

## Identification and Pathology of Organizational Syndromes in Education

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### Article history:

Received date: 2020/06/13

Review date: 2021/08/15

Accepted date: 2021/08/23

### Keywords:

Pathology, Organizational Syndromes, Education

### Abstract

**Purpose:** Present research was conducted aimed to investigate the pathology and ranking of organizational syndromes in Iran education and present its model.

**Methodology:** This study in terms of purpose was applied and in terms of implementation method was combined (qualitative and quantitative). The research population in the qualitative section was the documents and texts of education pathology and experts in this field and in the quantitative section were the managers and teachers of Isfahan and Yasuj cities in 2019-20 academic year. The research sample in the qualitative section were 10 people who were selected according to the principle of theoretical saturation by purposive and snowballs sampling methods and in the quantitative section were 375 people who were selected according to Krejcie and Morgan table by multi-stage cluster sampling method according to the proportion of the ratio volume of cities. Data were collected by methods of take noting, semi-structured interview and researcher-made questionnaire whose psychometric indicators were confirmed. The qualitative data were analyzed with methods of open, axial and selective coding and quantitative data were analyzed with methods of exploratory factor analysis, Friedman test and structural equation modeling in MAXQDA-18, SPSS-25 and LISREL-8.8 software.

**Findings:** The findings of the qualitative section showed that in Iran education there were 78 indicators and 17 organizational syndromes including structural alienation, discrimination and politicking, immobility, incompatibility, pressure, structural mastery, explosive, tension and distress, narcissistic, caution, impulsive, non-commitment, neglect, terrorism, group thinking, lack of communication and silence. The findings of the quantitative section showed that in Iran education, respectively the syndromes of narcissistic, lack of communication, discrimination and politicking, group thinking, structural alienation, tension and distress, structural mastery, caution, pressure, terrorism, neglect, immobility, explosive, incompatibility, non-commitment, impulsive and silence had higher rankings. Other findings showed that the organizational syndromes model had a good fit and all of them had a significant effect on organizational syndromes ( $P < 0.05$ ).

**Conclusion:** According to the identified syndromes and their effect, in order to improve the performance and effectiveness of the education organization, can be reduced the negative effect of the syndromes by improving the activities and relationships internal-organization and external-organization.

**Please cite this article as:** HabibiDost M, Fadavi M S, Farhadi H. (2021), Identification and pathology of organizational syndromes in education, *Iranian Journal of Educational Sociology*. 4(2): 127- 138.

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## 1. Introduction

In order to identify the goals and the extent to which they achieve it, organizations have to design and implement evaluation systems and modify their desired goals in order to be able to identify possible obstacles and limitations. Therefore, the use of diagnostic models and organizational pathology is proposed (Mahmoudi Kouchaksaraei, Farahani & RasteMoghadam, 2015). Pathology in medicine means pathology and diagnosis of the causes of injuries and in organizations it means identifying the causes of injuries to a system or organization and begins with the study of pathogens and revealing its defects (Samueli, et al, 2020) and requires It is a systematic and systematic approach to the whole process that aims to identify the nature and type of current problems that need to be solved (Gao, 2019). Pathology allows officials and managers to always be aware of the current issues and problems of the organization, including apathy and lack of motivation of employees, reduce organizational productivity and prevent the deterioration of the organization (Wilson, 2014). The fundamental problems of an organization that puts it at risk or crisis and hinders the growth and achievement of organizational goals are called organizational damage (Vidal, 2011).

Organizational pathology means the process of using the concepts and methods of behavioral sciences to define and describe the current state of the organization and find ways to increase its effectiveness (Sygler & Sroka, 2014). Recognizing organizational harms requires recognizing organizational problems by gathering information and analyzing problems and, if possible, making possible changes and corrections (Sanfilippo, et al, 2018). Organizational pathology is often considered as the most critical component of establishing an organizational improvement plan and includes the process of gathering appropriate and relevant information about the underlying problems of the organization and its causes, analyzing the collected information, concluding analyzes and categorizing problems and prioritizing them Problems (Meyers, et al, 2012). The three main aspects of pathology and the applications that exist for changing and improving organizations include processes (working with people in an organization to plan a pathology study and execute and obtain feedback on its results), modeling (using patterns to determine the problem, guiding the collection path) Data is the identification of the underlying conditions of the problem and the organization of feedback) and methods (techniques for collecting, analyzing, and summarizing pathological data) (Zimmerman & Amori, 2011).

In organizational pathology, managers, researchers and consultants use conceptual models and applied research methods to assess the current state of the organization and discover ways to solve problems, meet challenges and improve organizational performance (Kaufmann, Borry & DeHart-Davis, 2019). Organizational syndromes or problems, failures and organizational disorders are one of the new phenomena in human resource management and organizational syndromes are among the important organizational harms that if ignored can cause serious problems in the organization (Nicholson, 1998). These syndromes affect many organizational components, including organizational culture, communication, and organizational performance, reducing employee performance and reducing organizational effectiveness (Moreau & Eady, 2019). Organizational pathology in education is the study of structural and organizational damage to cognitive, emotional and skill training needs in the education system that causes a decline in the performance of this organization (Miolo & DeVore, 2016).

Little research has been done on organizational syndromes and no research has been found on it in the entire Iranian Education Organization. For example, the results of Amin Beidokhti, Najafi & Shariati (2019) showed that the pathology components of skills training in the technical and vocational organization of Kurdistan province include process factors (barriers to educational needs assessment, barriers to planning and design of courses, barriers to training and Barriers to educational evaluation), structural factors (lack of an integrated skills training management system, centralized and inefficient organizational structure in the educational, administrative and financial sectors, and lack of appropriate executive mechanisms to maximize the potential of the private sector in providing skills training) and factors Environmental (cultural barriers and economic barriers). Sarchahani, et al (2018) in a study concluded that the pathology of school

principals' performance appraisal system includes two individual parts (reduction of motivation and change of position, burnout, non-disclosure of strengths and weaknesses, low job performance, satisfaction and commitment Low job and personal and professional maturity) and organizational (creating stagnation in the process of teaching and learning, low productivity, lack of trust, inability to create an effective system of encouragement and punishment, inability to identify hardworking employees, growth of organizational silence, organizational injustice, growth of hypocrisy Organizational and the growth of organizational pessimism).

In another study, Noori, et al (2018) reported that organizational pathology is based on a three-pronged model including structural components (evaluation and fairness and selection and employment), behavioral (leadership and management, motivation and purposefulness, job security, job satisfaction). And education and maturity) and context (individual and social factors). Also, the results of Amiri Farahabadi, Abolghasemi & Ghahramani (2016) showed that the pathology of the policy-research process in the Iranian higher education system includes five components of structural factors (structural factors of policy-making and research institutions and structural factors and information), contextual factors (culture, macro-structure). And cognition of humanities), functional factors at the level of policy researchers (attitude-motivational and hypothetical factors, professional characteristics, education and nature of research characteristics), communication and interactive factors (inconsistency between policy-making and policy-making institutions and feedback factors) and functional factors at the level of policy makers (Attitude, value and assumption factors, professional characteristics and education).

Keshavarz, et al (2014) in their research concluded that the components of organizational pathology in successful and unsuccessful federations include understanding organizational goals, organizational structure, organizational communication, organizational leadership, reward system, useful mechanisms and attitudes to change. . In another study, Sajjadi, Kian & Safaei Movahed (2014), while examining the pathology of the phenomenon of education transfer in in-service training, identified two central phenomena of education transfer and learning transfer that are affected by underlying factors affecting learning, including learner, educator, content, Training facilities and equipment were the time and place of training, evaluation and feedback. These two phenomena have two categories of consequences for teachers (negative view and motivation compared to others in the service, waste of time, reduced level and quality of teaching) and students (disorder and clutter in the classroom, using stereotyped and repetitive methods, not using the content of the day, Depression and daily life). In addition, Newman (2012) in a book review introduced eight management syndromes including self-determination, passive or domineering, narcissism, lack of commitment, frequent change, division, political interests and lack of proper communication. In another study, Motamedi (2006) reported that seven neurodegenerative management styles in an organization or organizational syndromes included agitation, selfishness, abrasion, narcissism, fear, urgency, and impulsivity.

In order to study pathology in any field, especially the education organization, special attention should be paid to its internal and external harms that affect the performance and productivity of the organization, so that we can identify the cause of the harms and try to eliminate them. Also, although research on pathology in education has been conducted, but research has been found to review and rank and provide a model for it, and another important point is to study the pathology of organizational syndromes to identify weaknesses, internal and external threats and opportunities to provide solutions to improve The performance and effectiveness of the organization is essential. In addition, by examining the current situation in the country's education organization, it can be seen that in the past, a comprehensive and successful effort to identify structural challenges and syndromes and provide solutions to address them, and this education system still faces many problems and challenges. Managers and planners of higher education organizations should know the organizational syndromes and try to eliminate it by providing practical solutions, and due to the lack of research in this field, the present study has been designed and implemented

with the same purpose. As a result, the present study was conducted with the aim of pathology and ranking of organizational syndromes in education and presenting its model.

## 2. Methodology

This study was applied in terms of purpose and mixed in terms of implementation method (qualitative and quantitative). The research population was in the qualitative section of documents and texts of educational pathology and experts in this field and in the quantitative section were the principals and teachers of Isfahan and Yasuj in the academic year 2019-20. The research sample was 10 people in the qualitative part who were selected according to the principle of theoretical saturation with targeted sampling methods and snowballs and in the quantitative part were 375 people who were selected according to Krejcie and Morgan table by multi-stage cluster sampling method. For qualitative sampling, researchers first selected a number of experts they knew and then asked them to introduce other experts. For quantitative sampling, first the statistics of principals and teachers of both Isfahan and Yasuj were prepared and its ratio was calculated, and then the same proportion of cities was sampled. Sampling from each city was done in such a way that first each city was divided into three parts north, south and central and two parts were randomly selected and then from each part a number of schools were randomly selected and all their principals and teachers were selected as a sample.

To conduct this research in the qualitative section, first the printed and electronic documents and texts of pathology and pathology of education and organizational syndromes were studied and based on them and with the help of supervisors and consultants; a number of questions were designed for interviews. He then interviewed the experts in a coordinated face-to-face interview at the designated time and place, and the key points were noted. In addition to taking notes, the interview was recorded for re-examination so that some information would not be lost after coordination with the interviewees. Based on a review of documents and texts and the results of interviews, 55 syndromes were identified, and after reviewing experts and eliminating duplicate cases and merging some of them, 17 syndromes were identified. Finally, based on them, 78 items with a five-point Likert scale from completely agree to strongly disagree about the pathology of organizational syndromes in Iranian education were designed. To conduct this research in the qualitative section, first after coordination with education officials of Isfahan and Yasuj, sampling was done and after stating the purpose, importance and necessity of the research and assuring them to observe ethical points, a researcher-made 78-item questionnaire was provided to them. They were asked to respond to all the statements with complete accuracy and honesty.

Data were collected by phishing methods, semi-structured interview and researcher-made questionnaire. The reliability of the interview was assessed through the coefficient of coding agreement between the researcher and the desired coder (79/25). Also, the content validity of the researcher-made questionnaire was confirmed by experts and its construct validity was confirmed by exploratory factor analysis and its total reliability was obtained by Cronbach's alpha method of 0.93. Qualitative data were analyzed by open, axial and selective coding methods and quantitative data were analyzed by exploratory factor analysis, Friedman test and structural equation modeling in MAXQDA-18, SPSS-25 and LISREL-8.8 software.

## 3. Findings

In the qualitative section, 10 people with mean and standard deviation of age were  $43.68 \pm 4.27$  and in the quantitative section, 375 people with mean and standard deviation of age were  $38.12 \pm 5.61$ . Table 1 reports the results of open, axial and selective coding to identify organizational syndromes in Iranian education.

**Table1.** Results of open, pivotal and selective coding to identify organizational syndromes in Iranian education

| Selective coding                              | Axial coding                            | Open coding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | Structural Alienation Syndrome          | 1. Limitations of members' abilities in the school, 2. Inadequate school structure for the realization of competencies and 3 Existence of low freedom of action for creativity and diversity in affairs                                                                                                                                                                                                                                                                                                    |
|                                               | Discrimination and politicking syndrome | 1. The politicization of work at school, 2. The pursuit of the interests of some individuals or groups in the school exclusively, 3. The competition of groups in the school to achieve benefits, 4. Lack of progress in school work based on the interests of all, 5. Increased politicking And utilitarianism in school, 6. Cooperation of people with different tendencies in order to ensure the interests of the ill-wishers and 7. Small group decision-making against the wishes of the whole group |
|                                               | Inertia syndrome                        | 1. Stagnation in functional movement, 2. Lack of school staff, 3. Lack of talent of school staff, 4. Lack of new spirit in the school, 5. Lack of real mobility and dynamism, 6. Lack of understanding of the need to work hard, 7. Little principal interaction with colleagues, 8. Cold behavior of employees with colleagues, 9. Suffice it to apologize when a problem arises, and 10. Observe indifference in school tasks.                                                                           |
|                                               | Incompatibility syndrome                | 1. Existence of ineffective conflicts in the work process, 2. Lack of proper management by the principal, 3. Decision making by teachers and other staff instead of the principal, 4. Conflict and disagreement due to interests and ideology, 5. Wrong decision making due to complexity and pressure, and 6 Deviation from making the right decisions due to irrational prejudices and insistences                                                                                                       |
|                                               | Stress syndrome                         | 1. The coercive behavior of the principal to create desirable behaviors, 2. The existence of threatening conditions, 3. The progress of school affairs only because of the principal, and 4. The employees' fear of the principal's reaction to the performance of their duties.                                                                                                                                                                                                                           |
|                                               | Structural Mastery Syndrome             | 1. Existence of domination and submission structure in school, 2. Existence of power-authority relations from top to bottom and 3. Existence of class system and specificity of upper and lower persons in school                                                                                                                                                                                                                                                                                          |
|                                               | Explosive syndrome                      | 1. The principal's anger and rage in times of trouble, 2. The principal's moodiness and 3. The school quickly spiraling out of control                                                                                                                                                                                                                                                                                                                                                                     |
|                                               | Stress and distress syndrome            | 1. Most school staff has stressful behaviors, 2. Inability of the school to manage negative emotions, and 3. Inability to repair and express negative feelings of members                                                                                                                                                                                                                                                                                                                                  |
| Organizational syndromes in Iranian education | Narcissism syndrome                     | 1. Absolute knowledge of oneself by the manager, 2. Accusation and criticism of others by the manager when problems arise, 3. Pride of employees and pursuing personal interests, 4. Seeing employees as tools by the manager, 5. Pride of the manager Personal achievements and 6. Strive for self-promotion by employees and gain personal credibility                                                                                                                                                   |
|                                               | Caution Syndrome                        | 1. The manager's apparent definition of others and lack of esoteric interest in them, 2. The manager's cautious and closed performance and 3. Secretly monitoring the behaviors of colleagues                                                                                                                                                                                                                                                                                                              |
|                                               | Impulsive syndrome                      | 1. Predictability and repetition of employees' behaviors, 2. Unexpected and unplanned actions and 3. Sudden and rapid decision-making without coordination with colleagues                                                                                                                                                                                                                                                                                                                                 |
|                                               | Non-Alignment Syndrome                  | 1. Insignificance of work time, 2. Talking about staff transfer to another school, 3. Lack of understanding of the school problem as their own problem, 4. Little organizational trust in the school, and 5. Little trust of school members in each other                                                                                                                                                                                                                                                  |
|                                               | Neglect Syndrome                        | 1. Excessive emphasis on some issues and neglect of others by the manager, 2. Neglect of primary and basic goals due to conflict in sub-issues, 3. Feeling of inattention and vulnerability by employees, 4. Lack of reaction during an emergency and Ambiguous and 5. waiting for others to react when a problem arises                                                                                                                                                                                   |
|                                               | Terrorism Syndrome                      | 1. Making others look bad to the school principal by staff, 2. Weakening others to the school teacher for self-promotion, and 3. Negative impact of some teachers on school performance                                                                                                                                                                                                                                                                                                                    |

|                                |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thinking Syndrome              | Group | 1. Lack of realistic evaluation of solutions, 2. Satisfaction with one solution in difficult times, 3. Existence of a dominant thinking in school, and 4. Existence of illogical collective agreement for school affairs                                                                                                                                                                                                                                             |
| Lack of communication syndrome | of    | 1. Existence of the concept of insiders and outsiders in the school, 2. Lack of observation of the concept of collective work, 3. Lack of welcoming new employees to the school, 4. Lack of sufficient communication between employees, 5. Lack of informing the principal about the continuation of work, 6. Performance Individual due to lack of collective behaviors and decisions and 7. Lack of feeling the need for collective decision-making by the manager |
| Silence Syndrome               |       | 1. Intentional and unintentional refusal of employees to present their effective knowledge to others to improve the performance of the organization, 2. Not using collective wisdom to share knowledge and 3. Elimination of resources and information required by some colleagues                                                                                                                                                                                   |

As shown in Table 1, 78 indicators and 17 organizational syndromes in Iranian education including structural alienation (3 indicators), discrimination and politicking (7 indicators), stagnation (10 indicators), incompatibility (6 indicators), pressure (4 indicators), Structural dominance (3 indicators), explosive (3 indicators), tension and distress (3 indicators), narcissism (6 indicators), caution (3 indicators), impulsive (3 indicators), non-commitment (5 indicators), negligence (5 indicators) There was terrorism (3 indicators), sectarianism (4 indicators), lack of communication (7 indicators) and silence (3 indicators). Table 2 reports the results of exploratory factor analysis to identify organizational syndromes in Iranian education.

**Table2.** Results of exploratory factor analysis to identify organizational syndromes in Iranian education

| Causes or syndromes                     | Number of items | Factor load | Content (AVE) | Validity | Reliability (Cronbach's alpha) |
|-----------------------------------------|-----------------|-------------|---------------|----------|--------------------------------|
| Structural Alienation Syndrome          | 3               | 0/52        |               | 0/73     | 0/84                           |
| Discrimination and politicking syndrome | 7               | 0/61        |               | 0/71     | 0/83                           |
| Inertia syndrome                        | 10              | 0/62        |               | 0/68     | 0/75                           |
| Incompatibility syndrome                | 6               | 0/77        |               | 0/69     | 0/76                           |
| Stress syndrome                         | 4               | 0/66        |               | 0/67     | 0/77                           |
| Structural Mastery Syndrome             | 3               | 0/65        |               | 0/78     | 0/85                           |
| Explosive syndrome                      | 3               | 0/54        |               | 0/73     | 0/83                           |
| Stress and distress syndrome            | 3               | 0/73        |               | 0/78     | 0/84                           |
| Narcissism syndrome                     | 6               | 0/54        |               | 0/75     | 0/81                           |
| Caution Syndrome                        | 3               | 0/62        |               | 0/71     | 0/82                           |
| Impulsive syndrome                      | 3               | 0/65        |               | 0/79     | 0/85                           |
| Non-Alignment Syndrome                  | 5               | 0/71        |               | 0/70     | 0/76                           |
| Neglect Syndrome                        | 5               | 0/75        |               | 0/73     | 0/82                           |
| Terrorism Syndrome                      | 3               | 0/74        |               | 0/80     | 0/87                           |
| Thinking Group Syndrome                 | 4               | 0/64        |               | 0/72     | 0/80                           |
| Lack of communication syndrome          | 7               | 0/70        |               | 0/78     | 0/89                           |
| Silence Syndrome                        | 3               | 0/73        |               | 0/66     | 0/78                           |

As can be seen in Table 2, the factor loading of all items due to being higher than 0.40 and content validity due to being higher than 0.50 and reliability due to being higher than 0.70 for all organizational factors or syndromes in Iranian education was approved. Table 3 reports the results of the Friedman test for ranking organizational syndromes in Iranian education.

**Table3.** Results of Friedman test for ranking organizational syndromes in Iranian education

| Causes or syndromes                     | Average rating | Priority | Friedman Statistics | Df | meaningful |
|-----------------------------------------|----------------|----------|---------------------|----|------------|
| Structural Alienation Syndrome          | 9/86           | Fifth    |                     |    |            |
| Discrimination and politicking syndrome | 10/77          | Third    |                     |    |            |

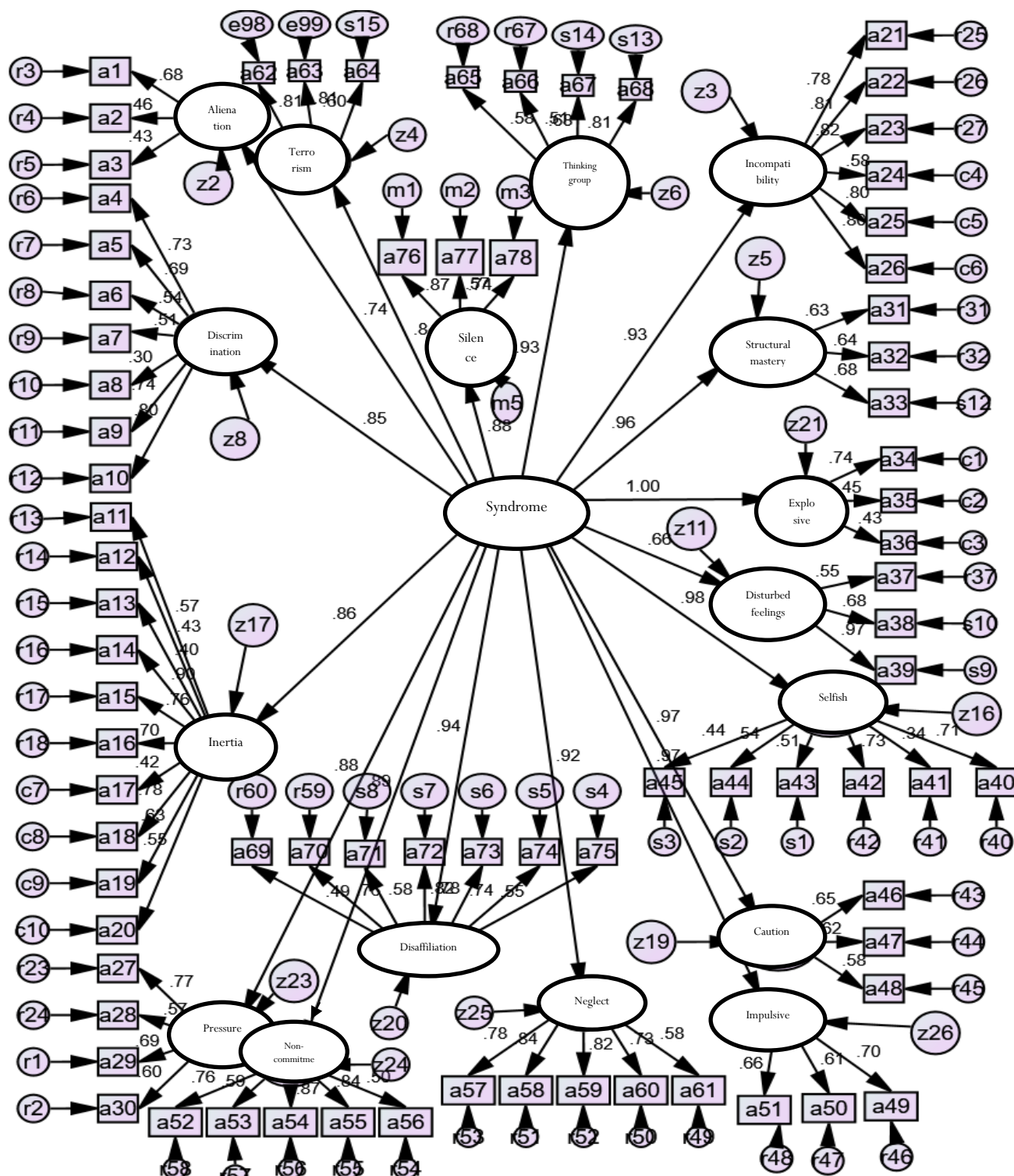
|                                |       |             |        |    |       |
|--------------------------------|-------|-------------|--------|----|-------|
| Inertia syndrome               | 8/40  | twelfth     |        |    |       |
| Incompatibility syndrome       | 7/30  | Fourteenth  |        |    |       |
| Stress syndrome                | 9/13  | ninth       |        |    |       |
| Structural Mastery Syndrome    | 9/78  | Seventh     |        |    |       |
| Explosive syndrome             | 7/97  | Thirteenth  |        |    |       |
| Stress and distress syndrome   | 9/85  | sixth       | 389/71 | 16 | 0/001 |
| Narcissism syndrome            | 11/32 | First       |        |    |       |
| Caution Syndrome               | 9/75  | Eighth      |        |    |       |
| Impulsive syndrome             | 6/47  | Sixteenth   |        |    |       |
| Non-Alignment Syndrome         | 7/16  | fifteenth   |        |    |       |
| Neglect Syndrome               | 8/65  | Eleventh    |        |    |       |
| Terrorism Syndrome             | 8/84  | tenth       |        |    |       |
| Thinking Group Syndrome        | 10/10 | Fourth      |        |    |       |
| Lack of communication syndrome | 11/22 | Second      |        |    |       |
| Silence Syndrome               | 6/42  | seventeenth |        |    |       |

As can be seen in Table 3, the organizational syndromes of narcissism, lack of communication, discrimination and politicking, group thinking, structural alienation, tension and distress, structural dominance, caution, pressure, terrorism, neglect, stillness, explosiveness, incompatibility, incompatibility, Silence had a higher rank in Iranian education. Table 4 reports the results of the fit indices of the organizational syndromes model in Iranian education.

**Table4.** Results of fit indices of organizational syndromes model in education in Iran

| Indicators                                        | The amount of present research | Optimal amount    |
|---------------------------------------------------|--------------------------------|-------------------|
| Khido / degree of freedom (/2 / df)               | 2/71                           | Less than 3       |
| Standardized Residual Average Square Root (SRMSR) | 0/07                           | Less than 0.10    |
| Root squared root mean square root (RMSEA)        | 0/96                           | Greater than 0.90 |
| Fit Goodness Index (GFI)                          | 0/95                           | Greater than 0.90 |
| Comparative Fit Index (CFI)                       | 0/95                           | Greater than 0.90 |

As can be seen in Table 4, all the fit indices of the organizational syndromes model in Iranian education indicated the appropriate fit of the model. In Figure 1, the results of structural equation modeling for the model of organizational syndromes in Iranian education with standard coefficients of paths are reported.



**Figure1.** Structural Equation Modeling Results for the Model of Organizational Syndromes in Iranian Education with Standard Coefficients of Routes

As shown in Figure 1, all syndromes of narcissism, lack of communication, discrimination and politicking, group thinking, structural alienation, tension and anxiety, structural dominance, caution, pressure, terrorism, neglect, stillness, explosiveness, incompatibility, non-commitment, impulsivity They had a significant effect on the model of organizational syndromes in Iranian education ( $P < 0.05$ ).

#### 4. Discussion

Pathology is very important in all areas, especially in education and schools. Because this system deals with the education of the next generation on the one hand and with the global changes of management styles on the other hand, the old management methods can no longer be used and their use causes damage and disorders or syndromes in the process of educational activities. . Organizational syndromes with significant growth in the workplace are serious problems that are named as the biggest injuries in today's workplace. Therefore, considering the role of organizational syndromes in the decline in performance and effectiveness of organizations, especially the education organization, the present study was conducted with the aim of pathology and ranking of organizational syndromes in education and presented its model.

The results of the present study showed that organizational syndromes in Iranian education 17 syndromes including narcissism, lack of communication, discrimination and politicking, group thinking, structural alienation, tension and distress, structural dominance, caution, pressure, terrorism, neglect, stillness, explosiveness, incompatibility There was commitment, impulsiveness and silence, which had a higher rank, respectively, and all of them had a significant effect on the model of organizational syndromes in Iranian education. These results are in line with the research of Amin Beidokhti, et al (2019), Sarchahani, et al (2018), Noori, et al (2018), Amiri Farahabadi, et al (2016), Keshavarz, et al (2014), Sajjadi, et al (2014). , Newman (2012) and Motamedi (2006) were co-ordinated.

In the interpretation of the ten higher ranking syndromes, it can be said that it is difficult to recognize people with narcissistic syndrome. Because they hide behind superficial jokes and arrogant stories that adorn its image. Narcissists are calm and accountable in their self-centered attitude towards life and avoid any conflict in social requirements that distracts them from personal interests. Narcissists may want to quietly and calmly value teamwork, collaboration, and strategic management processes, but in reality they seek to fulfill their transcendent needs by focusing on arrogance. They are intensely self-interested and competitive and tend to see others as tools and exploit them. Narcissistic managers may seem attractive to other employees, including teachers, but in reality they have no real interest in anyone unless they can use that person for a purpose. They always present the image of a winner, but they are afraid of being seen as a loser. They always try to present a winning image of themselves and use seductive methods to use others in the way of their dreams, and only when these people can be seen participating if they feel that the desired position is beneficial for them comes with.

Lack of communication syndrome is characterized when the manager intentionally or inadvertently separates team members or their functions, and in this syndrome, the process of socialization and communication is associated with serious problems. In the syndrome of lack of communication, people within an organization do not have much contact with each other and monotony is one of the obvious and obvious features of this syndrome. In such schools, the principal does not see the need to talk about decisions with others, or even vice versa, the management is not very aware of the continuation of the work process, and the reason is that there is not enough communication between the staff of a school.

In the syndrome of discrimination and politicking, behaviors such as exploiting new members and intolerance of members of ethnic and sexual minorities are very common. In this syndrome, managers or other team members go to extremes in building relationships with clients, external stakeholders, or even competitors, ignoring internal relationships. In such an organization, the lack of justice causes people to not support the organization and to do politics. In schools with this syndrome, there are groups or individuals who seek their own interests exclusively, and individuals with different tendencies may even work with them to secure the malicious interests of the organization.

Group thinking as another syndrome is a way of thinking in which group members, under group pressure, disappear so much that they refrain from realistic evaluations and believe in only one solution that the group wants and believe in, although it may be. Not a logical way. Since there is no realistic evaluation of the solutions in this school, a collective agreement without logic is enough. Structural alienation

syndrome is rooted in many disorders of modern life, rooted in hierarchical structures and bureaucracy that has long been a feature of human society, especially organizations. Classical bureaucracy is a multi-layered hierarchy organized in order to divide the hard work and governed by complex systems of rules and procedures. Sociology and industrial psychology focus on the inefficient consequences of bureaucracy rather than on its benefits, arguing that these processes separate individuals from the purpose of the organization, make social relations difficult and separate individuals, and have effects such as disruption. In health, it has life satisfaction, life expectancy and human relationships and causes inconsistencies and abnormalities.

Stress syndrome is the result of a new age. What exists now is growing uncertainty in an environment in which organizations are constantly forced to adapt their structures and strategies to maintain their competitive position while reducing the social support resulting from the separation of individuals. As organizations frequently change their priorities, employees feel threatened in their job security, skills, and plans, and as a result, this erodes the strength of lasting relationships between employees. What exists now is growing uncertainty in an environment in which organizations are constantly forced to adapt their structures and strategies to maintain their competitive position while reducing the social support resulting from the separation of individuals. In the old industrial culture, working conditions may have been difficult, but they were cohesive and united, and their stable intra-organizational working relationships led to lasting social relationships, but today organizations try to adapt to rapid and increasing change, and stress. These changes directly affect the school and not only the principals, but also other employees and increase the psychological pressure on them.

Structural dominance syndrome of the class system is a kind of social system that is seen in organizational structures and in these system individuals cannot be promoted to other ranks and higher and benefits are distributed based on assigned maps. Some organizations also have an informal structure and system that is based on specific aspects of a person's social or professional status, and most people are aware of it but refuse to discuss it. This structural dominance is never reflected in the formal structure and school, but the collective behavior of the organization is often dominated by them, creating informal and invisible boundaries, fueling hypocrisy and factionalism, and costing the organization its personal, social, and political needs. General and lower-level staff is partially imposed.

Another syndrome is the precautionary syndrome, which creates a conservative, cryptic, protected and cautious style. Conservative managers are always waiting for worse situations and preparing their people for these situations by focusing on the hidden message. They are defensive and can be oppositional at the same time. Managers do not have much confidence in staff and teachers and believe that even confident words can cause danger and trouble. Their suspicious style allows them to closely monitor employees, and they have a closed style that limits or prevents interactions. In this syndrome, information is managed centrally and selectively and accurately transmitted, which is detrimental to the growth, innovation and long-term prosperity of the school. Such managers lack confidence in creativity and innovation. They are more likely to be familiar with things and fill their surroundings with yes-speakers who give them good news and reassure managers that the situation is ideal. Their lack of ability to find new opportunities and to create and develop a new approach to ignite the enthusiasm of staff and teachers and raise their morale is one of their main problems.

In the case of stress syndrome, the risk of misjudgment and poor judgment reaches its highest point when decision makers have higher self-esteem and more vulnerability to the illusion of control. Organizations whose complexity and pressure suppress oversight and uncontrolled bias distorts the decision-making process are under pressure syndrome. The presence of an authoritarian ruler or the general ideology of tyranny by the upper classes causes people to opt for a far-reaching policy instead of pursuing a goal. In such cases, when people are reprimanded for opposing the manager or for complaining about a lack of ethics and leadership, others come to the conclusion that they should keep their heads down and attract the attention of others. In a school with such conditions, irrational pressures, prejudices and insistences are

the cause of making inappropriate decisions. In the syndrome of terrorism, the behavior of a particular person or group of individuals to achieve their personal or group goals is not able to use the right methods and cannot achieve their interests in the right way, acceptable and in accordance with ethical standards. They try to achieve their goal by exercising power and based on fear, the psycho-social exclusion of others, spreading rumors and slander. Organizational terrorism requires the exercise of power, but at the same time has low self-esteem and technical knowledge and does not adhere to moral principles. These people can sometimes infect other members of the organization like a speckled apple, and in such schools, staff mistreat others in front of the school principal to maintain their position or to advance their careers.

One of the important limitations of the present study is the theoretical background and little research on the pathology of organizational syndromes in education, not finding a suitable tool to measure it and limiting the research community in the qualitative part to principals and teachers of Isfahan and Yasuj. Therefore, further research on organizational syndromes in education is recommended because of its role in educating the next generation, creating different tools for measuring it and conducting this research on principals and teachers of other cities and even on senior managers of the education organization. Because organizational syndromes have a wide range and dimension that impose many costs on the organization if not diagnosed and treated in time. Given the importance of the education organization in shaping the future of society, the need to solve problems and continuous pathology in schools is essential. Every school has one or more syndromes, some of which are related to the individuals themselves and their personalities, and some of which are related to the environment and circumstances in which the individuals find them. For proper management and improvement of school performance and effectiveness, these syndromes should be identified and managed appropriately and appropriate strategies should be used to reduce their role, including improving activities and relationships within and outside the organization.

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