuous learning, teaching, and generating/disseminating new ideas - to advance science, meet professional demands, and address societal needs, but will find such efforts indispensable for maintaining and validating their very existence and identity (Fazeli, 2003).

Despite quantitative expansion in recent years, Iran's higher education system has failed to fulfill its primary missions: training specialized human resources, elevating public culture, developing moral virtues, expanding knowledge frontiers, and meeting research needs (Madhoushi & Niyazi, 2010). "While economic problems have always been the public's main concern, official statistics (rising crime rates, moral decline) and the normalization of harmful phenomena

in society suggest that cultural issues have become one of Iran's most pressing challenges today. Therefore, we must seek methods to preserve, promote, and develop Iranian-Islamic culture, addressing societal needs through emphasizing Iranian-Islamic values via cultural and social channels" (Shakeri & Sadeghi-Niaraki, 2018).

In contemporary discourse, cultural issues have emerged as the most critical factor in economic, social, political, human, and ethical development, occupying a central position in the deliberations of experts, intellectuals, and elites. The fundamental and transformative role of culture in all aspects of human existence and thought has created new perspectives in both tangible and intangible domains (Eskandarpour, 2017).

As cited by UNESCO (2015), higher education institutions are expected to play a pivotal role in sustainable development, economic growth, gender equality, and nurturing responsible global citizens across all regions (Shekari, 2018). Today, the most crucial role and sensitivity of higher education systems lies in their cultural formation function within societies (Balouch et al., 2021).

One essential dimension of organizational culture is the generation and creation of knowledge within universities. As the primary institution and symbol of higher education, universities serve as influential cultural agents in society, making the cultural dimension within academic organizations doubly important as society-shaping elements. Indeed, while culture occupies an elevated and influential position in society, universities serve as the epicenters of national transformation. Consequently, their interaction gives rise to a profoundly impactful phenomenon known as academic culture or university culture (Mehnati Najaf Abadi et al., 2020).

To achieve the universities of the future, we must first delineate their fundamental components. Defining objectives and vision based on higher education transformations, along with attention to long-term educational policies, human resource needs, academic inputs, and continuous planning, organization, leadership, and monitoring, constitutes the framework for studying the future university (Sourani-Banchesmeh et al., 2020).

Should the Iranian university system successfully actualize its social accountability and responsibility functions, it could resolve a significant portion of prevailing societal challenges (Shekarollahi et al., 2020). This study anticipates that through its implementation, the primary mission of universities in cultural formation and shaping societal cultural currents will be identified as the foremost priority of higher education institutions. By specifying the components and dimensions of a culture-forming university, the research aims to propose an appropriate model for implementing this university paradigm within the country's academic community.

Research Question:

What are the key components of a culture-forming university?

Universities rank among society's most vital institutions, having delivered exceptional services to humanity since their formal establishment in the modern

global era. These institutions have driven significant economic, cultural, artistic, political, social, and technological transformations worldwide. Scientific production stands as a fundamental prerequisite for civilization-building, itself requiring robust cultural, social, and normative structures. Academic culture serves as a crucial cultural instrument in this regard (Ahmadi et al., 2015).

The Growing Significance of Cultural Studies in Higher Education

Cultural studies have gradually gained traction in higher education research, though not without conceptual ambiguities and methodological challenges. Valima (citation needed) identifies three primary sources of these complexities: The inherent cultural and culture-forming nature of universities as institutions; The extraordinary diversity of cultural categories within academia; The requirement for methodological, epistemological, and philosophical discussions rooted in our fundamental conceptions of knowledge and science. These factors collectively underscore both the importance of cultural studies in higher education and their inherent complexity (Mehnati Najaf Abadi et al., 2020). The challenge intensifies as the traditional view of universities as culture-forming institutions becomes diluted with the massification of Western higher education.

Conceptualizing Culture-Formation

Shah Ali (2019) defines culture-formation as "a process enabling content creation, structural development, sectoral reform, and social participation through community interactivity." Ji (2023) offers a complementary definition: "the process through which a given society transforms its economic activities and empowers members by developing products and services grounded in its unique cultural and geographical context."

The Reciprocal Culture-Organization Dynamic

Undoubtedly, just as organizations absorb influences from their social and environmental cultures, organizational cultures reciprocally shape societal values. Organizations transmit their belief systems, values, and norms to the broader community. This bidirectional interaction between cultural entities (organizations) and socio-cultural elements gives rise to the novel concept of "culture-forming organizations" (Eskandari, 2008).

In their seminal study titled "*Presenting a Conceptual Model of University Culture Using the Meta-Synthesis Method*", Soroush et al. (2022) developed a comprehensive framework comprising **30 distinct components** organized into **five key dimensions**:

Learning Culture

Student Culture

Academic Professional Culture

Artifacts and Symbols of University Culture

Social Dimension

Sadeghzadeh et al., in a study titled "Data-Based Model of Cultural Transformation at Islamic Azad University" with the aim of extracting variables and indicators of cultural transformation and providing a model for the

phenomenon of cultural transformation after conducting the research stages, state that research strategies in six areas are strengthening value-based culture, creativity and innovation management system, appropriate implementation, establishment of knowledge management system, formulation of strategic pillars of cultural transformation, and change management and organizational transformation as the main strategies (Sadeghzadeh et al., 2021).

In the research conducted by Sourani-Banchesmeh et al., titled "Presenting a Future University Model Focusing on Current Developments in Higher Education," efforts were made to identify the factors that constitute, influence, and are affected by the future university, considering the current conditions of higher education, and the components of goals and vision, human resources, management, and leadership were identified as factors that constitute the model, and organizational factors, educational and research factors, environmental factors were identified as influential factors, and educational quality factors, entrepreneurship, and organizational development were identified as influential factors or consequences. (Sourani-Banchesmeh et al., Mehnati et al., in a study titled Identifying the Components of Academic Culture at Farhangian University, identified the dimensions of Farhangian University's academic culture, including national and religious identity, cultural values, promoting research values, promoting educational values, cultural activities, strengthening material culture, and university norms (Mehnati Najaf Abadi et al., 2020).

Shah Ali, in his studies, states that a culture-building university with three components of beliefs, values, and norms has 28 indicators that have been derived from the Supreme Leader's demands for academics. By recognizing the existing culture and the desired culture and adopting appropriate approaches to culture-building within the framework of indicators derived from the Supreme Leader's demands, a culture-building university is able to lead society to a desirable cultural state (Shah Ali, 2019).

Dzimińska, Universities play an important role in creating the culture of society: they influence the assumptions, values, beliefs and main artifacts of people and lead to certain effects and may be positively or negatively related to the creation of sustainable development. Therefore, universities influence the culture and performance of members of society through all three of their missions: education, research and service to society, as well as inspiring and influencing people's everyday lives. Therefore, universities act as a powerful means of contributing to society (Dzimińska et al., 2020).

Kryczko et al., Today's universities are a collection of individuals with unique personalities, each with its own mental, social, cultural characteristics. This means that the main task of the organizers of the educational process in universities is not only to provide students with the highest quality of education, but also to promote socialization, communication between students, prevent the escalation of social conflicts (in different environments), and create all possible conditions for the development of the effective personality of students (Krechkoana et al., 2021)..

Chao Yeh et al. (2024) examined the three factors of strategic philanthropy, social impact, and social participation in the joint implementation of social responsibility between the university and the company. The positive effects of university social responsibility activities on students include increasing the sense of responsibility, civic awareness, social responsibility, project-based problem-solving abilities, and diverse thinking and creativity. (Chao Yeh et al., 2024).

Farastkhah and Akbari (2024), in their study titled "A qualitative study of self-efficacy affected by religious identities of secondary school students in Shahroud city, in the context of cultural capital (a data-based study)", concluded that self-efficacy is created at birth and is completed with individual, social, and cultural growth. The quality of efficacy is derived from the quality of identity, especially religious and spiritual identity, influenced by cultural capital, which in traditional religiosity is fixed and clear, and in pluralistic religiosity it is in motion, restless, and progressive (Farastkhah & Saberi, 2024).

In their research, Evan et al. addressed four key dynamics: (1) Higher education sustains modern professions and contributes to the rationalization of society and the state. (2) The transnational and global orientation of higher education provides elites with shared global cultural frameworks and identities, facilitating globalization. (3) As a result, higher education provides a basis for major global movements and socio-political changes around various issues, such as human rights and environmental protection, as well as potentially contentious religious and cultural associations. (4) Higher education helps to reorganize the economy, create new monetary activities, and facilitate the reconceptualization of activities far from material production as economic (Evan et al., 2021).

Lagutsova-Nogina et al. concluded that the effectiveness of teaching and learning processes (and their components); teaching/learning processes; learning styles and processes (and their components); components of the learning model; and emphasis on academic literacy as an integral part of learning culture. In addition, they identified the architectural components of learning culture, which include: learning environments, learning groups, learning subcultures, learning approaches and methods, and learning values and traditions (Lagutcheva-Nogina et al., 2024).

Research methodology

This research was conducted qualitatively, with an exploratory approach and using the grounded theory method. Its purpose was fundamental and the method of collecting qualitative information. The statistical population of the qualitative section includes all experts related to the research topic, academic and cultural experts, including university presidents, cultural vice presidents, professors with cultural expertise, authors in the field of culture and cultural activists in higher education with at least a master's degree at the provincial or national level. According to the Stratus and Corbin (2008) model, 15 people were interviewed and based on reaching theoretical saturation, 16 interviews were considered as the saturation limit. The sampling method for the qualitative section was a purposive sampling technique, in which the sample individuals were selected by considering the relevance of the interviewee's position in positions related to university

cultural topics as well as the writings done in the specialized field of higher education and culture. The semi-structured interview guidelines and guidelines for the qualitative part of this study included 9 questions that were designed by reviewing the research background and using the opinions of experts and activists in the fields of culture and higher education, and the validity of the questions was also confirmed based on the opinions of experts. The semi-structured interview questions for the qualitative part are broad-based and, based on the dimensions of grounded theory, the main categories related to culture and higher education and the factors related to these two variables, causal conditions, contextual conditions, intervening conditions, strategies, and expected outcomes were examined, and the opinions of experts and specialists related to the subject were collected. The data collection tool was a semi-structured interview, and the content analysis method with MAXQDA software was used to analyze the data .

Table1: Categorizing the components of Culture builder University

Questions for each category	Subcategories (components)	Core concepts	Variable	Research Title
1-4	Citizenship Education	Central phenomenon	Identifying the components of a culture-building university and presenting an appropriate model	Identifying the components of a culture-building university and presenting an appropriate model
5-8	Social Contexts			
9-12	Academic Skills			
13-16	Academic Philosophy			
17-20	Legality			
21-24	University interactions	Causal Conditions		
25-28	Vision setting			
29-32	Human resources			
33-36	Strategy			
37-40	Goal setting	Contextual conditions		
41-44	Evaluation			
45-48	Research			
49-52	Financial plans	Intervening factors		
53-56	Inflexibility			
57-60	Lack of recognition			
61-64	External factors			
65-68	Media and communications			
69-72	Internal factors			
73-76	Cultural and political contexts			
77-80	Educational Themes	Strategies		
81-84	Cultural Discourse			
85-91	Cultural Consequences	Consequences		
92-92	Social Consequences			
93-96	Individual Consequences			
97-100	Output Consequences			

To assess the reliability of the qualitative questionnaire and the internal consistency of the items presented, Cronbach's alpha coefficient was calculated. The questionnaire was administered to 28 sample members and the results obtained from the samples were entered into SPSS 26 software. With the help of the software, Cronbach's alpha coefficient of the questions was calculated and the results were examined. The results obtained show confirmation of the reliability of each component. One of the reliability indicators of qualitative research is the evaluation of two or more documents in terms of reference to a specific indicator. MAXQDA software has such a capability. Its output was the Kappa coefficient (KAPA) (0.356), which was more than the acceptable value. This value means the reliability of the research.

And to examine the validity, the content validity method (CVR) and construct validity (convergent validity and divergent validity) were used. In this test, 8 experts were used to obtain their opinions on the validity assessment of the questionnaire questions. According to the Lavish table and the number of experts participating in the content validity assessment process, items from the questionnaire with $CVR < 0.75$ were removed from the questioning process. Also, according to the results of the validity and reliability coefficient obtained for the components, the categories of planning, the focus on financial income, employment, resources, and facilities were also removed due to CVR less than 0.75. Finally 100 items with 25 subcategories were identified as suitable for implementation in the sample group.

3 - Findings

The main themes extracted from the interviews and the sources studied are: 1) Causal conditions, 2) Central category, 3) Contextual conditions, 4) Intervening conditions, 5) Strategies and 6) Consequences.

Causal conditions: Causal conditions or antecedent conditions refer to events, incidents and happenings that lead to the occurrence or growth and development of the central phenomenon. In other words, causal conditions are referred to as conditions that are the main factor that creates the phenomenon (Strauss and Corbin, 2008). Table 2 presents the categories and classes related to causal conditions.

Table 2 Categories and classes related to causal conditions

Open coding	Axial coding	Selective coding
The positive impact of the university on society by strengthening student identity	University Interactions	Causal conditions
Making waves of university programs in society		
Implementing constructive and critical discourse-building programs in society		
Maintaining the social base of professors in society		
The university's ability to model desirable social behavior	Determining the vision	
The success of the university in training academics		
Developing a cultural map for each university in line with the needs of society		
Disseminating the Elements and Components of a Culture-Creating University in Society		
Strong managers are the factor influencing the university's culture	Human Resources	
Professors as agents of university culture		
The University's Ability to Train the Society's Desired Human Resources		
Empowered Academics in the Cultural Transformation of Society		
Academics' emphasis on accountability		

A dynamic cultural space Considering the components identified in each of the three sections above, it can be concluded that the implementation of these factors can help establish and form a culture-building university in society. By strengthening the university's interactions with society, determining cultural perspectives, and training capable human resources, the university can act as an influential institution in the cultural transformation of society. Finally, by creating and seeking participation, the university can play a role as a role model in the cultural and social development of society and achieve its cultural goals.

Contextual conditions: Context is the specific set of characteristics related to the focal phenomenon, i.e. the location of events or occurrences related to a phenomenon over a period of time. Context represents the specific set of conditions within which action/response strategies take place (Straus & Corbin 2008). Table 3 presents the contextual conditions.

Table 3 Categories and classes related to background conditions

Frequency	Open coding	Axial coding	Selective coding
2	University is one of the pillars of building .society's culture	Goal setting	Background conditions
5	Incorporating social skills training into university programs		
3	Providing a desirable cultural model for educating citizens by the university		
9	The university's ability to develop and reform the cultural life of society		
2	The need to evaluate the effectiveness of university cultural programs	Evaluation	
2	University assessment of community culture		
4	Educating citizens to be able to criticize and be criticized		
5	Preparing a system of cultural issues for society by the university		
1	Priority of research related to the cultural field of society	Research	
5	Cultural knowledge creation in society with the support of researchers		
1	Preparing a cultural map of the community		
5	Honoring research and cultural scholarship		

In conclusion, by implementing the contextual components identified in the three sections of goal setting, evaluation, and research, universities can achieve the establishment and formation of a culture-building university. These components help universities design effective cultural programs, evaluate their effectiveness, and ultimately, by conducting relevant research, help promote the culture of society. In this way, universities will act as key institutions in the process of culture-building and educating responsible and informed citizens..

Intervening conditions: Intervening conditions or moderating factors, also known as barriers in qualitative research, refer to the structural conditions related to the action/interaction strategies that are relevant to a phenomenon. They facilitate or constrain the strategies that are within a specific context. These conditions are presented in Table 4

Table 4 Categories and classes related to intervening factors

Frequency	Open coding	Axial coding	Selective coding	In
81	The impact of the lack of university cultural budget on program implementation	Financial plans		
8	University financial dependence and its impact on cultural programs			
18	Placing limits on university cultural expenses			
1	Entrepreneurship disrupts the role of university culture-building			
12	The monotony and stereotypes of cultural programs	Inflexibility		
1	Poor connection between the university and society			
2	The University's Need to Understand Audiences and Society			
1	University conservatism in cultural programs			
7	Cultural invasion is a factor in reducing the cultural effectiveness of the university	External factors		
2	Westernization of intellectuals and thinkers			
1	Ineffectiveness of cultural activities due to materialism of society			
9	Per capita shortage of university budget			
43	Poor university communication with mass media	Media and Communications	Intervening factors	
5	Weakening the university's media and culture			
5	The number of cultural guardians in society			
4	Low university activity and presence in cyberspace			
2	The impact of declining education quality on university cultural programs	Internal factors		
1	The presence of ineffective administrators at the university			
1	Managers' showcase and theatrical view of cultural programs			
2	The university's limited ability to influence the culture of society			
3	The university's limited ability to influence the culture of society	Cultural and political contexts		
1	Academics' lack of belief in building university culture			
175	The university's political dependence on government officials			
23	The university's lack of attention to the values of society			

general, by identifying and analyzing the interfering components or obstacles on the path to a culture-building university, it can be concluded that eliminating these factors will pave the way for the establishment and formation of a culture-building university. Improving the financial situation, increasing flexibility in programs, strengthening communications with the media and society, and improving the quality of management and education in universities are among the measures that can help strengthen the role of universities in culture-building. Finally, paying attention to the cultural and political contexts and creating a suitable atmosphere for cultural activities are essential requirements for achieving this goal.

Strategies: These strategies are devised by actors to manage, govern, transmit or respond to a phenomenon under a specific set of observed conditions. Action/interaction has certain characteristics: first, it is inherently processual and processual. Hence, it can be studied in terms of movement or change over time. Second, action and interaction are goal-oriented, that is, they are carried out in response to the management of the phenomenon. Hence, they occur through strategies and tactics. Third, failed action/interaction is also important because in action/interaction, the intervening conditions must also be examined (Straus & Corbin, 2008). The behavioral strategies of the interviewees are presented in Table5.

Table 5 Categories and classes related to strategies

Abundance	Open coding	Axial coding	Selective coding
108	The duty and mission of the university in the social education of citizens	Educational topics	Strategies
3	Teaching students the ability to be criticized and to criticize		
3	Promoting national identity among academics and citizens		
3	Developing culture-building educational programs		
1	Implementation of university programs by students	Cultural discourse	
262	Supporting student centers and organizations		
5	Teaching resilience towards others at university		
7	Social and cultural behavior and role modeling		

In general, by implementing the components identified in these two sections, universities can move towards establishing and forming a culture-building university. These components help to strengthen social skills, increase cultural awareness, and create a space for constructive discourses. Ultimately, with these components, universities will be able to not only educate responsible and informed citizens, but also act as leading institutions in shaping social culture and creating positive changes in society.

Outcomes: Outcomes refer to the outputs or results of action/reaction. The categories of outcomes are the result and outcome of strategies in confronting a phenomenon or in order to manage and control it (Straus & Corbin, 2008).

Outcomes are the outputs resulting from the application of strategies (Danayifard et al., 2013). The outcomes are presented in the following table 6.

Table 6 Categories and classes related to consequences

Abundance	Open coding	Axial coding	Selective coding
2	Production and dissemination of desirable culture by Culture builder University		
6	Attention to the role of culture building in the university		
3	Expansion and development of national authority at Culture builder University	Cultural implications	
1	The university's commitment to implementing family-centered programs		
2	Developing and promoting academic culture in society		
2	Promoting ethics by Culture builder University		Consequences
11	Strengthening the spirit of equality by Culture builder University		
2	Training responsible individuals at Culture builder University		
3	Training responsible citizens at Culture builder University		
2	Training responsible citizens at Culture builder University		
12	Helping to improve lifestyle at Culture builder University		
5	Strengthening social responsibility in society		
9	Creating social knowledge by Culture builder University		

As a conclusion, considering the components identified in each of the three sections of cultural, individual, and output outcomes, it can be concluded that the establishment of a culture-building university leads to the creation of a dynamic, committed, and responsible university. Implementing the identified strategies can help strengthen culture, individual development, and improve social status. By focusing on these components, universities can act as culture-building institutions and contribute to the sustainable development of society. Ultimately, this will lead to the realization of macro-cultural and social goals and lead to the creation of a culture-building university.

Central Phenomenon: In any research, there is a main central factor around which all the aforementioned categories and factors are managed. This factor is known as the central phenomenon in qualitative research. Table 7 shows the central phenomenon factor.

Table 7 Categories and classes related to the central phenomenon

Table 7. Categories and classes related to the central phenomenon			
Abundance	Open coding	Axial coding	Selective coding
98	Institutionalization of ethics by academics	Cultural context	Pivotal phenomenon
19	Creating a favorable culture in society by the university		
88	Promoting the spirit of social responsibility of citizens		
17	The University's Ability to Strengthen National Identity		
10	The university is the foundation for establishing social order		
73	Training social citizens by the university	Training an academic person	
107	The existence of professional ethics among university graduates		
5	Developing a stronger religious identity in academics		
2	Training modern, cultural citizens by universities		
5	Academics' emphasis on honesty in behavior and speech	Lawfulness	
7	Active social activism of academics		
67	Institutionalizing compliance with laws and regulations for academics		
1	University is the foundation for citizens' ethics		

The central phenomenon in this research is the "culture-building university", which, as a social and educational institution, plays an important role in shaping culture and social identity. In general, considering the identified components, it can be concluded that in order to establish and form a culture-building university, it is necessary for universities to focus on three main axes: strengthening the cultural context, educating academics with ethical and modern standards, and institutionalizing law-abiding behavior among academics. Implementing these strategies can lead to the creation of universities that are effective not only in the scientific field but also in the social and cultural fields and contribute to the improvement of society. Therefore, given the key role of universities in culture-building, it is essential that the above strategies be carefully designed and implemented to lead to a sustainable cultural and social transformation.

Paradigm Model Design: In this section, we will design the paradigm model of the present research based on "identifying the components of Culture builder University and presenting an appropriate model" of the identified factors. Figure 1 shows the paradigm model design of the research design.

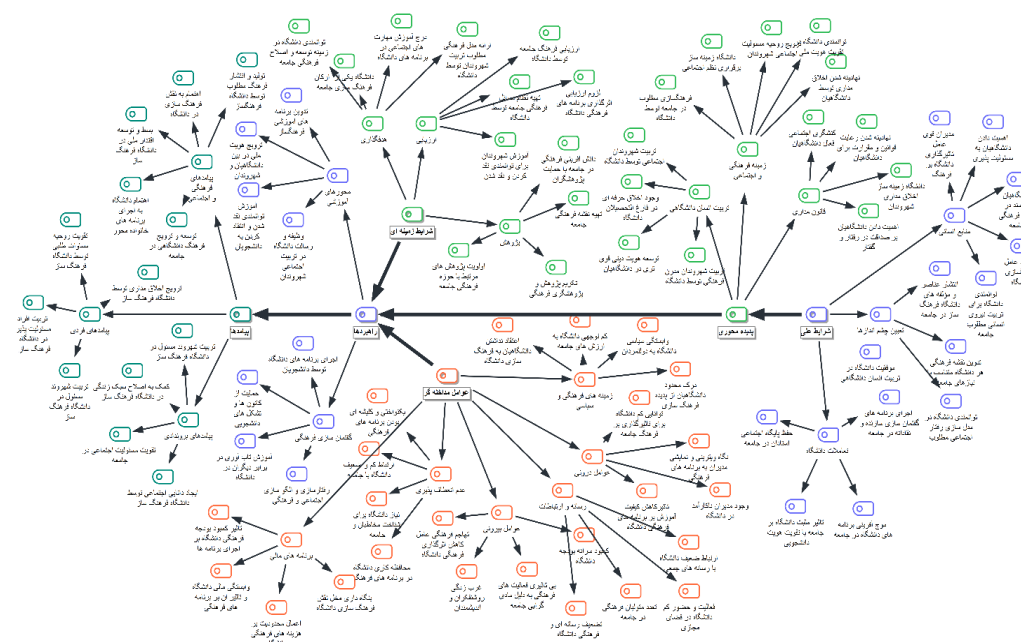


Figure 1: Design of the paradigmatic model of the research design

۴- Summary and Conclusion

This study examines the role of universities as culture-building institutions and shows that fulfilling this role requires three key factors: university-society interactions, formulating targeted cultural visions, and utilizing capable human resources. Contextual components such as cultural goal-setting, evaluating the effectiveness of cultural programs and research provide the necessary infrastructure for culture-building. However, obstacles such as lack of funding, weak management, uncreative programs, and negative external influences have challenged the culture-building process. Proposed solutions include reforming financial structures, improving the quality of education, and strengthening media interactions. Finally, by implementing educational and cultural discourse-building axes, educating responsible citizens, promoting social values, and institutionalizing law-based practices, the university can become a dynamic and effective institution in the country's cultural, individual, and social development.

Emphasizing the role of universities in creating culture, this study offers suggestions for future research, including evaluating university interaction with society, measuring the effectiveness of cultural and educational programs, and analyzing their impact on human resource training. It is also recommended to conduct comparative studies with successful universities, examine the role of the media in creating culture, analyze existing challenges, and identify factors affecting the cultural performance of universities. Using tools such as cultural maps, model analysis, and stakeholder perspectives can also help strategic decision-making in promoting the culture of higher education.

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