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Identifying the Dimensions and Components of Organizational Hope in Schools to Develop an Appropriate Model

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A B S T R A C T

Purpose: This study aimed to identify the dimensions and components of organizational hope in schools and to develop and empirically validate an appropriate organizational hope model.

Methods and Materials: The study was applied-developmental in purpose and employed an exploratory sequential mixed-methods design. In the qualitative phase, grounded theory based on the systematic approach of Strauss and Corbin was used. Fifteen experts in educational management and experienced educational practitioners were selected through purposive and snowball sampling until theoretical saturation was achieved. Data were collected through semi-structured interviews and analyzed using open, axial, and selective coding. In the quantitative phase, 300 principals and teachers from schools in Kermanshah were selected through proportionate stratified random sampling. A researcher-made questionnaire derived from the qualitative findings was administered. Quantitative data were analyzed using confirmatory factor analysis and structural equation modeling in SPSS and AMOS.

Findings: Confirmatory factor analysis supported a six-dimensional structure comprising causal conditions, the core phenomenon, contextual conditions, intervening conditions, strategies, and consequences. Cronbach's alpha values ranged from .88 to .94, composite reliability from .91 to .95, and AVE from .71 to .79. The final structural model demonstrated satisfactory fit (CMIN/DF = 2.68, GFI = .924, CFI = .948, RMSEA = .059). Causal conditions significantly predicted the core phenomenon (β = .41, CR = 5.862), contextual conditions significantly predicted the core phenomenon (β = .32, CR = 4.731), the core phenomenon significantly predicted strategies (β = .52, CR = 7.143), intervening conditions significantly predicted strategies (β = .27, CR = 3.984), and strategies significantly predicted consequences (β = .61, CR = 8.526). The model explained 68% of the variance in the core phenomenon, 72% in strategies, and 76% in consequences.

Conclusion: Organizational hope in schools is a multidimensional organizational capacity shaped by leadership, culture, trust, participation, contextual conditions, and supportive mechanisms, and it contributes to improved well-being, commitment, performance, resilience, and organizational sustainability through hope-oriented strategies.

Keywords: *Organizational Hope, Schools, Educational Leadership, Grounded Theory, Structural Equation Modeling, Organizational Resilience*

1. Introduction

Schools are not merely administrative units in which instructional activities are coordinated; they are complex social organizations whose effectiveness depends substantially on the psychological, relational, cultural, and managerial conditions experienced by their members. In contemporary educational systems, schools are increasingly expected to respond simultaneously to rapid social change, accountability pressures, technological transformation, workforce uncertainty, shifting student needs, and recurring organizational crises. Under such conditions, the ability of school personnel to maintain a positive orientation toward the future, believe in the attainability of organizational goals, identify workable pathways toward those goals, and sustain collective motivation becomes strategically important. Educational change is rarely linear or predictable, and meaningful reform requires organizational capacities that enable teachers and school leaders to persist in the face of uncertainty while remaining committed to shared educational purposes (Fullan, 2021). Within this context, hope has increasingly attracted attention as a psychological and organizational resource that can support resilience, adaptation, collaboration, and goal-directed action. Contemporary positive organizational scholarship conceptualizes hope not as passive optimism or wishful thinking but as an active resource involving purposeful goals, perceived pathways toward those goals, and the agency required to pursue them (Youssef-Morgan & Luthans, 2021). From an interdisciplinary perspective, hope is similarly characterized as a future-oriented cognitive and motivational state that links desirable possibilities with perceived capacity for action (Pleeging et al., 2021). Such a perspective is particularly relevant to schools because educational organizations are inherently future-oriented institutions whose mission depends on sustained belief in improvement, development, and the possibility of desirable outcomes.

The importance of hope becomes even clearer when considered within organizational settings exposed to instability, crisis, and continuous change. Research on work and organizational life has shown that hope may function as a resource for transforming adversity into purposeful engagement, resilience, and renewed possibility (Mouton, 2023). During periods of organizational disruption, psychological resources can strengthen employee adaptability and support more constructive responses to change (Chen et al., 2022). Similarly, evidence from crisis-related workplace research suggests that hope can influence how employees experience threat and psychological strain in uncertain organizational environments (Wang & Zhang, 2023). In schools, crisis conditions can arise from policy changes, resource shortages, social disruptions, public health emergencies, leadership transitions, or increasing professional demands. Studies focused specifically on education have shown that critical hope can play an important role in leadership during crisis by enabling educational leaders to acknowledge difficult realities while sustaining collective commitment to meaningful improvement (Virella, 2024). Teachers' narratives during and after the COVID-19 period likewise indicate that hope is strengthened through collaborative conversation, shared meaning-making, and relational support (Swanepoel & West, 2024). These findings suggest that organizational hope should not be treated solely as an individual disposition. Rather, in school environments, it may emerge from the interaction of leadership behavior, organizational culture, social relations, professional support, shared goals, and collective interpretations of the future.

This organizational interpretation is consistent with recent work on hope and leadership. Leadership can shape whether organizational members view the future as manageable, whether they perceive meaningful routes toward collective goals, and whether they believe they possess sufficient agency to influence organizational outcomes. Hope-oriented leadership therefore involves more than encouragement; it requires the articulation of credible goals, the creation of pathways, support for employee agency, and the development of relationships that make future-oriented action psychologically and organizationally possible (Carlsen & Sandelands, 2025). Recent scholarship has also emphasized hope as a significant topic in management learning and organizational behavior because it influences how organizational actors interpret possibility, responsibility, and action under uncertain conditions (Lindebaum, 2025). In educational organizations, the relevance of leadership is particularly strong because principals influence organizational priorities, decision-making structures, professional learning, staff autonomy, psychological safety, trust, and access to resources. Evidence indicates that empowering leadership by school principals can contribute to teacher autonomy through academic optimism, highlighting the importance of leadership practices that strengthen teachers' sense of competence and positive expectations (Kasapoğlu Tankutay & Çolak, 2025). Transformational leadership is also

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associated with organizational learning, while school leaders' self-efficacy can shape the strength of this relationship (Chen, 2026). In addition, social justice and transformational leadership have been linked with teachers' self-efficacy, hope, resilience, and optimism, indicating that leadership styles can affect several dimensions of teachers' psychological capital simultaneously (Bellibaş et al., 2025). Ethical leadership also appears relevant to teachers' organizational commitment, suggesting that fairness, integrity, and trustworthiness in school leadership can contribute to stronger psychological attachment to the organization (Mesbahi et al., 2025).

Hope in schools is also closely related to broader organizational climate and cultural processes. A hopeful school is likely to be characterized not only by hopeful individuals but also by norms and practices that reinforce trust, participation, positive expectations, mutual support, shared efficacy, and meaningful progress. Research on school organizational climate has shown that the quality of the organizational environment affects teachers' job satisfaction as well as student learning and motivation (Javidan et al., 2022). Perceived organizational support has also been associated with teacher job satisfaction, with collective efficacy serving as an important explanatory mechanism (Zhu et al., 2024). In a similar vein, organizational optimism in educational systems has been conceptualized in relation to leadership style, psychological climate, and organizational justice (Jorablu et al., 2024). This is important because hope is unlikely to become an enduring organizational resource when employees experience chronic injustice, weak communication, exclusion from decision-making, or a lack of psychological safety. Instead, organizational hope is more likely to develop when school personnel experience fairness, trust, recognition, and meaningful participation. Studies of psychological capital among teachers support this view. Psychological capital, which includes hope alongside efficacy, resilience, and optimism, has been associated with important teacher outcomes, including job satisfaction and burnout (Hazan-Liran & Karni-Vizer, 2024). Likewise, talent management and organizational socialization have been linked to teachers' psychological capital, suggesting that organizational systems and human resource practices can contribute to the development of positive psychological resources (Taajobi et al., 2023).

At the individual-professional level, hope is also relevant to motivation, well-being, and sustained occupational functioning. Teachers operate in environments that require emotional regulation, perseverance, continuous professional adaptation, and the maintenance of constructive relationships with students, colleagues, families, and administrators. Studies have shown that hope and optimism contribute to teacher well-being and are associated with lower burnout, indicating that these resources can protect professional functioning under sustained work demands (Taati Jeliseh et al., 2025). Workplace spirituality and psychological capital have also been linked to elementary school teachers' motivation, demonstrating that meaning, psychological resources, and professional energy are interconnected in educational settings (Wu, 2024). Research on teacher motivation further indicates that motivation itself is multidimensional and influenced by organizational, professional, and managerial conditions (Hadipour et al., 2021). Positive psychological interventions and educational initiatives may therefore have broader organizational significance when they strengthen teachers' capacity to remain motivated, future-oriented, and engaged. For example, wisdom training has been found to influence academic optimism and prosocial behavior among elementary school teachers, suggesting that positive cognitive and interpersonal resources can be developed rather than regarded as fixed characteristics (Cheraghzadeh et al., 2025). Similarly, efforts to foster hope and a positive outlook among students have emphasized the special role of school educational systems, reinforcing the idea that hope can be shaped through organized educational processes (Ebrahiminiya et al., 2024).

The relevance of hope extends beyond staff outcomes to the broader relational and developmental functions of schools. Schools are embedded in networks that include students, families, teachers, administrators, and communities, and organizational hope can potentially influence how these groups collaborate around shared educational goals. Hope has recently been proposed as an organizing framework for family-school collaboration because it provides a future-oriented basis for identifying desired outcomes, shared pathways, and collective responsibility (Lawrence et al., 2026). Related research on academic optimism has shown that alignment among teachers, students, and parents, together with performance-oriented leadership, contributes to optimistic school processes (Lelieur et al., 2024). At the student level, hope beliefs have been associated with academic adjustment, suggesting that hopeful cognitions may support adaptation to academic demands and challenges (Fallahi et al., 2023). Broader evidence also indicates that social and family

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contexts shape psychological functioning during periods of disruption, demonstrating that hope-related processes are embedded in wider relational systems rather than isolated within individuals (Pan et al., 2021). From this perspective, organizational hope in schools can be understood as a collective resource that may influence not only staff morale but also the quality of educational interactions, student support, family-school relationships, and organizational capacity for improvement.

Recent research in educational leadership and school organization has increasingly emphasized the need to move beyond deficit-based perspectives and examine positive organizational capacities that help schools thrive. Reviews of happiness in school organizations indicate that leadership plays a central role in creating conditions supportive of positive affective and organizational outcomes (Vale et al., 2025). Research on school leadership and hope similarly suggests that leaders can intentionally cultivate hope among students and school communities by shaping goals, relationships, and narratives of possibility (O'Shea & O'Shea, 2025). In innovation-oriented educational systems, management models that foster innovation, learning, and organizational development are also becoming increasingly important (Jamali et al., 2024). From the perspective of positive organizational psychology, human-centered and evidence-based approaches emphasize the importance of combining organizational data with attention to human psychological resources, meaning, well-being, and sustainable performance (Lorenz & Kortsch, 2025). These developments support a conceptualization of organizational hope as a systemic phenomenon that emerges from the interaction of structural, cultural, relational, psychological, and leadership factors rather than as an isolated emotional response.

Despite the growing body of literature on psychological capital, optimism, resilience, well-being, motivation, and leadership in educational contexts, the concept of organizational hope itself remains comparatively underdeveloped, particularly at the level of schools as organizations. Existing research has frequently examined hope as one component of psychological capital, often alongside self-efficacy, resilience, and optimism (Youssef-Morgan & Luthans, 2021), or has focused on individual teacher well-being, burnout, academic optimism, and motivation (Taati Jeliseh et al., 2025; Wu, 2024). While these studies provide valuable evidence, they do not fully explain how hope is generated collectively, how it becomes embedded in organizational structures and relationships, or how leadership, justice, communication, resources, participation, collective efficacy, and contextual pressures interact to create a hopeful school. A grounded theory study specifically addressing organizational hope in schools has provided an important foundation for understanding this construct as an organizational phenomenon (Kabiri et al., 2022); however, there remains a need for further model development and empirical validation across school settings. Moreover, the emergence of new scholarship on hope in organizations and leadership indicates that the construct is becoming increasingly relevant to organizational theory, particularly in relation to purposeful action, future orientation, collective agency, and resilience (Carlsen & Sandelands, 2025; Lindebaum, 2025).

A further issue concerns the contextual specificity of organizational hope. Schools operate under distinct institutional regulations, cultural expectations, resource conditions, and professional norms, and therefore organizational hope cannot necessarily be understood adequately through generic workplace models. Educational systems are shaped by policy, administrative structures, professional autonomy, social expectations, and local constraints, all of which may affect how hope is experienced and enacted. For example, school organizational optimism has been linked with organizational justice, leadership, and psychological climate in an Iranian educational setting (Jorablu et al., 2024), while teacher psychological capital has been examined in relation to talent management and organizational socialization in another local educational context (Taajobi et al., 2023). Similarly, educational innovation and organizational management models developed within specific provincial systems demonstrate the importance of contextualized conceptual frameworks (Jamali et al., 2024). These findings point to the need for models that are empirically grounded in the lived experiences of school personnel and subsequently validated quantitatively rather than simply transferred from general organizational psychology. Such an approach is particularly important because the meaning of support, fairness, participation, leadership, trust, and future orientation may differ across educational systems and organizational cultures.

Taken together, the literature suggests several interconnected domains that are likely to constitute organizational hope in schools. Leadership can create direction, support, autonomy, and credibility; organizational culture can normalize positive expectations and shared meaning; justice and trust can provide psychological safety;

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participation and empowerment can strengthen agency; collective efficacy can reinforce beliefs in the school's capacity to overcome difficulties; strategic thinking can help employees identify pathways toward organizational goals; professional support and communication networks can buffer adversity; and learning and innovation can transform hope into adaptive organizational action. When these conditions are present, organizational hope may contribute to job satisfaction, well-being, commitment, belonging, motivation, performance, resilience, and readiness for future challenges. The literature on teacher well-being and burnout (Taati Jeliseh et al., 2025), psychological capital and occupational outcomes (Hazan-Liran & Karni-Vizer, 2024), leadership and teacher autonomy (Kasapoğlu Tankutay & Çolak, 2025), leadership and psychological capital (Bellibaş et al., 2025), organizational support and collective efficacy (Zhu et al., 2024), hope during crisis (Virella, 2024), and collaborative hope-building (Swanepoel & West, 2024) collectively supports such an integrated perspective. At the same time, the educational literature on school climate, motivation, innovation, student hope, and organizational optimism demonstrates that hopeful functioning is influenced by multiple levels of the school system (Fallahi et al., 2023; Hadipour et al., 2021; Jamali et al., 2024; Javidan et al., 2022). Therefore, a comprehensive model of organizational hope should simultaneously address antecedent conditions, the core cognitive-motivational phenomenon, contextual and intervening factors, organizational strategies, and resulting outcomes.

Accordingly, the aim of the present study was to identify the dimensions and components of organizational hope in schools and to develop and empirically validate an appropriate organizational hope model for schools.

2. Methods and Materials

2.1. Study Design and Participants

The present study was an applied-developmental investigation in terms of purpose and employed a mixed-methods methodology based on an exploratory sequential design. In this design, the qualitative phase preceded the quantitative phase so that the dimensions, components, indicators, antecedents, contextual conditions, strategies, and consequences of organizational hope in schools could first be explored inductively and subsequently transformed into a quantitative measurement model for empirical validation. Accordingly, the study was implemented in two consecutive but interconnected phases. The qualitative phase was conducted using the systematic grounded theory approach of Strauss and Corbin and was intended to generate an indigenous conceptual understanding of organizational hope within the school context. The quantitative phase followed a descriptive-survey design and was used to validate the conceptual structure developed in the qualitative phase through confirmatory factor analysis and structural equation modeling. Integration of the two phases occurred through instrument development and model testing; specifically, qualitative codes, concepts, categories, and dimensions informed the construction of the researcher-made questionnaire, while quantitative findings were subsequently used to assess the empirical adequacy of the qualitative model and develop the final model of organizational hope in schools.

The participants in the qualitative phase consisted of 15 experts and experienced educational practitioners with substantive knowledge of school management, educational administration, organizational processes, and the psychological and professional conditions of school personnel. The participant group primarily included university faculty members specializing in educational management as well as individuals with extensive practical experience in educational settings. Participants varied in age, professional tenure, and gender, thereby allowing the study to capture diverse perspectives regarding the formation and maintenance of organizational hope in schools. Their ages ranged approximately from 38 to 56 years, while their professional experience ranged from 12 to 26 years. Selection was conducted through purposive sampling followed by snowball sampling. Initial participants were selected on the basis of their academic or professional expertise, substantial experience in school or educational management contexts, familiarity with organizational challenges in educational institutions, and ability to articulate analytically rich views regarding organizational hope. These participants were subsequently asked to introduce other information-rich individuals who met the study criteria. Sampling and interviewing continued until theoretical saturation was achieved, defined as the point at which additional interviews no longer yielded conceptually new codes, categories, properties, or relationships and the emerging conceptual framework had attained sufficient explanatory completeness. The use of theoretical saturation rather than a predetermined numerical criterion was consistent with the logic of grounded theory research, in which sample adequacy depends primarily on the conceptual density and completeness of the emerging model.

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The quantitative population consisted of all school principals and teachers working in schools in Kermanshah during the academic year under study. Principals and teachers were selected as the target population because they occupy central positions in the organizational life of schools and have direct experience with leadership practices, collegial relationships, organizational justice, professional participation, collective efficacy, resilience, organizational culture, future orientation, and other conditions presumed to underlie organizational hope. Principals function as formal educational leaders and influence vision formation, organizational climate, resource allocation, trust, participation, and responses to uncertainty, whereas teachers constitute the principal professional workforce responsible for educational implementation and therefore experience the organizational environment on a continuous basis. The quantitative sample comprised 300 principals and teachers. This sample size was considered appropriate for confirmatory factor analysis and structural equation modeling and sufficiently large to support stable parameter estimation, examination of measurement properties, and assessment of overall model fit. Participants were selected through proportionate stratified random sampling. Schools were first stratified according to relevant characteristics such as educational level and school gender composition, after which the required number of respondents was randomly selected from each stratum in proportion to its representation in the population. This procedure was intended to improve sample representativeness and reduce the likelihood that particular school categories would be overrepresented or underrepresented in the validation phase.

2.2. Data Collection Tools

Data were collected using two complementary instruments corresponding to the two phases of the exploratory sequential design: an in-depth semi-structured interview guide in the qualitative phase and a researcher-made Organizational Hope in Schools Questionnaire in the quantitative phase. The semi-structured interview was selected because the qualitative stage sought to obtain a detailed and contextually grounded understanding of how organizational hope is perceived, experienced, strengthened, weakened, and sustained in schools. The interview format combined a predefined thematic framework with sufficient flexibility to explore emerging ideas during each interview. The interview guide was designed around the central research objective of identifying the dimensions and components of organizational hope in schools and included questions addressing the conceptual meaning of organizational hope, differences between hopeful and hopeless schools, lived experiences of organizational hope and decline in hope, dimensions and components of the construct, causal factors, contextual conditions, intervening influences, processes through which hope develops and spreads, strategies for sustaining hope, organizational consequences, and the possible core category underlying the phenomenon. Participants were asked, for example, to describe organizational hope without relying directly on the word “hope,” compare hopeful and non-hopeful schools in terms of employee behavior, decision-making, relationships, and future orientation, recall situations in which hope had been particularly strong or weak, identify individual, managerial, relational, cultural, structural, professional, and educational elements associated with organizational hope, and explain the roles of leadership, trust, justice, participation, collective efficacy, resilience, policy conditions, economic pressures, families, and broader societal influences. The interview guide also included questions about the strategies school principals and teachers could use to strengthen organizational hope and the expected effects of organizational hope on staff performance, educational quality, student learning, innovation, collaboration, psychological well-being, and organizational attachment. The final questions invited participants to summarize the central meaning of organizational hope and identify what they considered its core element in the school context.

Before implementation, the content validity of the interview guide was examined by specialists in educational management, educational sciences, qualitative research, and research methodology. Experts reviewed the questions for relevance, clarity, comprehensiveness, sequencing, and consistency with the study objectives. Their feedback was used to revise ambiguous wording, reorganize question order, and add or remove probes where necessary. Because semi-structured interviews are inherently iterative, additional probing questions were also introduced during data collection whenever participants raised concepts requiring further clarification or elaboration. Interviews were conducted after obtaining informed consent, in quiet settings that allowed uninterrupted discussion. With permission from participants, all interviews were audio-recorded, transcribed verbatim, reread several times, and prepared for coding. Trustworthiness of the qualitative data was strengthened through prolonged engagement with the

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interview materials, repeated examination of codes and categories, participant checking, expert review, documentation of the analytic process, and intercoder agreement. For intercoder reliability, a randomly selected portion of the interview material was independently coded by a second researcher familiar with grounded theory methodology. Agreement between the two coders was evaluated using the coefficient (2M/(N_1+N_2)), where (M) represented the number of coding agreements and (N_1) and (N_2) represented the total number of codes assigned by the first and second coders, respectively. In addition, selected participants were asked to review preliminary interpretations and categories to determine whether the findings adequately reflected their experiences and perspectives. Credibility, transferability, dependability, and confirmability were further supported through expert debriefing, iterative code review, transparent documentation of analytic decisions, and retention of an audit trail throughout the qualitative phase.

The quantitative instrument was the researcher-made Organizational Hope in Schools Questionnaire developed directly from the qualitative findings. The initial item pool was generated by reviewing the codes, concepts, subcategories, and major categories that emerged from grounded theory analysis. Items were subsequently refined to provide adequate content coverage while minimizing redundancy and ambiguity. The final questionnaire consisted of 50 items distributed across 10 dimensions, with five items assigned to each dimension. The dimensions were hope-inspiring leadership, hope-supportive culture, human relations, justice and trust, participation and empowerment, future orientation, collective self-efficacy, organizational resilience, motivation and commitment, and learning and innovation. Hope-inspiring leadership assessed the extent to which school leaders articulated a clear and positive future, maintained hope under difficult circumstances, encouraged personnel to pursue organizational goals, made trust-building decisions, and recognized even incremental successes. Hope-supportive culture assessed the degree to which the school environment fostered optimism about the future, reinforced positive organizational values, drew hope from success experiences, and responded constructively to emerging discouragement. Human relations assessed mutual support, respect, cooperation, solidarity during difficult circumstances, and trust among colleagues. Justice and trust evaluated perceived fairness in decision-making, equality of developmental opportunities, trust in school management, the hope-enhancing effect of organizational justice, and the damaging effect of discrimination. Participation and empowerment measured employee participation in decision-making, receptiveness to new ideas, perceived impact on school affairs, job autonomy, and the extent to which participation contributed to organizational hope.

The future-orientation dimension assessed clarity of school goals, the hope-generating quality of school plans, positive expectations regarding the school's future, the existence of explicit future-oriented planning, and employee participation in realization of the school vision. Collective self-efficacy assessed beliefs regarding the staff's shared ability to solve problems, overcome challenges, generate organizational success, maintain confidence in collective capabilities, and preserve hope following setbacks. Organizational resilience measured the school's capacity to recover after crises, continue functioning under difficult conditions, resist adverse pressures, draw hope from prior experiences, and learn from failure. Motivation and commitment evaluated employee motivation, organizational belonging, willingness to work toward school success, optimism regarding professional futures, and the perceived influence of hope on work quality. Learning and innovation assessed support for new ideas, willingness to learn continuously, interpretation of mistakes as learning opportunities, the contribution of innovation to hope, and the school's orientation toward continuous improvement. Responses were recorded on a five-point Likert scale ranging from 1 for strongly disagree to 5 for strongly agree. Item 20, which stated that discrimination reduces hope, was reverse-scored so that higher total scores consistently represented more favorable levels of organizational hope. Scores could be examined at both the dimensional and overall construct levels.

The psychometric evaluation of the questionnaire was conducted in several stages. Content validity was assessed through expert review by specialists in educational management, educational sciences, educational psychology, and research methodology. Experts evaluated item relevance, necessity, clarity, simplicity, and comprehensiveness. Where applicable, quantitative content validity was assessed through the Content Validity Ratio and Content Validity Index, with items retained, revised, or eliminated according to expert judgments and accepted decision criteria. Construct validity was subsequently evaluated through confirmatory factor analysis. Standardized factor loadings were examined to determine the extent to which individual items adequately represented their intended latent dimensions. Convergent validity was assessed using the average variance extracted, while

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discriminant validity was examined by comparing the square root of AVE for each construct with its correlations with other constructs and by evaluating the distinctiveness of the latent dimensions within the measurement model. Internal consistency reliability was evaluated using Cronbach's alpha and composite reliability. Adequate values for these indices, together with satisfactory factor loadings and model-fit statistics, were interpreted as evidence supporting the reliability and validity of the instrument. The final validated questionnaire was administered to the quantitative sample of school principals and teachers in Kermanshah for empirical testing of the proposed organizational hope model.

2.3. Data Analysis

Qualitative and quantitative data were analyzed sequentially in accordance with the exploratory mixed-methods design. Qualitative interview data were analyzed using the systematic grounded theory procedure based on open, axial, and selective coding. Following transcription, all interview texts were read repeatedly to achieve immersion in the data and identify meaningful units relevant to organizational hope in schools. During open coding, statements, phrases, and passages containing conceptually meaningful information were labeled with initial codes. The analysis remained deliberately inclusive at this stage so that potentially important concepts would not be prematurely excluded. Codes referring to similar experiences or meanings were continuously compared using the constant comparative method and grouped into more abstract conceptual categories. Concepts emerging during this process included shared vision, belief in future success, managerial support, collective capability, cooperation, organizational trust, employee motivation, problem-solving capacity, positive future orientation, fairness, participation, adaptability, professional learning, and innovation. Analytic memos were used throughout coding to document interpretations, possible category properties, emerging relationships, and decisions concerning code merging or differentiation.

During axial coding, the relationships among the open codes were examined and conceptually related codes were organized into broader categories and subcategories. The analysis focused on how organizational hope was shaped by causal conditions, contextual conditions, intervening conditions, strategies, and consequences within the school environment. Particular attention was paid to dimensions such as supportive and hope-inspiring leadership, shared organizational vision, trust, justice, collective efficacy, positive organizational culture, resilience, participation, empowerment, motivation, learning, and innovation. Relationships among categories were examined continuously so that the developing model would reflect not only the content of organizational hope but also the mechanisms through which it emerged, was reinforced, or was weakened. In selective coding, the major categories were integrated around a central explanatory phenomenon representing organizational hope in schools. The resulting conceptual structure specified the principal dimensions of organizational hope and the relationships among its antecedents, contextual influences, organizational strategies, and outcomes. Qualitative data organization, retrieval, code comparison, category development, and analytic documentation were facilitated using MAXQDA 2024. The emerging qualitative model then served as the conceptual and empirical basis for developing the quantitative questionnaire.

Quantitative data analysis began with data screening to ensure the accuracy and suitability of the dataset for multivariate analysis. Responses were inspected for data-entry errors, missing values, univariate and multivariate outliers, and violations of distributional assumptions. Descriptive statistics were subsequently calculated for demographic characteristics and study variables. Frequencies and percentages were used for categorical characteristics such as gender, educational level, organizational position, and other relevant background variables, while means, standard deviations, minimum and maximum values, skewness, and kurtosis were calculated for the organizational hope dimensions and questionnaire items as appropriate. Normality was assessed primarily through the magnitude of skewness and kurtosis and complementary distributional diagnostics. Potential multicollinearity among latent dimensions was also examined before structural analyses were conducted.

The measurement model was evaluated using confirmatory factor analysis to determine whether the 50 observed items adequately represented the 10 theoretically derived dimensions of organizational hope. Standardized factor loadings were inspected for magnitude and statistical significance, and the overall fit of the measurement model was evaluated using multiple complementary fit indices rather than relying on a single criterion. These indices included the chi-square to degrees-of-freedom ratio, Comparative Fit Index, Goodness-of-Fit Index, Incremental Fit Index, Tucker-Lewis Index, and Root Mean Square Error

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of Approximation. Internal consistency and construct reliability were assessed using Cronbach's alpha and composite reliability, while average variance extracted was calculated to examine convergent validity. Discriminant validity was evaluated to ensure that the dimensions represented empirically distinguishable components of organizational hope rather than redundant manifestations of the same latent factor. Where model modification was statistically and theoretically justified, modification indices were interpreted cautiously and only changes consistent with the qualitative findings and conceptual framework were considered.

Following confirmation of the measurement model, structural equation modeling was performed to evaluate the broader conceptual model derived from the qualitative phase. The structural analysis examined the empirical relationships among the identified dimensions and evaluated the extent to which the proposed model was compatible with the observed data. Standardized path coefficients, their statistical significance, explained variances, and overall structural model fit were examined. Model-fit assessment was based on the same family of indices used for the measurement model, including χ^2/df, CFI, GFI, IFI, TLI, and RMSEA. Quantitative analyses were conducted using SPSS for data management, preliminary screening, and descriptive statistics, while AMOS 2024 was used for confirmatory factor analysis and structural equation modeling. Finally, the results of the quantitative phase were integrated with the grounded theory findings. This integration allowed the study to retain the contextual richness of the qualitative model while determining which dimensions and relationships received empirical support in the larger sample. On this basis, the final organizational hope model for schools in Kermanshah was formulated as an evidence-based framework for understanding, assessing, and potentially strengthening organizational hope in educational settings.

3. Findings and Results

The findings were organized in accordance with the exploratory sequential mixed-methods design of the study. Accordingly, the qualitative findings are presented first to demonstrate how the dimensions, components, and conceptual relationships underlying organizational hope in schools were identified. The quantitative findings are then reported to examine the empirical validity of the extracted structure, assess the measurement properties of the constructs, evaluate model fit, and test the structural relationships among the major dimensions of the proposed model. The integration of the two phases ultimately resulted in a six-dimensional model comprising causal conditions, the core phenomenon, contextual conditions, intervening conditions, strategies, and consequences.

Analysis of the semi-structured interviews was conducted through open, axial, and selective coding. During open coding, meaningful statements concerning organizational hope in schools were identified and transformed into initial concepts. Conceptually similar codes were subsequently grouped into broader categories during axial coding, and relationships among categories were examined according to the grounded theory paradigm. Finally, during selective coding, the major categories were integrated around the central phenomenon of organizational hope in schools. The final qualitative analysis resulted in six major categories comprising causal conditions, contextual conditions, intervening conditions, the core phenomenon, strategies, and consequences. Table 1 presents the final qualitative extraction and frequency of the codes associated with each axial category.

Table 1

Final qualitative extraction of the organizational hope model

Selective category	Axial category	Code frequency
Causal conditions	Shared vision and organizational future orientation	18
Causal conditions	Hope-inspiring leadership of school principals	22
Causal conditions	Organizational trust and support	20
Causal conditions	Employee empowerment and participation	19
Causal conditions	Sense of meaning and occupational purpose	17
Contextual conditions	Positive and hope-oriented organizational culture	21
Contextual conditions	Organizational justice and equal opportunities	16
Contextual conditions	Transparent and constructive organizational communication	18
Contextual conditions	Supportive school resources and facilities	15
Contextual conditions	Employee job stability and security	14
Intervening conditions	Managerial and psychological support	17

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Intervening conditions	Organizational reward and recognition system	13
Intervening conditions	Environmental pressures and challenges	15
Intervening conditions	Educational policies and regulations	12
Core phenomenon	Organizational hope in schools	25
Core phenomenon	Belief in achieving organizational goals	20
Core phenomenon	Pathways thinking and identifying routes to goals	23
Core phenomenon	Organizational self-efficacy and employee agency	21
Core phenomenon	Positive and future-oriented thinking	19
Strategies	Participatory planning and shared goal setting	18
Strategies	Strengthening participation and teamwork	20
Strategies	Development of organizational communication and support	17
Strategies	Continuous employee training and empowerment	16
Strategies	Constructive management of change and challenges	15
Consequences	Increased employee motivation and job satisfaction	22
Consequences	Increased organizational commitment and belonging	21
Consequences	Improved school performance and effectiveness	24
Consequences	Increased organizational resilience	19
Consequences	Improved organizational climate and working relationships	18
Consequences	Increased innovation and future readiness	16

As shown in Table 1, organizational hope emerged as a multidimensional organizational phenomenon rather than a solely individual psychological state. Within the causal conditions, hope-inspiring leadership had the highest frequency with 22 codes, followed by organizational trust and support with 20 codes, empowerment and participation with 19 codes, shared vision and future orientation with 18 codes, and occupational meaning and purpose with 17 codes. These findings indicated that organizational hope was initially generated through a combination of leadership, shared direction, employee involvement, supportive relationships, and meaningful work.

Among contextual conditions, positive and hope-oriented organizational culture was the most frequently identified category with 21 codes. Transparent and constructive organizational communication followed with 18 codes, while organizational justice, supportive resources, and job stability were also repeatedly identified as conditions influencing whether organizational hope could emerge and persist. The qualitative findings therefore showed that hope was dependent not only on individual beliefs or managerial behavior but also on a supportive organizational environment.

The intervening conditions included managerial and psychological support, reward and recognition, environmental pressures and challenges, and educational policies and regulations. These factors were interpreted as conditions capable of facilitating or restricting the development and expression of organizational hope. Within the core phenomenon, organizational hope itself obtained the highest frequency of 25 codes. Pathways thinking and the ability to identify routes toward organizational goals were represented by 23 codes, organizational self-efficacy and agency by 21 codes, belief in goal attainment by 20 codes, and positive future-oriented thinking by 19 codes. Collectively, these categories demonstrated that the core phenomenon consisted of both motivational and cognitive dimensions, including goal-directed agency, confidence in collective capability, future orientation, and the ability to identify alternative pathways toward desired organizational outcomes.

The principal strategies identified through the qualitative analysis included participatory planning and shared goal setting, teamwork and employee participation, development of organizational communication and support, continuous training and empowerment, and constructive management of change. Finally, the consequences of organizational hope included improved school performance and effectiveness, increased employee motivation and job satisfaction, stronger organizational commitment and belonging, greater organizational resilience, improved organizational climate and relationships, and increased innovation and future readiness.

The relationships among the categories were integrated into the axial coding paradigm, in which causal conditions contributed to the development of the core phenomenon, contextual and intervening conditions affected its emergence and expression, strategies represented organizational responses to the phenomenon, and consequences reflected the individual and organizational outcomes associated with organizational hope.

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The qualitative structure subsequently provided the basis for operationalizing the model and evaluating its dimensional structure quantitatively. Based on conceptual similarity, empirical loading patterns, and the grounded theory categories, 26 components were organized under the six overarching dimensions. Table 2 presents the classification of questionnaire items and the components identified for quantitative validation.

Table 2

Classification of the extracted components and associated questionnaire items

No.	Related items	Extracted component	Factor	Overarching dimension
1	Q1–Q5	School management support and backing	1	Causal conditions
2	Q6–Q9	Hope-inspiring leadership of principals	2	Causal conditions
3	Q10–Q14	Positive and hope-inspiring organizational culture	3	Causal conditions
4	Q15–Q19	Organizational trust and psychological safety	4	Causal conditions
5	Q20–Q24	Desirable organizational vision and future orientation	5	Core phenomenon
6	Q25–Q29	Goal orientation and clarity of school goals	6	Core phenomenon
7	Q30–Q34	Organizational self-efficacy	7	Core phenomenon
8	Q35–Q39	Collective agency and motivation	8	Core phenomenon
9	Q40–Q44	Strategic thinking and identifying pathways to goals	9	Core phenomenon
10	Q45–Q49	Hope for success and achievement of shared goals	10	Core phenomenon
11	Q50–Q54	School organizational climate	11	Contextual conditions
12	Q55–Q59	Professional relationships and employee cooperation	12	Contextual conditions
13	Q60–Q64	Participation and organizational belonging	13	Contextual conditions
14	Q65–Q69	Organizational resources and facilities	14	Contextual conditions
15	Q70–Q74	Professional and counseling support	15	Intervening conditions
16	Q75–Q79	Organizational justice and equality of opportunity	16	Intervening conditions
17	Q80–Q84	Management of change and crisis conditions	17	Intervening conditions
18	Q85–Q89	Social support and communication networks	18	Intervening conditions
19	Q90–Q93	Hope-oriented goal setting and planning	19	Strategies
20	Q94–Q97	Employee participation in decision-making	20	Strategies
21	Q98–Q101	Strengthening motivation and positive feedback	21	Strategies
22	Q102–Q104	Organizational learning and innovation	22	Strategies
23	Q105–Q106	Increased job satisfaction and occupational well-being	23	Consequences
24	Q107	Increased organizational commitment and belonging	24	Consequences
25	Q108	Improved organizational performance and motivation	25	Consequences
26	Q109	Organizational resilience and sustainability	26	Consequences

The 26 components were distributed across six overarching dimensions. The causal conditions included school management support, hope-inspiring leadership, positive organizational culture, and organizational trust and psychological safety. The core phenomenon consisted of six components: desirable organizational vision and future orientation, goal orientation and clarity, organizational self-efficacy, collective agency and motivation, strategic pathways thinking, and hope for success and achievement of shared goals. These components represented the conceptual nucleus of organizational hope by combining confidence in the future, clarity of goals, perceived collective capability, motivation for action, and the capacity to identify viable routes toward organizational objectives.

The contextual dimension consisted of school organizational climate, professional relationships and cooperation, participation and organizational belonging, and organizational resources and facilities. The intervening dimension consisted of professional and counseling support, organizational justice and equal opportunities, management of change and crises, and social support and communication networks. Four strategic components were also identified: hope-oriented goal setting and planning, employee participation in decision-making, strengthening motivation and positive feedback, and organizational learning and innovation. The consequence dimension contained increased job satisfaction and well-being, greater organizational commitment and belonging, improved organizational performance and motivation, and organizational resilience and sustainability. These 26 components formed the empirical measurement framework subsequently evaluated through confirmatory factor analysis.

Confirmatory factor analysis was performed to assess whether the empirical data supported the structure identified

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in the qualitative phase. Standardized factor loadings were used to examine the relationships between the observed indicators and their corresponding latent constructs. Factor loadings above .50 were considered acceptable, whereas loadings above .70 indicated a strong relationship between the observed component and its intended latent construct. Statistical significance was evaluated through the critical ratio, with values exceeding 1.96 considered statistically significant at the .05 level.

The component-level reliability and convergent validity results are reported in Table 3. All Cronbach's alpha coefficients exceeded .70, all composite reliability values exceeded .70, and all AVE values exceeded .50.

Table 3

Reliability and convergent validity of the organizational hope components

Overarching dimension	Component	Cronbach's α	CR	AVE
Causal conditions	School management support and backing	.86	.89	.62
Causal conditions	Hope-inspiring leadership of principals	.84	.88	.60
Causal conditions	Positive and hope-inspiring organizational culture	.84	.90	.64
Causal conditions	Organizational trust and psychological safety	.85	.88	.61
Core phenomenon	Desirable organizational vision and future orientation	.89	.92	.70
Core phenomenon	Goal orientation and clarity of school goals	.86	.90	.65
Core phenomenon	Organizational self-efficacy	.88	.91	.67
Core phenomenon	Collective agency and motivation	.87	.90	.65
Core phenomenon	Strategic thinking and identifying pathways to goals	.90	.93	.72
Core phenomenon	Hope for success and achievement of shared goals	.88	.91	.68
Contextual conditions	School organizational climate	.85	.89	.62
Contextual conditions	Professional relationships and employee cooperation	.87	.90	.64
Contextual conditions	Participation and organizational belonging	.86	.89	.62
Contextual conditions	Organizational resources and facilities	.82	.86	.55
Intervening conditions	Professional and counseling support	.84	.88	.60
Intervening conditions	Organizational justice and equality of opportunity	.86	.89	.62
Intervening conditions	Management of change and crisis conditions	.85	.88	.61
Intervening conditions	Social support and communication networks	.87	.90	.64
Strategies	Hope-oriented goal setting and planning	.88	.91	.68
Strategies	Employee participation in decision-making	.85	.89	.62
Strategies	Strengthening motivation and positive feedback	.87	.90	.65
Strategies	Organizational learning and innovation	.86	.89	.63
Consequences	Increased job satisfaction and occupational well-being	.89	.92	.70
Consequences	Increased organizational commitment and belonging	.87	.90	.65
Consequences	Improved organizational performance and motivation	.88	.91	.68
Consequences	Organizational resilience and sustainability	.88	.93	.72

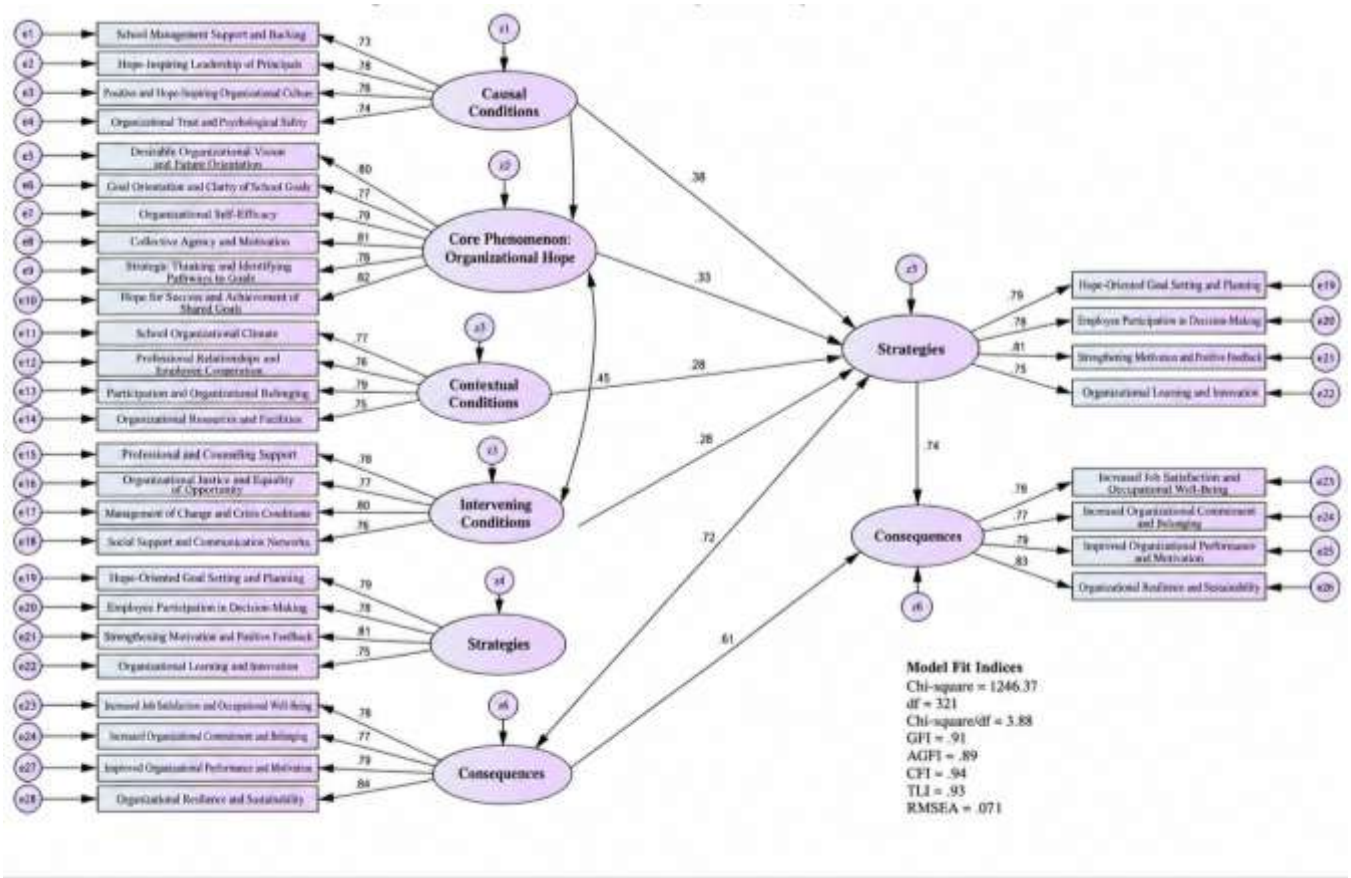
The results demonstrated strong internal consistency across all 26 components. Cronbach's alpha coefficients ranged from .82 to .90, and composite reliability coefficients ranged from .86 to .93. The AVE values ranged from .55 to .72, indicating that every component accounted for more than half of the variance in its indicators. Thus, all components met the required thresholds for internal consistency and convergent validity and were retained for subsequent structural analysis.

The initial confirmatory factor model also demonstrated acceptable standardized factor loadings, ranging from approximately .72 to .84 across the observed indicators. Standardized relationships among the principal latent constructs were positive and ranged approximately from .28 to .74. In the initial model, χ^2 was 1246.37 with 321 degrees of freedom, producing a χ^2/df ratio of 3.88. The remaining indices were GFI = .91, AGFI = .89, CFI = .94, TLI = .93, and RMSEA = .071. Collectively, these results indicated that the initial measurement structure was sufficiently compatible with the empirical data to justify further refinement.

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Figure 1

Initial Confirmatory Factor Analysis Structural Model of the Research Instrument



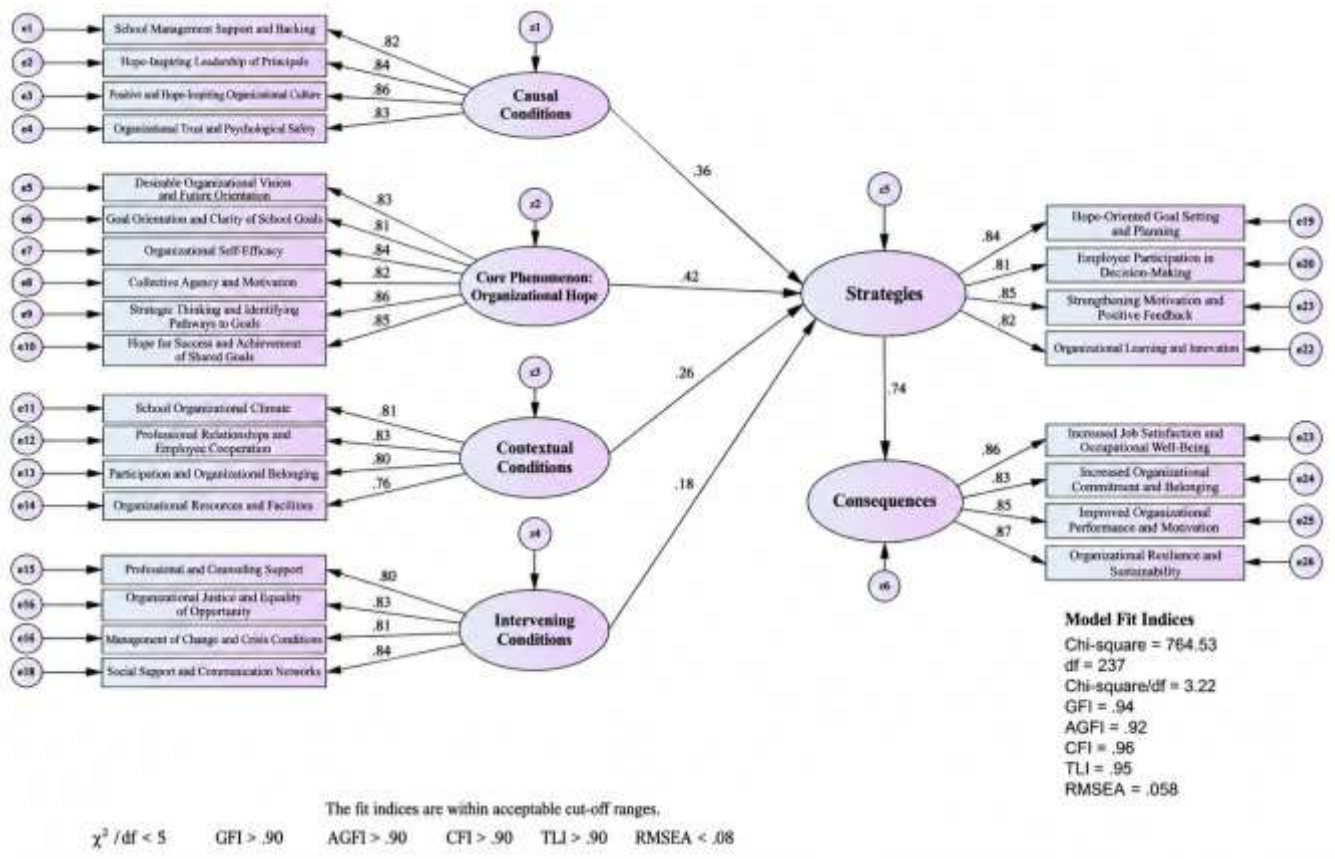
Following evaluation of the initial model, the measurement structure was refined by considering factor loadings, reliability, convergent validity, theoretical consistency, and model-fit indices. In the final model, causal conditions continued to be represented by management support, hope-inspiring leadership, positive organizational culture, and organizational trust and psychological safety. The core organizational hope construct was represented by desirable vision and future orientation, goal clarity, organizational self-efficacy, collective agency and motivation, strategic pathways thinking, and hope for shared success. Contextual conditions were represented by organizational climate, professional relationships, participation and belonging, and organizational resources. Intervening conditions consisted of professional support, organizational justice, change and crisis management, and social support networks. Strategies consisted of hope-oriented planning, participation in decision-making, motivation and positive feedback, and organizational learning and innovation, whereas the final outcome construct was represented by occupational well-being, organizational commitment, organizational performance and motivation, and resilience and sustainability.

The final confirmatory model demonstrated improved fit. The chi-square value was 764.53 with 237 degrees of freedom, and the χ^2/df ratio decreased to 3.22. CFI increased to .96 and TLI to .95, while NFI was .94 and AGFI was .92. RMSEA decreased to .058. These indices supported the adequacy of the refined measurement structure and indicated that the six-dimensional model derived from the qualitative phase was empirically supported.

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Figure 2

Final Confirmatory Factor Analysis Structural Model of the Research Instrument



Selected standardized factor loadings and critical ratios for the principal causal and core-phenomenon components are presented in Table 4. All of the reported loadings were high and all critical ratios substantially exceeded the minimum value of 1.96.

Table 4

Confirmatory factor analysis results for the causal and core-phenomenon components

Overarching dimension	Component	Standardized loading	CR statistic	Result
Causal conditions	School management support and backing	.82	12.64	Supported
Causal conditions	Hope-inspiring leadership of principals	.84	13.21	Supported
Causal conditions	Positive and hope-inspiring organizational culture	.86	13.89	Supported
Causal conditions	Organizational trust and psychological safety	.80	12.41	Supported
Core phenomenon	Desirable organizational vision and future orientation	.87	14.16	Supported
Core phenomenon	Goal orientation and clarity of school goals	.82	13.04	Supported
Core phenomenon	Organizational self-efficacy	.85	13.68	Supported
Core phenomenon	Collective agency and motivation	.84	13.42	Supported
Core phenomenon	Strategic thinking and identifying pathways to goals	.89	14.83	Supported
Core phenomenon	Hope for success and achievement of shared goals	.86	14.02	Supported

As Table 4 indicates, standardized factor loadings ranged from .80 to .89 for the reported components. The strongest loading was observed for strategic thinking and identifying pathways to goals (.89), followed by desirable organizational vision and future orientation (.87). All critical ratios ranged from 12.41 to 14.83 and were therefore substantially higher than 1.96. The findings supported the statistical significance and construct relevance of all reported components.

Multicollinearity was also examined before testing the structural model. The tolerance values were .621 for causal conditions, .594 for contextual conditions, .658 for

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intervening conditions, .573 for the core phenomenon, .605 for strategies, and .639 for consequences. Corresponding VIF values were approximately 1.610, 1.684, 1.520, 1.745, 1.653, and 1.565, respectively. Therefore, all tolerance values were well above .10 and all VIF values were substantially below conventional critical values, indicating that problematic multicollinearity was absent and that the six constructs possessed sufficient relative independence for inclusion in the structural model.

At the higher-order dimension level, the reliability and convergent validity results were also satisfactory, as reported in Table 5.

Table 5

Reliability and convergent validity indices of the overarching dimensions

Dimension	Cronbach's α	Composite reliability	AVE
Causal conditions	.89	.92	.74
Core phenomenon	.94	.95	.71
Contextual conditions	.88	.91	.72
Intervening conditions	.90	.93	.76
Strategies	.89	.92	.74
Consequences	.91	.94	.79

Cronbach's alpha ranged from .88 to .94 across the overarching constructs, whereas composite reliability ranged from .91 to .95. All AVE values were greater than .70, ranging from .71 for the core phenomenon to .79 for consequences. These findings provided additional evidence of strong measurement reliability and convergent validity at the higher-order level.

The coefficient of determination was examined for the endogenous constructs to assess the explanatory capacity of the structural model. The results are presented in Table 6.

Table 6

Coefficients of determination for the endogenous constructs

Endogenous construct	R^2	Adjusted R^2	Evaluation
Core phenomenon	.68	.67	Satisfactory
Strategies	.72	.71	Satisfactory
Consequences	.76	.75	Satisfactory

The predictors in the structural model explained 68% of the variance in the core phenomenon of organizational hope. The model explained 72% of the variance in organizational strategies and 76% of the variance in the consequences. The corresponding adjusted coefficients were .67, .71, and .75, respectively. These values indicated substantial explanatory capacity and showed that the combination of causal, contextual, intervening, core, and strategic constructs accounted for a large proportion of the variance in the major endogenous dimensions of the model.

Discriminant validity was examined through the Fornell-Larcker criterion. The correlations among the latent variables were positive and ranged from .55 to .78. The highest correlation was observed between strategies and consequences (r = .78), while the lowest correlation was observed between contextual and intervening conditions (r = .55). The square roots of the AVE values were placed on the diagonal of the correlation matrix in Table 7.

Table 7

Fornell-Larcker matrix and correlations among the latent constructs

Construct	Causal conditions	Contextual conditions	Intervening conditions	Core phenomenon	Strategies	Consequences
Causal conditions	.860					
Contextual conditions	.62	.849				
Intervening conditions	.58	.55	.872			
Core phenomenon	.71	.67	.63	.843		

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Strategies	.64	.61	.60	.73	.860	
Consequences	.59	.57	.56	.76	.78	.889

For every construct, the square root of AVE exceeded its correlations with the remaining constructs. For example, the square root of AVE for causal conditions was .860, which exceeded its highest interconstruct correlation of .71, while the corresponding value for consequences was .889, exceeding its highest correlation of .78 with strategies. Consequently, the Fornell-Larcker criterion was satisfied and discriminant validity was supported. The pattern also demonstrated that although the constructs were positively related, each captured a sufficiently distinct conceptual domain within the broader organizational hope model.

The overall adequacy of the structural model was assessed through absolute, comparative, and parsimonious fit indices. In addition, standardized path coefficients and critical ratios were examined to assess the direct structural relationships. These results are jointly reported in Table 8.

Table 8

Overall model fit and direct structural relationships

Panel A: Model-fit index	Obtained value	Acceptance criterion	Evaluation
CMIN/DF	2.68	< 3.00	Good
GFI	.924	> .90	Good
CFI	.948	> .90	Good
RMSEA	.059	< .08	Good

Panel B: Structural path	Standardized β	CR	R^2 of endogenous construct	Result
Causal conditions → Core phenomenon	.41	5.862	.68	Significant
Core phenomenon → Strategies	.52	7.143	.72	Significant
Contextual conditions → Core phenomenon	.32	4.731	.68	Significant
Intervening conditions → Strategies	.27	3.984	.72	Significant
Strategies → Consequences	.61	8.526	.76	Significant

The overall structural model demonstrated satisfactory fit. The CMIN/DF value was 2.68, which was below the criterion of 3.00. GFI was .924 and CFI was .948, both exceeding .90, while RMSEA was .059, well below the maximum acceptable value of .08. Taken together, these indices demonstrated that the final structural model was adequately compatible with the observed data.

All five direct structural relationships were statistically significant. Causal conditions had a positive effect on the core phenomenon of organizational hope (β = .41, CR = 5.862). Thus, stronger management support, hope-inspiring leadership, positive organizational culture, and organizational trust and psychological safety were associated with a stronger organizational hope phenomenon. Contextual conditions also had a significant positive relationship with the core phenomenon (β = .32, CR = 4.731), indicating that organizational climate, professional relationships, organizational belonging, participation, and available resources contributed positively to the development of organizational hope.

The core phenomenon had a relatively strong positive effect on organizational strategies (β = .52, CR = 7.143). This finding indicated that stronger future orientation, goal clarity, self-efficacy, collective agency, pathways thinking, and belief in shared success were associated with greater implementation of hope-oriented organizational strategies. Intervening conditions also positively predicted strategies (β = .27, CR = 3.984), demonstrating that professional support, organizational justice, crisis management capabilities, and supportive communication networks contributed to the enactment of hope-enhancing organizational practices.

The strongest direct relationship in the final model was the effect of strategies on consequences (β = .61, CR = 8.526). Therefore, greater use of hope-oriented goal setting, participatory decision-making, positive motivational feedback, and organizational learning and innovation was associated with stronger positive organizational outcomes. These consequences included higher occupational well-being, increased organizational commitment and belonging, improved performance and motivation, and greater organizational resilience and sustainability. Because all critical ratios exceeded 1.96, all direct paths were statistically significant at the 95% confidence level.

Taken together, the qualitative and quantitative findings supported a coherent six-dimensional organizational hope model for schools. The qualitative phase demonstrated that

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organizational hope develops from an interaction among leadership, culture, trust, participation, meaning, organizational context, external and internal facilitating conditions, and collective goal-directed cognitions. The quantitative phase subsequently confirmed that the extracted components possessed satisfactory reliability, convergent validity, discriminant validity, and factorial validity. Moreover, the structural results indicated that causal and contextual conditions contributed to the development of the core organizational hope phenomenon; the core phenomenon and intervening conditions predicted the adoption of organizational strategies; and these strategies, in turn, produced positive organizational consequences. The explanatory power of the model was substantial, accounting for 68% of the variance in the core phenomenon, 72% of the variance in strategies, and 76% of the variance in consequences. Accordingly, the final model provided empirical support for conceptualizing organizational hope in schools as a multidimensional organizational capacity that connects supportive antecedent conditions with collective cognitive-motivational processes, actionable organizational strategies, and desirable educational and occupational outcomes.

4. Discussion and Conclusion

The present study was conducted to identify the dimensions and components of organizational hope in schools and to develop and empirically validate a comprehensive model appropriate to the school context. The findings from the qualitative phase showed that organizational hope in schools is a multidimensional organizational phenomenon structured around six major domains: causal conditions, the core phenomenon, contextual conditions, intervening conditions, strategies, and consequences. Within the causal conditions, the most prominent elements were hope-inspiring leadership, organizational trust and support, employee empowerment and participation, shared vision and future orientation, and a sense of meaning and occupational purpose. The core phenomenon itself was characterized by belief in achieving organizational goals, pathways thinking, organizational self-efficacy, collective agency and motivation, and positive future-oriented thinking. Contextual conditions included a positive organizational climate, professional relationships, participation and belonging, and adequate organizational resources, whereas intervening conditions included professional and counseling support, organizational justice, change and crisis management, and social support networks. The principal strategies comprised hope-oriented goal setting and planning, employee participation in decision-making, positive motivational feedback, and organizational learning and innovation. Finally, the consequences included increased job satisfaction and occupational well-being, stronger organizational commitment and belonging, improved performance and motivation, and greater resilience and organizational sustainability. The quantitative phase confirmed this structure, demonstrated satisfactory reliability and convergent and discriminant validity, and showed that the structural model had acceptable fit. The model explained 68% of the variance in the core phenomenon, 72% of the variance in strategies, and 76% of the variance in consequences. In addition, all direct structural paths were statistically significant, with the strongest path observed from strategies to consequences.

One of the most important findings was the central role of causal conditions in shaping organizational hope. The positive and significant path from causal conditions to the core phenomenon indicated that managerial support, hope-inspiring leadership, a positive organizational culture, and organizational trust and psychological safety constitute a foundational layer for the emergence of hope in schools. This finding is consistent with research emphasizing the role of leadership in creating conditions in which organizational members can imagine desirable futures and perceive themselves as capable of moving toward them. Hope-oriented leadership has been described as a process through which leaders help organizational members identify meaningful goals, maintain confidence in future possibilities, and construct viable pathways toward desired outcomes (Carlsen & Sandelands, 2025). Similarly, school leadership characterized by transformation, empowerment, and social justice has been associated with teachers' self-efficacy, hope, resilience, optimism, autonomy, and organizational learning (Bellibaş et al., 2025; Chen, 2026; Kasapoğlu Tankutay & Çolak, 2025). The current findings extend this literature by showing that leadership does not operate independently, but rather forms part of a wider causal system that includes trust, psychological safety, organizational culture, and participation.

The importance of a positive organizational culture and trust is also supported by previous research on school climate and organizational optimism. The current study showed that a hopeful organizational environment depends on employees feeling secure, supported, and valued within the school. Earlier research has indicated that school

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organizational climate is related to teacher job satisfaction and student learning and motivation (Javidan et al., 2022), while perceived organizational support contributes to job satisfaction through collective efficacy (Zhu et al., 2024). Organizational optimism has also been linked with leadership style, psychological climate, and organizational justice (Jorablu et al., 2024). These findings help explain why organizational trust and psychological safety emerged as major components in the present model. When teachers and school staff believe that management is supportive, decisions are fair, communication is constructive, and mistakes or difficulties do not immediately lead to blame, they are more likely to preserve confidence in the future and remain engaged in goal-directed activity.

The identification of organizational hope as a core phenomenon composed of future orientation, goal clarity, organizational self-efficacy, collective agency, strategic pathways thinking, and belief in shared success is also theoretically meaningful. This structure closely reflects contemporary understandings of hope as involving both agency and pathways. Hope is not simply a positive expectation, but a cognitive-motivational capacity through which individuals or groups identify desirable goals, believe they can act toward them, and generate alternative routes when obstacles emerge (Pleeging et al., 2021). Positive organizational scholarship similarly considers hope a central psychological resource associated with efficacy, resilience, and optimism (Youssef-Morgan & Luthans, 2021). The present study expands this perspective from the individual to the organizational level by demonstrating that hope in schools is collectively structured around shared goals, collective efficacy, common pathways, and coordinated action. In this sense, organizational hope represents a socialized and institutionalized form of goal-directed agency.

The strong loading of strategic thinking and identifying pathways to goals within the core phenomenon is particularly noteworthy. This finding suggests that organizational hope in schools is not adequately represented by optimism alone. Rather, it requires the ability to formulate practical pathways toward goals and to revise those pathways when difficulties arise. Such an interpretation aligns with research showing that psychological resources contribute to adaptability during organizational change (Chen et al., 2022). It also resonates with evidence that hope supports purposeful action and resilience under uncertainty (Mouton, 2023). In school settings, where change is often continuous and policy demands may shift rapidly, the ability to develop alternative routes toward institutional goals may be one of the most important mechanisms through which hope becomes behaviorally effective rather than remaining a general positive attitude.

The findings further showed that contextual conditions significantly contributed to the core phenomenon. Organizational climate, professional relationships and cooperation, participation and organizational belonging, and resources and facilities formed the broader environment within which hope could be sustained. The positive path from contextual conditions to the core phenomenon indicates that even strong leadership and individual psychological resources may be insufficient when the school environment is characterized by weak relationships, poor collaboration, limited participation, or inadequate resources. This finding aligns with research emphasizing the importance of alignment among teachers, students, and parents in fostering academic optimism (Lelieur et al., 2024). It is also consistent with studies showing that collaborative conversations and relational support can sustain hope during and after crisis conditions (Swanepoel & West, 2024). Hope therefore appears to be relationally embedded: it is reinforced when employees experience themselves as members of a cooperative professional community rather than as isolated individuals.

Participation and belonging also emerged as an important contextual element. This is consistent with findings showing that employee autonomy and participation are strengthened by empowering leadership and academic optimism (Kasapoğlu Tankutay & Çolak, 2025). Similarly, talent management and organizational socialization have been linked with psychological capital among teachers (Taajobi et al., 2023). The present model suggests that participation does more than improve decision quality; it may also strengthen employees' sense that they have agency within the organization. When teachers perceive that their voices matter and that they can influence school decisions, they are more likely to believe that desired organizational futures are attainable through collective action.

The role of intervening conditions was another important finding. Professional and counseling support, organizational justice, management of change and crisis conditions, and social support networks significantly contributed to the strategic dimension of the model. This suggests that the translation of hope into action is not automatic. Even when school personnel possess a hopeful orientation, intervening conditions can facilitate or constrain whether that orientation

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becomes visible in organizational practices. Organizational justice is particularly important in this regard. Ethical and fair leadership has been associated with stronger organizational commitment among teachers (Mesbahi et al., 2025), while organizational justice has been identified as a key correlate of organizational optimism in educational settings (Jorablu et al., 2024). These findings help explain why justice and equality of opportunity functioned as intervening conditions in the present study: they influence whether employees view organizational goals and pathways as credible and whether they believe effort will be rewarded fairly.

The significance of change and crisis management as an intervening condition is also supported by the literature. Critical hope has been identified as an important leadership resource during crisis, enabling leaders to acknowledge difficult conditions while sustaining purposeful action and collective possibility (Virella, 2024). Similarly, hope has been associated with employee responses to workplace threat and uncertainty (Wang & Zhang, 2023). The present findings suggest that schools capable of managing change constructively are better positioned to convert organizational hope into strategic action. When uncertainty is handled transparently and professionally, hope can remain connected to realistic problem-solving. Conversely, poor crisis management may weaken pathways thinking and reduce confidence in shared goals.

The strategy dimension was strongly associated with the core phenomenon and, in turn, exerted the strongest direct effect on consequences. This was one of the clearest findings of the structural model. Hope-oriented goal setting, employee participation in decision-making, motivational feedback, and organizational learning and innovation represented the practical mechanisms through which organizational hope was translated into outcomes. The path coefficient from strategies to consequences was the strongest in the model, indicating that positive outcomes are most likely when hope becomes embedded in concrete organizational practices. This supports the broader argument that hope is not merely an internal state but an actionable organizational resource. Research on positive psychology in the workplace similarly emphasizes human-centered practices that transform psychological strengths into sustainable performance and well-being (Lorenz & Kortsch, 2025). The current results suggest that schools benefit when hope is operationalized through participatory planning, feedback, innovation, and learning systems.

The prominence of organizational learning and innovation among the strategic components is also consistent with contemporary educational management research. Innovation-oriented management has been identified as increasingly important for educational systems seeking to adapt to complex and changing environments (Jamali et al., 2024). The relationship between transformational leadership and organizational learning further indicates that school leaders can create conditions that support collective learning (Chen, 2026). The present findings suggest that organizational hope may provide an important psychological foundation for such processes. Employees who believe in a desirable future, perceive multiple pathways, and maintain collective agency may be more willing to experiment, learn from mistakes, and engage in innovation.

The consequences identified in the model were likewise well aligned with previous research. Increased job satisfaction and occupational well-being, stronger organizational commitment and belonging, improved performance and motivation, and greater resilience and sustainability were all significant outcomes of organizational hope. Previous studies have shown that hope and optimism contribute to teacher well-being and lower burnout (Taati Jeliseh et al., 2025), while psychological capital has been associated with job satisfaction and burnout among teachers (Hazan-Liran & Karni-Vizer, 2024). Workplace spirituality and psychological capital have also been related to teacher motivation (Wu, 2024). The present results therefore support the idea that organizational hope can contribute to both psychological and performance-related outcomes. Importantly, the findings suggest that these outcomes are not generated by hope in isolation but by the strategic practices through which hope is enacted.

The finding that strategies explained a substantial proportion of variance in consequences also helps clarify the mechanism linking positive psychological resources to organizational effectiveness. Hope can foster motivation, persistence, and adaptive thinking, but these resources are more likely to produce observable outcomes when organizational systems support participation, learning, and constructive feedback. This is consistent with research showing that employee motivation is shaped by organizational and managerial conditions (Hadipour et al., 2021). It also parallels findings that positive psychological capacities can support adaptive functioning and prosocial behavior (Cheraghzadeh et al., 2025). In other words, organizational hope becomes consequential when it is

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embedded within managerial and organizational practices that permit employees to act on their beliefs and aspirations.

The study's findings also reinforce the distinction between organizational hope and related constructs such as optimism, job satisfaction, or motivation. Organizational hope in the present model included future-oriented positivity, but it also incorporated shared goals, collective efficacy, pathways thinking, agency, leadership, participation, organizational justice, and adaptive strategies. This broader structure supports the argument that hope should not be reduced to generalized positive expectations (Lindebaum, 2025). It also corresponds with prior grounded theory work indicating that organizational hope in schools is a distinct and multidimensional phenomenon (Kabiri et al., 2022). The current study advances this line of research by providing quantitative validation for a structured six-dimensional model and demonstrating acceptable reliability, convergent validity, discriminant validity, explanatory power, and overall model fit.

The broader educational significance of the model is also apparent. Schools are fundamentally future-oriented organizations because their primary activities concern development, learning, and long-term human capability. Initiatives designed to foster hope and positive outlook among students have emphasized the role of the school system itself in shaping future-oriented attitudes (Ebrahiminiya et al., 2024). Hope has also been proposed as a framework for strengthening family-school collaboration (Lawrence et al., 2026), and student hope beliefs have been related to academic adjustment (Fallahi et al., 2023). These findings suggest that a hopeful school organization may create benefits beyond its employees by influencing the broader relational and educational environment. Although the present study focused on organizational hope among school personnel, its implications potentially extend to students, families, and school-community relationships.

Overall, the findings support a systemic interpretation of organizational hope in which leadership and organizational conditions create the foundations for hope, the core phenomenon reflects shared cognitive-motivational capacities, contextual and intervening factors shape its expression, strategies convert hope into action, and consequences emerge in the form of improved well-being, commitment, performance, and resilience. This interpretation is compatible with contemporary views of educational change that emphasize the need for collective capacity, shared purpose, relational trust, and sustained engagement in improvement (Fullan, 2021). It also aligns with research indicating that positive school leadership contributes to happiness and well-being in educational organizations (Vale et al., 2025) and that hope can be deliberately cultivated through school leadership processes (O'Shea & O'Shea, 2025). Thus, the model developed in the present study provides an integrated framework for understanding how hope can move from an individual psychological resource to a collective organizational capacity within schools.

The present study has several limitations that should be considered when interpreting its findings. First, the qualitative and quantitative phases were conducted within a specific educational and geographical context, and therefore the identified dimensions and structural relationships may partly reflect local cultural, administrative, and institutional characteristics. Second, the quantitative phase relied on self-report data from principals and teachers, which may be affected by social desirability, common-method variance, or respondents' current emotional and occupational conditions. Third, although the sample size was appropriate for confirmatory factor analysis and structural equation modeling, a larger and more geographically diverse sample could provide stronger evidence regarding the generalizability of the proposed model. Fourth, the cross-sectional nature of the quantitative phase limits causal interpretation of the structural relationships, even though the model was theoretically and qualitatively grounded. Finally, the study focused primarily on principals and teachers and did not include students, parents, school counselors, or policymakers as quantitative respondents, although these groups may also contribute meaningfully to the development and consequences of organizational hope.

Future studies should test the organizational hope model in different provinces, educational levels, school types, and cultural contexts to examine its stability and generalizability. Longitudinal studies are recommended to determine how organizational hope changes over time and whether changes in leadership, school climate, organizational justice, or professional support lead to subsequent changes in hope and organizational outcomes. Future research could also use multilevel modeling to distinguish individual-level hope from school-level organizational hope and to examine whether school-level characteristics explain differences among teachers. Intervention studies could investigate whether leadership development, participatory decision-making, professional learning communities, or hope-oriented organizational programs increase organizational hope and improve employee and school outcomes. It would

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also be useful to examine mediating and moderating mechanisms, such as psychological safety, collective efficacy, burnout, organizational trust, or perceived organizational support. Including students, parents, school counselors, and educational administrators in future mixed-methods studies could further enrich the conceptual model and clarify how organizational hope operates across the wider school ecosystem.

School leaders should treat organizational hope as a strategic organizational capacity rather than merely as a desirable personal attitude. Principals can strengthen organizational hope by articulating clear and credible future goals, involving employees in decision-making, recognizing progress, creating multiple pathways toward school objectives, and maintaining transparent communication during difficult periods. Schools should develop structures that reinforce organizational justice, trust, psychological safety, professional support, and equal opportunities for growth. Regular mechanisms for staff participation, peer collaboration, feedback, professional development, and recognition can help convert hope into sustained organizational action. Schools should also institutionalize learning from setbacks so that failures are treated as opportunities for adaptation rather than as evidence of organizational incapacity. Finally, educational authorities should support schools through stable policies, adequate resources, counseling and professional services, and leadership-development programs designed to strengthen hope-oriented leadership, collective efficacy, resilience, and innovation.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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