



Organizational Culture in Education: Components, Influences, and Improvement Strategies through a Literature Review

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DOI: [10.59631/sijosi.v2i2.423](https://doi.org/10.59631/sijosi.v2i2.423)

Abstract

This study investigates the complex nature of organizational culture in educational institutions by analyzing its core components, influencing factors, and strategic improvement approaches through a systematic literature review. Recognizing the pivotal role of organizational culture as a determinant of institutional effectiveness, this research synthesizes theoretical perspectives and empirical findings from peer-reviewed studies published between 2013 and 2023. Guided by PRISMA protocols, the review encompasses literature sourced from major academic databases, including, SINTA, Garuda, Scopus, Web of Science, ERIC, and ScienceDirect, and applies thematic analysis to extract patterns, frameworks, and practical insights. The findings reveal that organizational culture in education is constituted by interrelated elements—values, norms, artifacts, and assumptions—which collectively shape institutional behavior, learning environments, and stakeholder interactions. When strategically aligned with institutional goals, these cultural components foster a collaborative climate, enhance teacher motivation and student outcomes, and contribute to conflict resolution and institutional resilience. The study concludes that the cultivation of a coherent and strategically reinforced culture, supported by transformative leadership and inclusive communication, is essential for achieving sustainable educational excellence. The research provides a comprehensive conceptual framework and offers actionable recommendations for educational leaders and policymakers to embed culture as a strategic lever for systemic improvement in dynamic and competitive educational contexts.

Keywords : Educational institutions, literature review, organizational culture.

1. Introduction

In the contemporary era of globalization and increasingly intense competition, educational organizations are confronted with mounting pressure to continuously improve their institutional quality (Supriyono & Wijoyo, 2024). While external elements such as curriculum design, infrastructure, and financial resources are commonly acknowledged as determinants of educational success, internal organizational dynamics, particularly organizational culture, play an equally critical role. Organizational culture—defined as the shared system of values, beliefs, norms, and assumptions among members (Tadesse Bogale & Debela, 2024)—functions as a guiding framework that shapes behavior, attitudes, and performance across all levels of an institution.

Within the educational context, organizational culture is intricately linked to various dimensions of institutional effectiveness, including the quality of teaching and learning processes, job satisfaction among teachers (Alemu Ambo, 2024), student achievement (Santia, Astuti, & Syafitri, 2024), and overall organizational climate. A robust and positive organizational culture fosters a supportive working environment, enhances intrinsic motivation and commitment among staff, and encourages innovation and continuous improvement. Conversely, a weak or dysfunctional culture may lead to internal conflicts, diminished morale, and organizational inertia, ultimately impeding the achievement of educational goals.

Despite its recognized importance, organizational culture remains a complex and multidimensional construct. There is no universally accepted definition, and its conceptualization varies widely across theoretical frameworks and disciplinary perspectives. Moreover, organizational culture is influenced by a multitude of internal and external factors (Mafrudoh, 2023), including leadership style, organizational history, technological changes, and environmental contingencies. This complexity underscores the need for a comprehensive and integrative investigation into the nature of organizational culture in educational settings.

In response to this research imperative, the present study aims to systematically analyze the components of organizational culture, the influencing factors that shape its development, and strategic interventions for its enhancement within the educational sector. Employing a literature review approach, this study synthesizes theoretical models and empirical evidence from prior research on organizational culture in education, while also identifying best practices and lessons learned from diverse educational institutions globally. By doing so, the study seeks to contribute both theoretically and practically to the advancement of sustainable and effective educational management practices.

The research gap addressed by this study lies in the limited availability of integrative and comprehensive analyses on organizational culture within educational institutions. Existing studies often isolate specific aspects such as leadership or communication without exploring the interdependence between cultural elements and broader organizational systems. Additionally, insufficient attention has been paid to how organizational culture interacts with institutional structures, governance mechanisms, and human resource systems. This study fills that gap by offering a holistic perspective and proposing a conceptual framework that links cultural components with institutional performance.

The novelty of this research is its integrative approach, which combines diverse theoretical insights and empirical findings into a unified analytical framework for understanding and improving organizational culture in educational settings. Unlike previous research that focuses on isolated cultural attributes, this study maps the

interrelationships among cultural components and examines their collective impact on institutional effectiveness. Furthermore, the study incorporates the perspectives of multiple stakeholders—including teachers, students, principals, and parents—to ensure that the proposed cultural enhancement strategies are both contextually grounded and operationally feasible.

The objective of this study is to analyze the core components of organizational culture, the determinants that influence its formation and transformation, and the strategic interventions necessary to strengthen it within the context of education, through an extensive and systematic literature review. This research is expected to offer a significant contribution to the academic discourse on educational management by providing a comprehensive understanding of organizational culture as a determinant of institutional performance. Practically, the findings will inform educational policymakers, school leaders, and practitioners about effective strategies for cultivating and sustaining a positive organizational culture that supports long-term educational excellence and institutional resilience.

2. Research Method

This study employs a qualitative research design using a systematic literature review approach to analyze the components, influencing factors, and strategic interventions related to organizational culture in educational institutions. The review process follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure methodological rigor and transparency. A comprehensive search was conducted across reputable academic databases such as SINTA, Garuda, Scopus, Web of Science, ERIC, and ScienceDirect, focusing on peer-reviewed articles published between 2013 and 2023. Inclusion criteria included empirical and theoretical studies that explicitly discuss organizational culture within educational settings, while exclusion criteria eliminated articles lacking conceptual clarity or methodological robustness. The selected studies were critically appraised based on relevance, credibility, and contribution to the field, and thematic analysis was employed to identify recurring patterns, conceptual frameworks, and practical implications. This method allows for the synthesis of diverse perspectives and the development of an integrative conceptual framework aimed at enhancing the understanding and management of organizational culture in education.

3. Results and Discussion

3.1 Core Components of Organizational Culture in Educational Institutions

Organizational culture within educational institutions comprises a constellation of interrelated components that collectively define the institutional climate and significantly influence the behaviors, attitudes, and interactions of all members. These components—values, norms, artifacts, and assumptions—are not isolated constructs

but form an integrated cultural system that underpins institutional functioning and development (Ghaleb, 2024). At the core of this system are values, which represent the fundamental convictions and guiding principles that inform decision-making, goal setting, and ethical orientations within the organization (Scott, 1997). These values serve as a normative framework that shapes institutional priorities and individual conduct, thereby fostering coherence and shared purpose across diverse educational stakeholders.

Norms, as another essential cultural component, embody the informal rules and social expectations that regulate interpersonal behavior and organizational etiquette (Alkhodary, 2023). These norms influence the daily interactions among teachers, students, and administrators, often determining what behaviors are deemed acceptable, appropriate, or commendable within the institutional setting. Through internalization and reinforcement, norms contribute to the maintenance of social order and the cultivation of a respectful, collaborative environment.

Artifacts, which include observable and tangible manifestations of culture such as architectural design, institutional symbols, ceremonies, and language use, function as visible indicators of deeper cultural values and historical identity (Adeniyi et al., 2024). These elements not only reflect the institutional heritage but also serve as mechanisms for transmitting and reinforcing cultural meaning to both internal members and external stakeholders. The symbolic significance of these artifacts plays a critical role in institutional branding and in creating a sense of belonging among members of the educational community.

At a more latent level, assumptions – defined as deeply held, often unconscious beliefs about the nature of reality, human nature, and the role of education – anchor the cognitive schema through which individuals interpret organizational life (Schein, 1990). These assumptions operate beneath the surface of everyday practices but exert a profound influence on how problems are perceived, how change is approached, and how trust is built within the institution. Because of their implicit nature, assumptions are particularly resistant to change and require intentional reflective processes to be identified and reshaped.

The coherence and alignment among these core cultural elements are essential for fostering a strong, adaptive, and high-performing organizational culture. When values, norms, artifacts, and assumptions are mutually reinforcing, they create a synergistic effect that enhances institutional resilience, stakeholder engagement, and educational quality. Conversely, misalignments among these components can result in organizational fragmentation, role ambiguity, and resistance to change. Therefore, effective cultural leadership must focus on harmonizing these elements through participatory governance, shared vision development, and continuous organizational learning.

It is important to note that the organizational culture of each educational institution is inherently context-specific and shaped by its historical trajectory, leadership practices, institutional mission, and societal influences. As Čamber Tambolaš, Vujičić, & Jančec (2023) highlight, institutional culture is reflected in the daily practices of collaboration, communication, and governance, as well as in the organizational commitment to lifelong learning and scholarly inquiry. A healthy educational culture not only supports academic excellence but also nurtures professional identity, innovation, and ethical integrity.

These findings underscore the need for educational leaders and policymakers to critically engage with the underlying cultural dimensions of their institutions. By fostering cultural alignment and strategically cultivating positive values, norms, and assumptions, educational institutions can create environments that are conducive to holistic development, institutional effectiveness, and sustained educational innovation.

3.2 The Influence of Organizational Culture in Education

Table 1. Summary of Research Findings on the Influence of Organizational Culture in Education

Aspect	Findings	Supporting Studies
Role of Organizational Culture	Serves as a cognitive and normative framework that influences behavior, mindset, emotions, and performance of educators and learners.	Daryana & Santoso (2021); Puteri (2022)
Impact on Teacher Performance	Strong and coherent school culture positively correlates with increased teacher motivation, commitment, and performance.	Hasibuan & Hadijaya (2024); Harmonika & Supiarmo (2025); Santosa (2022)
Conflicte Management	A well-established organizational culture and good conflict managemeny supports professional collaboration and learning quality.	Rosa, Setiawan, Mardiyati, & Nahdiah (2025);
Broader Educational Outcomes	Organizational culture affects not only teacher performance but also student learning quality and work-readiness.	Sumarno, Kuat, & Susatya (2022)

As shown in Table 1 above, the role of organizational culture in shaping educational outcomes has been extensively substantiated by empirical research, highlighting its strategic function in enhancing institutional performance within educational environments. A robust organizational culture – characterized by shared traditions, beliefs, values, and guiding principles – serves as an essential reference point that shapes the cognition, emotions, and behavior of its members (Daryana & Santoso, 2021; Puteri, 2022). In educational institutions, a positive and coherent

culture fosters a sense of purpose and belonging, which is reflected in heightened morale, stronger commitment, and improved performance among both educators and students (Melzak, Allen, Jain, & Pruy, 2025).

Empirical studies further confirm that a strong school culture significantly contributes to teacher performance (Harmonika & Supiarmo, 2025; Hasibuan & Hadijaya, 2024; Santosa, 2022), a critical factor in fostering effective learning environments. Specifically, schools with clearly articulated and internalized cultural values tend to exhibit higher levels of teacher motivation and work engagement (Sasongko & Suyitno, 2022), which in turn translates into improved instructional quality. This alignment between organizational values and individual motivation is crucial, as it facilitates the development of professional autonomy, collaborative practices, and instructional innovation.

Moreover, a well-established organizational culture in managing the conflict fosters a healthy and open institutional climate—marked by transparent communication, low interpersonal conflict, and strong relational ties among teachers, school leaders, and administrative staff (Rosa et al., 2025). Such a climate creates the psychological safety necessary for educational stakeholders to engage in reflective practices and continuous improvement efforts (Ahmad & Lestari, 2021). When the cultural environment is supportive, it also enables more effective pedagogical strategies, consistent policy implementation, and greater institutional adaptability.

Beyond the immediate effects on teacher performance, organizational culture has also been shown to influence broader educational outcomes, including the quality of learning experiences and the readiness of students to enter the workforce (Sumarno et al., 2022). Schools that cultivate a culture of excellence, discipline, and collaboration are better positioned to develop students' critical thinking, problem-solving, and socio-emotional competencies—skills that are essential in navigating complex and dynamic societal demands.

Taken together, these findings underscore the integral role of organizational culture as a multidimensional and dynamic construct that influences not only individual behavior and institutional performance but also the overall quality and sustainability of educational processes. Cultivating a strong organizational culture should therefore be viewed as a strategic imperative for educational leaders, policymakers, and stakeholders seeking to advance institutional effectiveness and learning outcomes.

3.3 Strategic Improvement for Strengthening Organizational Culture in Education

The strategic enhancement of organizational culture in educational institutions is a critical determinant of institutional effectiveness and long-term sustainability. Aligning organizational culture with the broader institutional vision and mission enables education providers to foster an environment conducive to high employee

engagement, commitment, and productivity (Ghaleb, 2024). Such alignment ensures that cultural values do not operate in isolation but are instead embedded within the operational and strategic priorities of the institution. When organizational culture becomes an integral part of strategic planning, it helps to institutionalize behaviors, norms, and attitudes that support educational excellence and institutional competitiveness.

Leadership emerges as a central agent in the strategic development of organizational culture (Jerab & Mabrouk, 2023). Leaders act as cultural stewards who not only articulate but also exemplify the institution's core values and strategic aspirations (Jerab & Mabrouk, 2023). Their active involvement in modeling desired cultural traits fosters credibility and trust, which are essential for internalizing cultural values among employees. Effective leaders also utilize multiple communication strategies—ranging from formal channels such as institutional bulletins and performance reviews to informal mechanisms like storytelling and peer recognition—to reinforce cultural messages and build shared understanding across hierarchical levels (Taye, Sang, & Muthanna, 2019). This deliberate and consistent communication process strengthens the internal cohesion of the institution and enhances collective commitment to organizational goals.

In higher education settings, a strategically cultivated organizational culture significantly shapes the professional behavior and performance of academic and administrative personnel. Empirical findings underscore the relationship between a clearly defined and consistently enacted culture and the emergence of a motivated and collaborative workforce (Khan, Shoukat, & Waheed, 2019). This cultural clarity enables individuals to align their roles and responsibilities with institutional values, reducing ambiguity and fostering a sense of direction and ownership in their daily functions. Moreover, the presence of a positive organizational culture nurtures psychological safety, which in turn encourages innovation (Zhang, Zeng, Liang, Xue, & Cao, 2023), professional learning (Knickerbocker, 2023), and constructive dialogue (Paulus, 2023)—key components of a high-performing educational environment.

Importantly, the strategic improvement of organizational culture extends beyond internal alignment and individual performance; it contributes to the development of a collective institutional identity. A cohesive culture builds shared meaning among stakeholders (Osobajo, Oke, Ajimmy, Otitoju, & Adeyanju, 2023), promoting unity of purpose (Umuteme & Adegbite, 2023), mutual respect (Iddrisu, 2025), and cross-functional collaboration. This sense of shared identity enhances the institution's adaptability in the face of external challenges and dynamic educational landscapes. Furthermore, it cultivates an environment where continuous improvement becomes a normative expectation, thereby reinforcing a culture of excellence that supports the institution's strategic trajectory.

Finally, strengthening organizational culture through strategic alignment with institutional goals, visionary leadership, and deliberate communication is not merely an operational imperative – it is a transformational process that shapes the capacity of educational institutions to thrive. Institutions that prioritize the strategic development of culture are better positioned to foster academic innovation, institutional resilience, and long-term success in an increasingly competitive and dynamic educational sector.

4. Conclusion

This study concludes that organizational culture in educational institutions is a complex and multilayered construct composed of interdependent elements – values, norms, artifacts, and assumptions – that collectively shape institutional behavior and performance. These cultural components, when coherently aligned, serve as the foundation for a productive educational environment, fostering shared meaning, collaboration, and resilience. The study affirms that organizational culture not only functions as a cognitive and normative framework guiding the behaviors and expectations of educators and learners, but also significantly influences key outcomes such as teacher motivation, instructional quality, conflict management, and students' preparedness for future societal roles. Empirical evidence further validates that a strong, coherent, and strategically reinforced culture is instrumental in promoting institutional excellence and sustainability, especially when it is guided by good leadership and embedded into the strategic direction of the organization.

Based on these findings, it is recommended that educational leaders and policymakers adopt a deliberate and strategic approach to cultivating organizational culture. This includes embedding cultural values into institutional policies and practices, developing leadership competencies that model and reinforce positive cultural norms, and implementing continuous communication strategies that build cultural coherence across stakeholder groups. Institutions must also invest in reflective cultural audits and organizational learning mechanisms to surface implicit assumptions and realign cultural elements with evolving educational demands. By embracing culture as a strategic asset, educational institutions can enhance organizational effectiveness, build institutional identity, and ensure long-term adaptability in increasingly complex and dynamic educational ecosystems.

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