




## Design and Validation of an Organizational Health Model Based on Green Culture in Educational Organizations

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### Introduction

From a systems perspective, organizations are seen as open and dynamic entities. Like living organisms, they possess an identity independent of their members and shape employee behavior through their structure and principles. When this identity is cohesive, the organization may be considered healthy; otherwise, it may be viewed as ill. In other words, like a living being, an organization's health depends on its internal coordination and responsiveness to the environment (Ahmadi et al., 2019). To remain effective, organizations must adapt to changing environments, use resources efficiently, and manage external threats in line with their goals. This capability defines organizational health (Montreuil, 2023). Organizational health theory suggests that every organization must address four fundamental challenges—adaptation, goal orientation, integration, and value sustainability—to ensure survival and effectiveness. Therefore, understanding organizational health provides a foundation for selecting effective management methods (Sadeghi &

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Alavi, 2014). Organizational health reflects an organization's ability to survive, adapt, and continuously improve. It extends beyond task performance to encompass growth, development, and flourishing. Key indicators include commitment, motivation, and job satisfaction, which in turn enhance productivity and effectiveness (Nguyen et al., 2021). Conscious managers and motivated employees play vital roles, while organizational health also requires timely and accurate decision-making (Oppusunggu et al., 2021). Like living beings, healthy organizations can grow, develop, and deliver valuable services that address social needs and promote progress (Amirkhani et al., 2017). Achieving organizational health requires more than laws and regulations; organizational culture—particularly at senior management levels—plays a decisive role (Kang et al., 2019). Today, organizational health is associated not only with financial performance but also with social outcomes. Since the mid-twentieth century, corporate social responsibility has become a central managerial concern (Asadi et al., 2022). In Iran, neglecting organizational health—especially in educational organizations—poses a serious challenge and is regarded as a key source of inefficiency, sometimes with effects greater than sanctions. Therefore, incorporating organizational health into policymaking and management planning is essential. Without a comprehensive model, achieving organizational health is challenging. Such a framework could guide managers in preventing corruption and enhancing performance. In this context, green organizational culture guides employee thinking, behavior, and emotions, offering an effective solution. As global awareness of environmental issues grows, establishing sustainable green educational environments has become increasingly vital. Such environments enhance employee well-being, productivity, commitment, and quality of work life. Implementing a green culture in education may also serve as a model for other sectors. Despite its importance, limited research has examined organizational health grounded in green culture within educational organizations, highlighting a gap that requires serious attention.

Based on the above review, this study seeks to answer the following question: What is the appropriate model for designing and validating organizational health based on green culture in educational organizations?

## Methodology

This applied research, conducted with the purpose of model design, was implemented as a survey–cross-sectional study with a qualitative approach. The qualitative sample consisted of 15 participants, including theoretical experts (educational management professors) and practical experts (managers with at least a master's degree and ten years of professional experience). The participants were selected through purposive sampling. Data were obtained using semi-structured interviews and an interpretive structural questionnaire.

The validity of the qualitative section was verified using the Holsti agreement coefficient (PAO = 0.715). The validity of the questionnaire was established through expert content evaluation and Cronbach's alpha (0.857). In addition, construct, convergent, and discriminant validity were examined. Reliability was confirmed through composite reliability and Cronbach's alpha, both of which exceeded the threshold value of 0.7.

Thematic analysis was applied to extract the research categories, and the preliminary model was developed using interpretive structural modeling (ISM). The validation of the model was carried out through the partial least squares (PLS) method. Qualitative data analysis was conducted with the assistance of MAXQDA software.

Interview transcripts were analyzed according to Clarke and Brown's (2006) method. The texts were segmented into meaning units, repeatedly coded, and categorized based on semantic similarity until theoretical saturation was reached. Open coding generated 124 codes, which were subsequently organized into 47 initial themes, 12 basic themes, and 6 organizing themes.

## Findings

The findings of the study were classified into five hierarchical levels.

1. Level One: Financial resources, formal programs and guidelines, upstream directives, and information and communication technology were identified as the foundational elements shaping the strategic dimension of education and the organizational environment. Collectively, these factors establish the infrastructure, structure, and transparency required in educational organizations.
2. Level Two: The strategic dimension of education, the organizational environment, information transparency, and regulatory frameworks emerged as key factors influencing strategic planning, the realization of social justice, and organizational purposefulness.
3. Level Three: Strategic planning, realization of social justice, and organizational purposefulness jointly affected evaluation and control processes, teaching and learning activities, and the development of social capital.
4. Level Four: Evaluation and control, teaching and learning, and social capital development played pivotal roles in fostering organizational innovation, promoting a green organizational culture, and enhancing organizational dynamism.

5. Level Five: Organizational innovation, a strong green culture, and organizational dynamism were found to influence efficient management and leadership, overall effectiveness, decentralization, and organizational commitment.

Ultimately, efficient management and leadership, organizational effectiveness and productivity, decentralization, and commitment were identified as the central determinants of decision-making and the overall success of educational organizations.

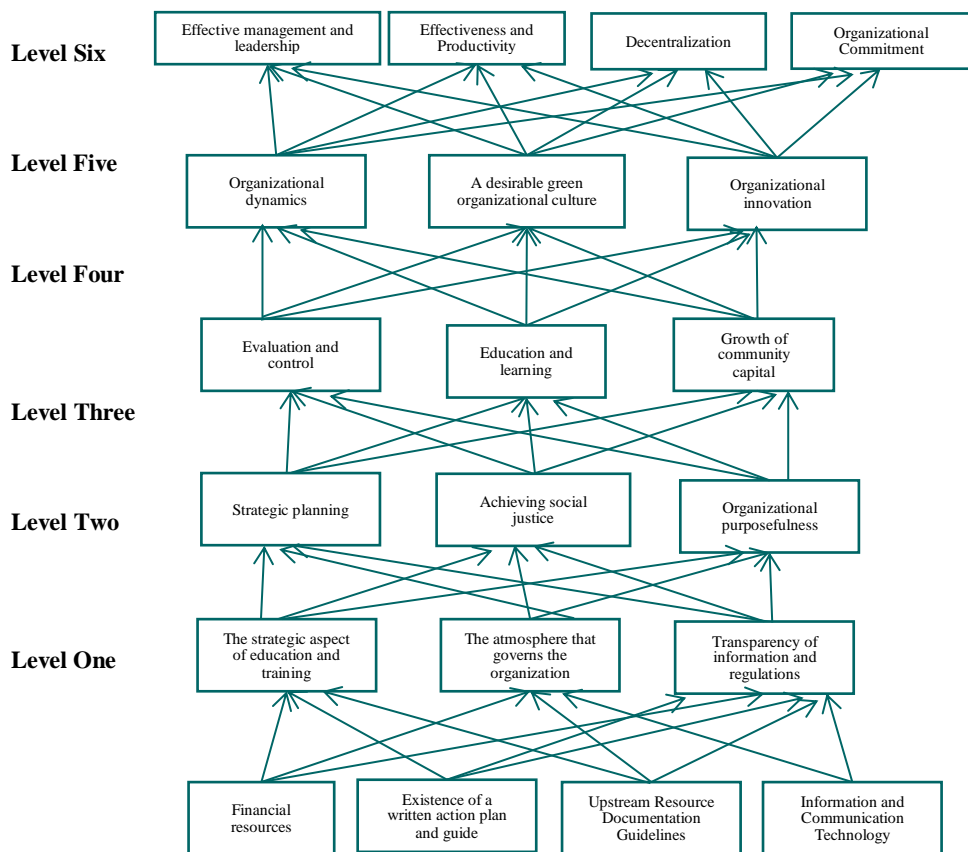


Figure 1. Model design based on dimensions and components

## Conclusion

The success of educational organizations depends on the interaction and synergy among various factors, and continuous attention to all organizational and social dimensions is crucial for achieving sustainable success.

The following section presents a set of recommendations:

- Analyze outcomes and provide feedback to employees following the implementation of ideas.
- Establish connections with other educational and industrial organizations to benefit from their experiences.
- Conduct regular meetings to critique and review ideas.
- Offer consultation and guidance on innovation to employees.
- Develop a repository of innovative ideas and successful projects.
- Provide opportunities for knowledge and experience exchange through conferences and seminars.
- Organize events to recognize and appreciate innovative ideas and projects, thereby promoting collaboration and creativity.

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