

Designing the organizational cultural model based on the grounded theory emphasizing on collaborative learning culture

Mahmoud Javid Mehr¹, Ali Maghool^{2*}, Hassan Nodehi³, Morteza Binesh⁴

1. Ph.D. Student of Educational Management, Department of Educational Management, Neyshabur Branch, Islamic Azad University, Iran
2. Department of Educational Management, Neyshabur Branch, Islamic Azad University, Iran
3. Assistant Professor at Hakim Sabzevari University, Iran
4. Faculty Member of Farhangian University of Sabzevar, Iran

Article history:

Received date: 13 May 2017

Review date: 17 July 2017

Accepted date: 18 October 2017

Printed on line: 26 December 2017

Keywords:

Organizational Culture,
Educational Organization,
Optimal Model, Grounded
theory

Abstract

Purpose: The aim of the present study was to provide an optimal model of organizational culture in educational organization of Khorasan Razavi. **Methodology:** To reach this purpose, a qualitative data research method or grounded theory had been used. Fifteen experts on the subject were interviewed in order to obtain the required data in this study. After conducting interviews, data analysis was performed using open coding, axis coding, and selective coding of Strauss and Corbin. **Findings:** After data analysis, the paradigm or optimal model of organizational culture for educational organization of Khorasan Razavi was extracted and obtained. This model had a causal condition, grounded conditions, interventional conditions, strategies and outcomes. **Discussion:** Based on the results of the present research, suggested such as addressing the current and future needs of learners, changing on the basis of community changes, paying attention to the modern ability of individuals to recruit new forces, the use of active and modern methods of teaching and learning, earning income for schools, decentralization, clear and transparent performance criteria, and the involvement of stakeholders in decision making.

Please cite this article as: Javid Mehr, M. Maghool A. Nodehi, H., Binesh, M. (2017). Designing the organizational cultural model based on the grounded theory emphasizing on collaborative learning culture, *Iranian journal of educational Sociology*, 1(7), 1-13

* Corresponding Author Ali_maghool@yahoo.com

1. Introduction

Organizational culture as a set of shared beliefs and values affects the behavior of the members of the organization and it can be considered as a starting point for movement and dynamism or as a barrier to progress. Since the new development plans are looking at the fundamental organizational transformation, organizational culture is one of the most fundamental areas for changing the organization. Thus, the purpose of these programs was to transform the culture of the organization into a platform for transformation. Social transformations, accelerated and challenging technologies, the emergence of new missions in organizations have made it imperative to adapt to the new conditions of flexibility (Denison, 2006).

The culture of a miniature organization was the macroeconomic processes of the organization's environment, with the emerging categories of information and communication technology, the phenomenon of globalization and how to deal with it, demographic changes, constant education, booming knowledge, ethical crises, an increasingly knowledgeable learning organization, considering the quality and effectiveness of the organization creates the necessity of appropriate ground in creative organizational culture at all organizational levels. The attitude of organizational members at culture and function could be effective in their organization's behavior along with changes in the last century. Should we surrender to changes and wait for fate or actively trying to create ideal conditions? In fact, without deep understanding of the cultural values of society, one cannot properly understand organizational behavior. One of the most important concepts in behavioral science was the role culture plays in human behavior. Although it has not yet been completely evaluated (James, 2003).

The culture determines what man learns and how he behaves. As to how culture was created, it was a phenomenon that stems from natural demands and social forces. Organizational culture, as a set of shared beliefs and values had an impact on the behavior and thought of the members of the organization and could be a starting point for movement and dynamism or a barrier to progress. Organizational culture is one of the most fundamental aspects of organizational change. Considering that the new evolutionary programs were looking at the fundamental organizational transformation, the purpose of these programs was to change the organization's culture as a basis for transformation (Zuber, 2003).

The purpose of organizational culture was a system of shared inference that members have toward an organization, and this same feature divides the two organizations from each other. A lack of a strong organizational culture could reduce the organizational effectiveness and efficiency of the organization, which could help to strengthen the organization despite the appropriate organizational culture (Martin, 2002).

Organizational culture was one of the concepts that had been strongly influenced by management thinking in recent decades. Organizations, like societies, have their own culture that differentiates them. The 1980s should be the beginning of a researching again on the issue of organizational culture. The interested in conducting further research on organizational culture stems from a variety of factors. The following could be mentioned: firstly, the eighties were the decade of globalization of organizations and businesses; therefore, the issue of coordination between the staff of such organizations was the trendy discussion. Secondly, during this decade, it became clear that different levels of organizational performance could be attributed to the type of organization's culture. Third, organizational culture could act as a source for sustainable competitive advantage; because some cultures cannot be easily imitated by competitors, it is also possible to point out the emergence of Japan's economic and industrial power as a significant

competitor against the United States, which researchers considered cultural differences as one of the main reasons between the two countries (Quinn and Cameron, 2006).

There was no theoretical agreement between the various disciplines on the definition of organizational culture; however, from an organizational point of view, culture had been interpreted as a strong chain that provides sustainability of the organization (Denson, 2006). Organizational culture had attracted a lot of attention due to its impressive impact on organizations. In recent years, the focus had also been drawn to educational systems. Among the different elements of the system of education in schools, teachers were the central nucleus and real implements of the education system and the impact of their behaviors on society is so high that we can say that the happiness of the country was in their hands. On the other hand, the changes that were taking place in different fields today have raised the focus of attention on organizational culture, because organizational culture had a strong impact on various aspects of management, including knowledge management. Knowledge management was the most important activity of an organization (Mirsepasi, 2015).

Knowledge creates a competitive advantage, and organizations that weren't able to obtain the necessary work knowledge and use it properly are compelled to defeat in the competition. Knowledge management was one of the tools that could help organizations to reach their goals. Therefore, the main issue in this research was to provide an appropriate model for organizational culture in education. Due to the lack of familiarity of students and teachers with the organizational culture, which was a modern and creative, was the reason to carry out this research. In this research, we are looking for an appropriate organizational culture for the educational organization of Khorasan Razavi, which was coordinated according to the conditions of this province, and this culture was institutionalized in a desirable way. (Nunka, 1995). Finally, we were looking at the question of which model of organizational culture werw appropriated in the educational organization of Khorasan Razavi and what are features and dimensions? (Mirsepasi, 2015)

Culture could be regarded as a phenomenon that embraces all aspects of our time and it was constantly created and shaped through the interaction of individuals (Behroozi, 2009). The culture of any organization is the result of years of experience in accomplishing organizational goals and the relationships that individuals in that organization have accomplished with these goals together and with the outside. Interacting the member of the organization together with their work and their duties, will create value and behaviors that will be acceptable, all of which can be counted on the power of the organization's culture (Fatehi, 2000).

Culture in an organization was as a personality in a human being. Fundamental assumptions, beliefs, principles, norms, and values as the foundation of a company's organization are the foundation of its existenced, it defined a good and bad point. Organizational culture was considered as the main factor in organizing it and it had a significant impact on other important organizational factors were including organization structure and design, internal and external environment of organization, technology, human resources and management style and, most importantly, the organization's strategy. On the other hand, it defined the culture of beings and non-beings and forms the organization's behavioral form. Organizational culture had an important role in internal control and employee behavior and in preventing undesirable behaviors due to the nature of effective impact that could affect the behavior of the members of the organization (Mahmoudi, 2005).

In spite of a strong and coherent culture, people were more satisfied with the sense of responsibility and commitment than the values and norms while they were more aware of the goals and strategies of the organization. Despite strong management, it leaded to improved morale and

motivation and ultimately improves organizational performance and perfection. In this way, culture could be considered as an asset and capital, and if culture, objectives and organization's adaptive strategies were not met, culture should be regarded as a debt that reduces organizational performance (Mamizadeh, 1982).

The study of organizational culture had become a requirement for professional growth and a comprehensive and flexible model of education is needed. Thus, it could help students and practitioners to succeed in both personal and professional sectors. The benefits of this research for managers and experts in education authorities and establishments could be fruitful and could help to increase their productivity and effectiveness. Considering the culture and the organizational community and the national and international community was not a strange issue, but the value and nature of it had been more evident for decades, and many scholars had carried out many researches in this field. Studies of culture that occurred in the early 1980s had shown that culture in an organization was as a personality in a human being. Undoubtedly, one had to admit that man creates culture and culture creates men. Culture teaches human beings how to be persistent and have constant thoughts and to organize them in the form of complex groups with a separate and special task. Stable and sustainable thoughts were difficult to transform after they were in the mind. Since the fate of human behavior was a reaction that he can withstand against the cultural elements that are presented to him, that is, he could reverse or alter the construction of them (the explanation)(Manurian,2003).

There was a close connection between organizational culture and the general culture of society, it evolved a large part of organizational behavior and development and helped to bring about the transformation and sustainability of desirable and measured behavior. Conducting research in organizational culture had sought to assess how employees were viewed by their organization, whether the organization was overly structured? Does innovation was rewarded? Will conflicts overcome? Organizational culture, despite its long history, was a topic that has recently emerged in management knowledge, especially in the area of organizational development and, if attention was paid, it could be considered as one of the most important factors affecting the organization's productivity. In this section, the concept of culture, its definitions, missions, goals, functions, features of culture and its types, learner organization and strategies, models, be discussed and argued (Robbins, 2007).

Farhang (Culture) was a Persian word and consists of two words, "Far" and "Hang". "Far" was a prefix and was meant to be high and "Hang" was from the Avesta root of the rock meaning pulling heaviness and weights. The meaning of their combination was also means raising and pulling out. According to Taylor, culture was set of a learned, complex, and systematic of knowledge, arts, beliefs, rituals, rights and customs as the source of good and many things that a person had gained from his own society. Culture measures its organization and practices. It was something like the "operating system" of an organization that guides employees how to thought and feel and act. Culture was dynamic and fluid and never can be fixed. Culture might not be effective or influential under a set of conditions (Pourkazemi, 2004).

Effective factors in the formation of organizational culture

According to Edgar Schein, organizational culture responds to two major challenges facing each organization: external stability and survival, and internal unity. External stability and integrity related to the organization's position in the environment, how the organization could encounter with environmental changes. External stability and integrity included the following steps:

Table 1. Steps for stability and external integrity and survival

Mission and strategy	Acquiring a common understanding of the primary mission to the primary tasks and the obvious and secret functions of the organization
Objectives	Developing a general consensus on goals through the main mission
Equipment	Developing a general consensus on the means that must be used to achieve goals such as organizational structures, division of labor, reward system, and system of discretion
Measurement	Establishing criteria for measuring what is done by groups and individuals, such as monitoring and control system
Correction	Correcting Strategies To Achieve Objectives

Internal unity was about creating and maintaining effective working relationships between members of the organization and it includes the following:

Table 2. The Facts on Internal Unity

Creating common language and concepts	If the members cannot communicate and understand each other, the definition of the group is impossible, i.e., the identification of the methods of communication and the creation of a common cause for important concepts is essential.
Defining the limits and criteria for interference and interdiction	The group must be able to define and identify itself and the person who is located inside or outside it, as well as determining the criteria for membership in the group.
Distribution of services and dignity	Explaining the rules and criteria for the acquisition and maintenance of base strength and preservation and loss of them
Developing the norms of devotion and affection	Consensus in this area is vital to helping to manage feelings of friendship, affection and kindness
Definition and explanation of rewards	Each group must know good or harmful behaviors and must know what is rewarding or punishable. By creating incentive schemes for desirable behaviors and prohibiting and punishing undesirable behaviors.

Functions of organizational culture

1) Grant identity and personality to members of the organizational identity was reinforced by the allocation of rewards, which thus enhances creativity. 2) Creating a group commitment.

Employees who had accepted organizational culture tend to be proud of their long-term presence in the organization and proud of being a member of the organization. 1) Increase the stability of the social system: the stability of the social system represented a positive and reinforcing work environment in which the phenomenon of change and conflict was effectively controlled in such an environment. 2) Helped to stabilize employee behavior by understanding the environment in the organization. This function helped employees understand the causes of organizational activities and how to create and reached the organization for long-term goals.

Each organizational culture provided four functions, in order to find out how the function works, it is necessary to carry out an informative feature of this function: 1) It give employees an organizational identity: what highlights a company, its ability to attract, maintain the talented people. 2) It makes it easy for a group to commit: general commitment could be defined as the psychological association of an individual or group to an organization in which the feeling of engagement was loyal and faithful to the values of the organization. Because service rewards were

higher than the current standards, middle managers receive generous rewards. 3) It encourages the stability of the social system: because employees, with the feeling and confidence in occupational safety, create an atmosphere that was an unusual future of exuberant commitment to hard work and the adoption of precise oversight. 4) By helping members to find out about their work, they shape their behavior: in this case, the elites get to the fullest job and start their job from the lowest rank and were familiar with successful staff with the fundamental principles of the organization (Bagherizadeh, 1375).

Learning organizational culture features

The organizational culture of learning organizations was a culture in which valuable learning was encouraged and induced, and the barriers to learning were not tolerated (Partiya, 2005). The essential part of the learner organization was the ability to produce modern knowledge and to take advantage of it in new opportunities that open up to the organization, which entails questioning the status quo and how to do things, which facilitates entering new ideas to the organization. In other words, learning culture was a stimulating culture of experience in which employees are encouraged to work on new ideas and to continuously improve work processes (Senge, 1991).

In the learning culture, it was tried to expand public trust throughout the organization. In this regard, face-to-face interaction plays an essential role and was considered as a social guarantee for building communication and trust in the organization. The culture of learning support creates an atmosphere of trust in the organization in which individuals express their opinions freely and through dialogue they share in the mental models and knowledge of each other and were not afraid of punishment. The culture of the learning organization were the culture of equality and fairness, which is defined to facilitate continuous improvement and adaptation to environmental changes, norms, symbols and beliefs. For example, in some companies, instead of the word "individuals", "human resources" is used, all employees were considered a leader, and all managers value their employees, and employees, in turn, respect the customers. Everyone in such a culture feel valued. Managers transfer their feelings to the employees and to their customers (James, 2003). Today, the creation of "Global learning organizations" is said to be the result of a futuristic process that tries to transform the organization's culture at all its levels into a globalized world culture. This culture shows the fundamental differences in the world and considers the issues of change and tries to attract the best employees, respond to differences and changes. Such an organization tries to increase the level of customer service by emphasizing the learning culture, and develop innovation and awareness of diverse global issues, and enhance creativity, teamwork, and organizational quality. Such a culture tried to reduce the costs of employee differentials and productivity. Other features of the culture of the global learning organization are as follows: (Thomas, 2002).

Senior managers consider themselves to be responsible for creating an appropriate organizational climate. 1) Systems and procedures are continually tested to ensure that they support diversity, creativity and global thinking. 2) The processes of recruitment, promotion, and improvement of staff are based on multiple sources and are designed to suit the global philosophy of the organization.

2. Methodology

The grounded theory method was used in conducting research. The grounded theory was a qualitative research method used to examine the social processes existing in human interactions and the structure that led to it. Using this method, a theory was discovered by a method of induction

of experiences and interactions, relations, documentation, literature, and observations. The pivot point in the analysis process in the data approach is the "coding" foundation. Coding in the theory of data, the foundation database was a form of content analysis that sought to conceptualize the controversial issue that exist among the mass of data. (Danaeifard, 2005). The process of separating data from sampling, description, and expression is encoded with short sentences in a



table. In general, this strategy transforms data from information sources into a set of codes, common codes into concepts, and then converted concepts into some kind of category, and eventually theories are created from the categories.

Statistical sample

The population and the statistical sample of the present study were defined according to the chosen strategy for conducting research (the method of grounded theory) below the qualitative research approach. Since, according to the research strategy stages, the researcher referred 15 people to the information collection (first-hand data). Therefore, the research community was the experts in the field of education policy in Khorasan Razavi province that had Knowledge and experience in the subject. This method supported a unique approach in a person's targeted sampling for an interview or observation called "theoretical sampling" that distinguished it from other quantitative and qualitative approached to data collection.

Axial encoding

In the central coding, the main categories and subcategories were identified by linking the categories between the concepts and the data; in this way, one category was based on the analysis axis and coding based on it. This will narrow the research circle, suggesting a theoretical sampling to give the theory a more concise and more robust form.

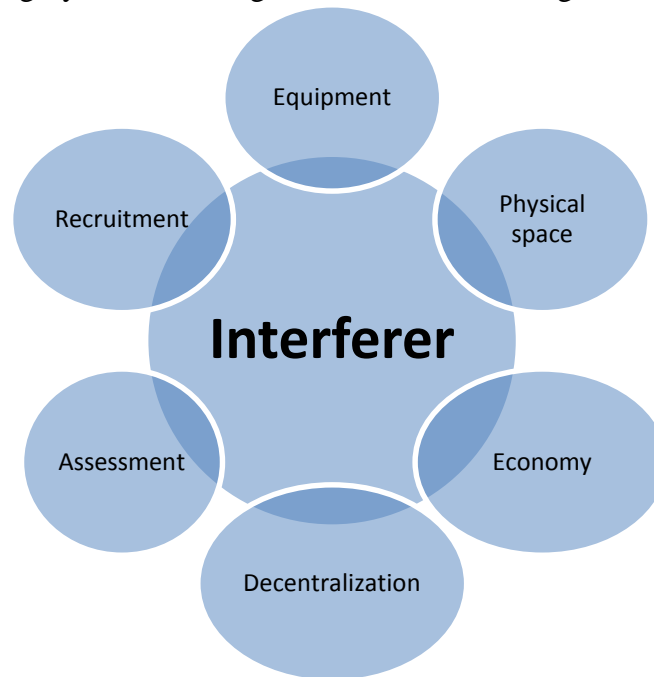
In other words, the pivotal coding was the process of linking the categories to their subcategories, and linking the categories to the level of attributes and dimensions. Subcategories were shown below.

The central category of causative conditions and its subcategories

This pivotal category had qualitative, prospective, and community needs. Each of these categories also includes the following categories. The qualitative category included the consideration of the quality aspects at each level and in everything in the organization and culture of the customer. Future categories included discussions about globalization and its effects on educational systems, including looking at living conditions for the organization, especially for

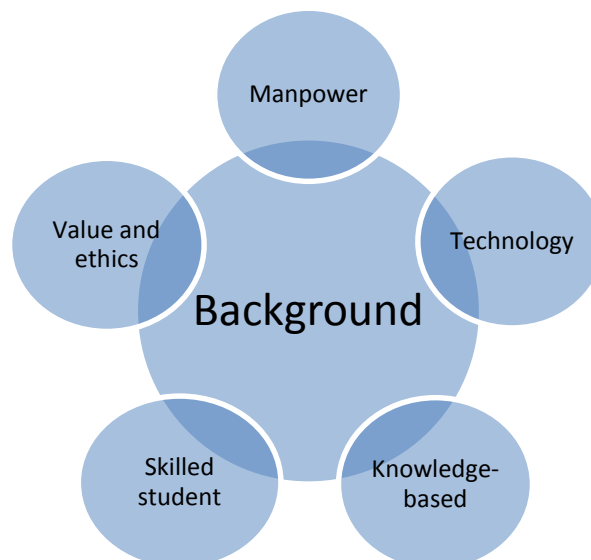
students. The category of community needs also involves meeting the goals and expectations of the community.

The underlying category of intervening factors and its subcategories



Because in axial coding, the category that was selected as the axis for the other categories should communicate between its subcategories and indicate the characteristics of the subcategories. The title of this category was the intervener selected. Each of the categories that fall under the category of interventional category also had sub-categories.

The core category of the field and its subcategories



When the context was discussed, the conditions or grounds that cause something to grow or not grow cross the mind. In the present study, we have chosen the title of the axial category that the subcategories in this category provided the context for the growth and success of the model. In other words, if the categories presented in the provincial education organization are appropriate

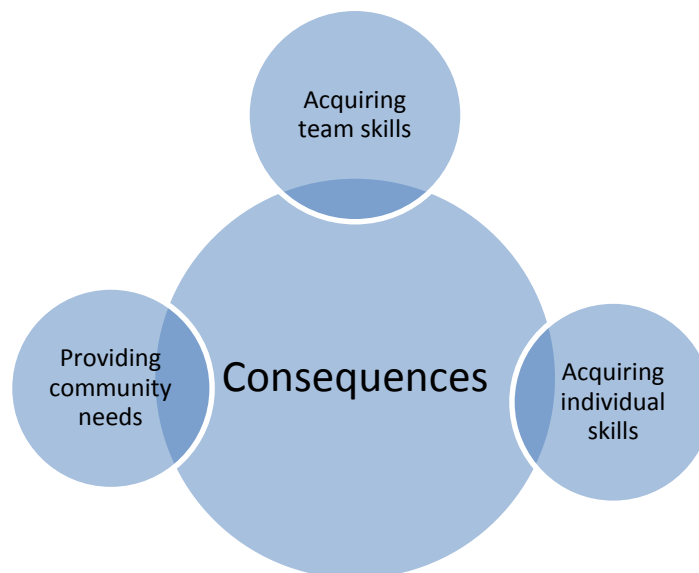
and desirable, we could have said that the fields of success of the model of the present research were provided and the model can, if implemented, achieve its goals.

The core of the strategies and its subcategories



The strategy of the topic was another central issue that had been extracted from the interviews conducted in this study. Each organization might have specific strategies or strategies in its own context or conditions to achieve its goals, which will outline how the organization will achieve its goals. In the present study, the provincial education organization could achieve its goals using the strategies presented by this model. The core axis of the strategy had the following categories of axis participation, pivotal skills, teaching methods, and performance.

The central issue of the outcomes and objectives and its subcategories



Because of this, the goal option could be used to capture all three categories of individual skills acquisition, group skills and community needs. Each of the categories below the category mentioned in this section had its own subcategories.

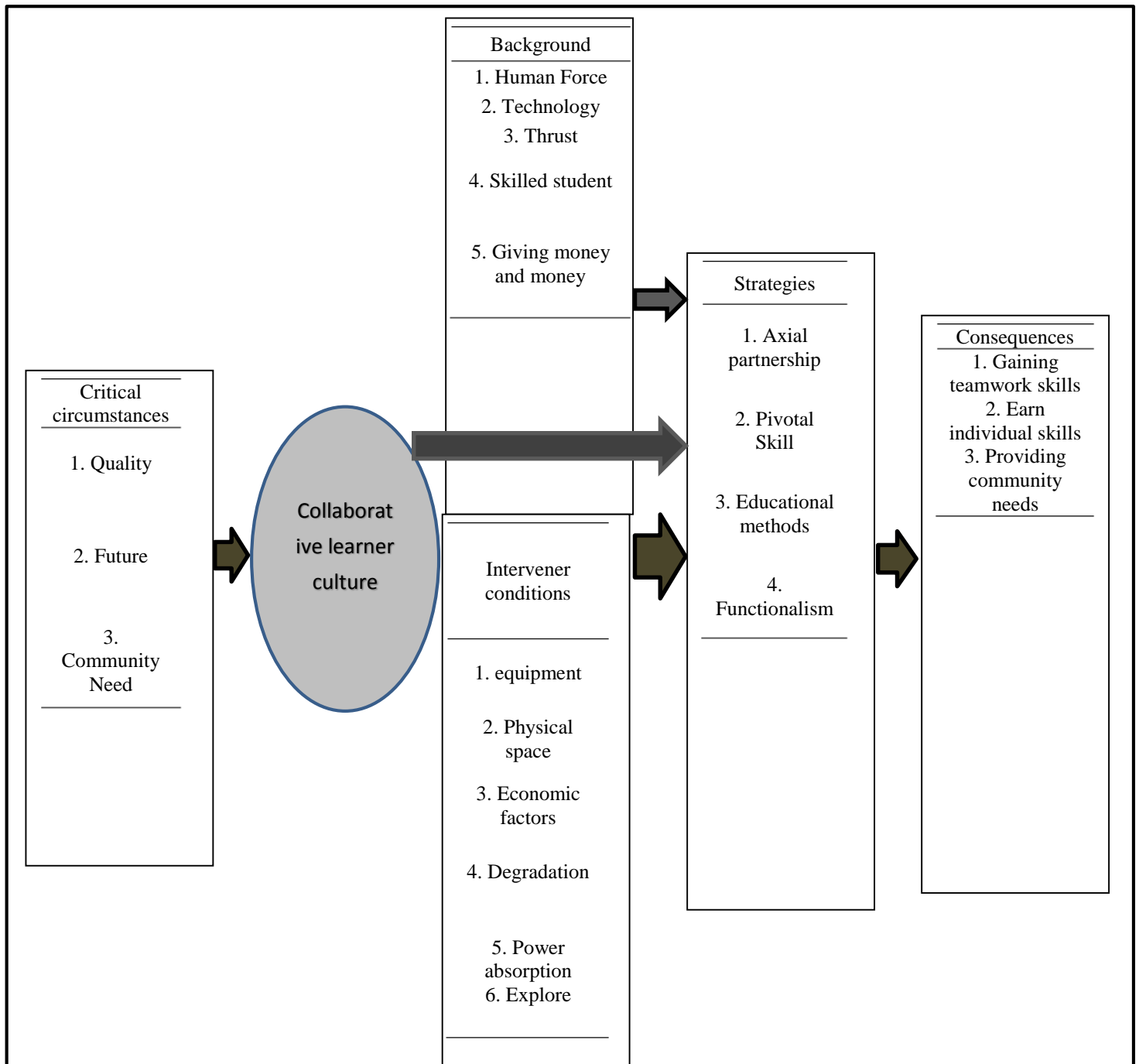
Selective coding and making propositions

Selection coding was the process of integrating and improving the categories so that the research results take the form of theory.

The resulting pattern was called the "Collaborative Learner Pattern". This name had been chosen for studying and participating in accordance with the explanation of the cultural theory of the provincial education organization. In other words, according to the current theory, the education organization of educational organization of Khorasan Razavi province could be successful in putting the participatory learning culture at the top of all its affairs.

Collaborative learner paradigm: The obtained pattern an optimal organizational culture of education in educational organization of Khorasan Razavi

According to the model, the causative conditions, that was, the factors that led to the emergence of collaborative learner culture, in other words, for the creation of this culture, are necessary for the existence of these factors. The underlying factors represented the success and implementation of the causative factors, that is, if the underlying factors were provided, the causal conditions be better and faster triggered by the phenomenon (in the present study, the collaborative learner culture) and lead to Success. Intervener conditions also indicated the emergence and expression of causative factors, or, in other words, their existence led to improvement and their absence led to a defect in the affairs of the causative factors. After the essential factors for the phenomenon or culture that were created and the field of their implementation were provided, as well as the factors of intervention, were determined, they should select strategies to achieve the desired outcomes in accordance with the explanation of the desired pattern if all the factors mentioned will be able to provide the appropriate results for the model. In the next chapter, we will discuss the dimensions of the pattern and also why these dimensions will be discussed (Zuber, 2003).



3. Discussion

The learning organization facilitates learning for all members and continually transmitted it. It also created new perspectives. It was a place where individuals constantly develop their ability to create whatever they want to create, learn new learning models and learn how to learn. The place to experiment was to experiment, transfer it and link it to the main goal. A learning organization guided the way of doing things, cared about employee training, reminds employees to be always interested in learning, sets up working groups, avoided risk of emphasis, and avoided blaming, with all-round communication staff established and provided the necessary information in a timely manner, teaches them the ability to develop realistic decision-making power, welcomes new ideas, promptly introduced regulations and directives, recognizes their client and directly communicated with them, provided continuous feedback to all employees and minimize punishments, raised awareness and consciousness as a key to the professional growth of employees, reinforced employee satisfaction and pride, in order to avoided self-regulation, distributes logically throughout the organization. Organizational learning occurs when a new perspective was created and communicated to all levels of the organization. This transfer takes place through partnership. Participatory and collaborative management for the management of in-patient knowledge where information and knowledge was shared and institutionalized across the organization, providing a ground for creating a learning organization (Mirsepasi, 2015).

In an organization where the learner's culture were collaborative, employee participation in the work that is related to it was a voluntary, intentional and informed participation that encourages the engagement of an individual that helped in achieving the goals of the group and in the responsibilities and their consequences (Godarzi, 2002).

If the implementation of participatory learner culture and its constituent systems were successful, the benefits and consequences of improving human relationships between management and staff, enhancing motivation in employees, improving workflow in the organization, creativity and innovation, reducing costs, increasing the sense of organizational affiliation in the employees and their alignment with the goals of the organization and ultimately increased the satisfaction of the staff and customers of this organization, which were community members and students. According to the model of collaborative learner organizational culture, the final satisfaction would be achieved. The final consent would be obtained when the needs of the community are met, individual and group needs are met (Roudy, 2008).

When these strategies are used it leads to the desired consequences, it can be said that satisfaction are gained from the educational organization of Khorasan Razavi (Taheri, 1998).

References

- Bagherizadeh, Seyyed Mohammad, 1996, "Organization Culture in the Realm of the Organization" Tadbir No 63, p. 28.
- Behroozi, Mohammad, 2009, "Investigating the Effective Factors Affecting" the Membership of Cultural-Educational Organizations for Becoming a Learning Organization, A New Approach to Educational Management, Volume 1. Number 3, p.20.
- Camron, ES Thr.Quinn, Robert E, 2006, "Diagnosis and Changing Organization Culture Based on Competing Values Frameworks". Sanfransisco Jonmilly A Sense. INC.Vol10, p.8.
- Danayi Fard, Hassan,2011, "Explaining the Role of Organizational Culture in Organizational Silence in the Public Sector", Perspective of Public Administration, Volume 2, Issue 8,p.12.
- Denison, Daniel, R, 2006, Denison overview, introduction to the Denison model. Denison, volume 1, issue1, p.50
- Fatehi, Mohammad Hussein, 2000,"The Roots of the People's Government in Iran's Economic Development", Political-Economic Information, No. 171, p .84.
- Goh, S.C, 2002, "Management Effective Knowledge Transfer": An Integrative Framework and Some Practice Implication, Journal of Knowledge Management, Vol. 6, p.12
- Goodarzi, Akram, 2002, "Principles and Theories of Organizational atmosphere and Culture, University Jihad", Isfahan Unit, p. 34.
- James.c.r, 2003," Desining learning organizations". Organizational Dynamics.Vol 32, p.46-61.
- Mahmoudi, Mehdi, 2005," The Role of Organizational Culture in Preventing Official Corruption", Tadbir Magazine, No. 160, p.39.
- Mamizadeh, Ja'far, 1377," Culture Foundation of Organization, Tadbir Journal", P.68.
- Manourian, Abbas, 2003," Structural aspects and Content of Knowledge-Based Organizations, First National Conference on Knowledge Management", Razi International Conference Center.p.15.
- Martin, J, 2002, "Organization Culture Mapping". The Terrain. California Sage. Publication.p.12.
- Mirsapasi, Nasser et al,2015," Identification of Organizational Culture Based on the Denison Model "(A Case Study of IRIB Organization), Management of Organizational Culture, Volume 13, Number 3,p.299
- Nonaka, 1995,"The Knowledge Creating Company": How Japanese Companies Foster Creativity And Innovation For Competitive Advantage. New York: Oxford University Press.No2.P.14
- Partiya, malariy, 2005, "innovation management -organization context can empirical study cobal journal of flexibility systemmanagement". Vol6.p.12.
- Pourkazemi, M, 2009," The Study of Organizational Culture of Tehran University's Schools of Management and the Role in the Efficiency of Colleges", Journal of Humanities (Special Issue Management), No. 36: 37, P.62.
- Robbins, Stefan, 2007," Basics of Organizational Behavior", Translation: Parsaiyan, Ali; Arabi, Seyyed Mohammad, Tehran: Publications: The Office of Educational Cultural, Volume1, p.372.
- Roudy, Manouchehr, 2008, "The Role of Organizational Culture in Management Theory", Journal of Public Administration, No. 13, p. 24-47.
- Senge, p, 1991, "The fifth discipline:" The art and practice of the learning organization". New York: Century Busines.Vol12, p.24.
- Taheri, Masoud, 1998," Management of organizational change", Derakhshes publishing. Tehran, Second Edition,p .30.
- Thomas, charalambos Bob, MA, 2002, "Information communications technologies in education: A fasting bargain?" Dissertation abstract M.A. MC Gill University, Canada, No12.p.12.
- Zuber, Julianne K, M. A, 2003, "Technology training, and development": An exploratory study of Intonation In formation and communication technology (ICT) development programs. Dissertation abstract M.A American University.No12.P.13.