

ORGANIZATIONAL CULTURE AS A FACTOR IN IMPROVING LEARNING EFFECTIVENESS

DZHUSUPBEKOVA M.S.¹, KURKBASSOVA G.S.^{2*}

Dzhusupbekova Makhabat Satarovna¹ – Candidate of pedagogical sciences, senior teacher of department of pedagogy, Kyrgyz-Kazakh university, Bishkek, Kyrgyzstan

E-mail: Mahabat.jusupbekova21@gmail.com, <https://orcid.org/0009-0006-0905-5771>

***Kurkbassova Gulden Samatovna**² – Master of pedagogical sciences, lecturer, West Kazakhstan Marat Ospanov medical university, Aktobe, Kazakhstan

E-mail: samatovna94@bk.ru, <https://orcid.org/0009-0003-4288-2283>

Abstract. The article examines the theoretical foundations of the concept of “culture” and analyzes its importance in social relations, personal development, and the functioning of society. Particular attention is given to the essence of organizational culture, its structural features, and its main functions within the educational environment. The authors consider the student group as a specific social community in which shared values, common interests, behavioral norms, and interpersonal relationships play an important role in shaping a positive atmosphere and effective interaction among students.

The practical part of the study is devoted to diagnosing the level of organizational culture in a student group and identifying its influence on students’ communication, psychological well-being, and academic performance. The research findings show that such factors as trust, cooperation, leadership qualities, and orientation toward common goals are significant indicators of organizational culture. In addition, the study explores the relationship between organizational culture and students’ successful social and psychological adaptation to the educational process.

The results confirm that organizational culture has a direct impact on students’ personal growth, adaptation, and the creation of a favorable psychological climate. Based on the findings, several practical recommendations aimed at improving organizational culture in student groups were developed for use in educational and extracurricular activities.

Key words: culture, organizational culture, learning effectiveness, diagnostics, student group, effectiveness of influence.

Introduction

Organizational culture, as an interdisciplinary field of research, studies general approaches, principles, laws, and patterns in such areas of knowledge as psychology, cultural studies, management, organizational behavior, sociology, and pedagogy. The formulation of the problem of organizational culture and its systematic study became possible when the concept of culture was established as one of the most important factors influencing organizational behavior and development. Today, there are many publications that address the problem of organizational culture in one way or another. However, there are still no studies specifically devoted to developing sufficiently reliable methods for diagnosing organizational culture and summarizing the results of their empirical testing. This can be explained by the absence of a clear and comprehensive understanding of the phenomenon of culture itself.

Culture is one of the most complex concepts, which is primarily associated with its complicated linguistic history and the interest shown in studying this phenomenon by researchers from various disciplines. For example, the anthropologist A. R. Radcliffe-Brown considers culture to be «a way of life as a whole, including ways of thinking, within a separately localized community» [1]. In turn, Clifford Geertz writes that culture is «a carrier of meanings through which people interpret their life experience and guide their actions, while social structure is the form taken by these actions, the actually existing network of social relations». From the perspective of linguistic development, L.G. Ionin defined culture as «an abstract indication of the peculiarities of a mode of existence or way of life characteristic of a particular society, a group of people, or a historical period» [2]. Psychologist A. Andreev interprets culture as «that which, through corresponding images, transforms human consciousness into a state different from the natural or wild one» [3].

Virtually all definitions of culture share one common idea - that it is «a characteristic or way

of human life activity, rather than that of animals» [3]. Consequently, culture serves as the fundamental concept for обозначения a special form of organization of human life. A comprehensive definition of the concept of culture includes many of its constituent elements, levels, and meanings. The introduction of such a socio-economic component as «organization» into culture [4] places it within a framework characterized by systemic, procedural, and sociological features.

The most common understanding of an organization as a social entity refers to a group of people whose activities are directed toward achieving a common goal. It is a реально existing, empirically identifiable community of individuals distinguished by relative integrity and acting as an independent subject of social action and behavior. Thus, limiting the concept of «culture» in this way corresponds to the object of the present study - the student group. At present, a situation has developed in which the term «group» is increasingly used in scientific literature (sociological, psychological, economic, and others) and in business as a synonym for such concepts as «collective» and «team». However, these concepts differ in a certain sequence: group → collective → team (in this case, it is more appropriate to consider them in descending order).

A team is «a carefully formed, well-managed, self-organizing collective that responds quickly and effectively to any changes in the market situation and solves all tasks as a unified whole» [5]. Strictly speaking, the entire collective should function as a team capable of independently solving current problems. A collective, in turn, is «an organizational group of interacting people that is stable over time, possesses specific governing bodies, is united by the goals of joint socially useful activity, and is characterized by a complex dynamic of formal and informal relationships among group members» [6].

A collective is one of the types of a small group; that is, it represents a special qualitative state of a small group that has reached a high – and according to some authors, the highest – level of socio-psychological maturity, referring to the degree of development of its social and psychological characteristics. In modern society, the processes of social differentiation and integration give rise to numerous social strata and groups, between which relationships of cooperation, competition, or conflict are formed and regulated on the basis of democratic principles.

A special social category of young people united by the institution of higher education, characterized by the highest level of education, social activity, and a relatively harmonious combination of intellectual and social maturity, is referred to as the student body. A student is characterized by a professional orientation toward preparation for a future profession, as well as by a period of highly complex intellectual structuring, which is extremely individual and variable. For students, the leading types of activity become professional learning and research activity [6], accompanied by a sharp increase in academic, economic, and other forms of independence. As a rule, the knowledge, abilities, and skills acquired by students already serve as means of their future professional activity.

A group of students who interact and communicate together is defined as a student group. In this regard, a student group is a collection of people united by age characteristics and involved in joint activities aimed at acquiring fundamental professional knowledge and preparing for future employment. Culture is inherent in every form of human existence as its characteristic and essential feature. It acts as «a specific way of organizing and developing human life activity, represented in the products of material and spiritual labor, in the system of social norms and institutions, spiritual values, and in the totality of people's relations to nature, to one another, and to themselves» [7].

One of the components identified by both foreign and domestic researchers is values, or, in other words, value orientations that are shared to a greater or lesser extent by all members of an organization. Values may be either positive, guiding people toward patterns of behavior that support the achievement of organizational goals, or negative, adversely affecting organizational effectiveness.

The next component is the organization's mission. The mission represents the general idea that guides all structural elements of the culture. It formulates the organization's primary purpose in society, the meaning of its functioning, its worldview, philosophy, and specificity. It is the defining idea that, «on the one hand, makes the organization a part of the global economy with an important

purpose and therefore in demand within this economy, and, on the other hand, constitutes the unique reason why this particular organization exists rather than another» [7].

The third component of organizational culture may be considered a symbolic block that includes rituals, symbols, myths, and legends that glorify the strongest and most significant aspects of the company's culture and its key orientations. All three components are well integrated into the concept of culture proposed by Edgar Schein: «Culture is a pattern of collective basic assumptions invented, discovered, or developed by a given group as it learns to cope with problems of external adaptation and internal integration, and developed well enough to be considered valuable. Therefore, new members of the group should be taught these assumptions as the correct way to perceive, think, and feel in situations related to solving such problems» [8].

The analysis of the culture of a student group and the identification of its main components lead to the consideration of such a qualitative parameter of the object of influence as learning effectiveness. Learning is a method of the educational process and represents the most reliable way of obtaining systematic education.

The effectiveness of learning is determined by internal and external criteria. Internal criteria include learning success and academic performance. External criteria include:

- the degree of a graduate's adaptation to social life and professional activity;
- the rate of growth of the self-education process as a prolonged effect of learning;
- the level of education or professional mastery;
- readiness to continue and improve education.

Materials and methods of research

The study devoted to the analysis of organizational culture influencing learning effectiveness was conducted in accordance with the principles of voluntariness and anonymity.

The research base consisted of six student groups (118 participants):

- three second-year groups majoring in «Medicine» at a medical university (Group 1 – 25 students, Group 2 - 14 students, and Group 3 - 16 students);
- one second-year group majoring in «Dentistry» at a medical university (Group 4 - 19 students);
- two third-year groups majoring in «Medicine» at a medical university (Groups 5 and 6 consisting of 23 and 21 students respectively).

The following methods were used to diagnose the organizational culture of the student group:

- assessment of the level of organizational culture by I. D. Ladanov;
- assessment of the strength of organizational culture by Richard L. Daft;
- Daniel Denison's model for determining the level of organizational culture (adapted for a student group).

The effectiveness of learning was determined through:

- averaging the academic grades for the semester;
- diagnostics of socio-psychological adaptation using the methodology of Carl Rogers and Rosalind Dymond.

To determine the presence of a relationship between organizational culture and learning effectiveness, Spearman's rank correlation coefficient («r») was used. According to the assessment of organizational culture based on the methodology of Professor I. D. Ladanov, the index values in all groups showed that (Table 1), even in the groups with relatively high average scores, the indicators reflected dissatisfaction with the organizational culture.

Table 1. Results of the study according to I.L.Ladanov's methodology for assessing the level of organizational culture

Group Number	Organizational Culture Index	Index Value
1	170	Average
2	185	High
3	175	Average
4	163	Average

5	150	Average
6	200	High

The assessment of the strength of organizational culture according to the methodology of Richard L. Daft (Table 2) indicates the strength of culture within the student group.

Table 2. Results of the study according to R.F.Daft's methodology for assessing the strength of organizational culture

Group Number	Organizational Culture Index	Interpretation
1	32,8	Moderately strong culture
2	26,4	Moderately strong culture
3	27,7	Moderately strong culture
4	29,6	Moderately strong culture
5	34,2	Moderately strong culture
6	37,8	Moderately strong culture

A strong organizational culture significantly influences learning activity, which reflects the degree of students' agreement within groups regarding the importance of their shared values. If the majority of students agree with the group's values, the culture becomes cohesive and strong. If agreement with these values is weak, the culture is considered weak. The value foundation formed in younger generations largely determines the future state of society.

To determine the level of organizational culture, the model developed by Daniel Denison was used. This author conducted research in large organizations and studied the impact of organizational culture on productivity. When this model is applied to a student group, the characteristics of influence (both on organizational productivity and on academic performance in student groups) are similar due to their specific nature. These include: involvement, stability, adaptability, and mission.

The application of the socio-psychological adaptation diagnostic methodology showed that all six groups similarly ranked the integral indicators identified by Carl Rogers and Rosalind Dymond:

- internal locus of control as a personality trait characteristic of individuals who take responsibility for what happens to them and for their actions;
- self-acceptance;
- adaptation;
- emotional comfort;
- acceptance of others;
- striving for dominance.

Moreover, the values of the first four indicators are above 70, while the remaining ones are below 3.

Results and its discussion

The use of rank correlation made it possible to identify positive relationships between the identified levels of organizational culture according to Daniel Denison (involvement, adaptability, stability) and learning effectiveness (average academic performance), with a permissible error probability of 0.05, 0.01, and 0.001.

A direct relationship between culture and stability indicates the consistency of principles and attitudes toward life. In this context, it does not imply resistance to everything new, but rather a balance in cognition and development. Almost all theories of professional development aim to predict the following aspects:

- direction of professional choice;
- career planning;
- realism of professional achievements;
- characteristics of professional behavior in the workplace;
- level of job satisfaction;
- effectiveness of educational behavior of the individual;

- stability or change of workplace and profession.

The integrating factor of the stable development of a student group is organizational culture, which is built on the basic principles of organizational development such as mission, philosophy, vision, and others.

Considering a student group as an association of people raises the issue of its cohesion — a critically important parameter that reflects the degree of group integration. There are several factors of group cohesion, including:

- agreement among group members regarding its goals;
- extensive communication and interaction between group members;
- a relatively balanced and acceptable level of social status and background among members;
- democratic group relations, providing all members with full opportunities to participate directly in establishing group norms and standards;
- positive perceptions of group members toward one another;
- a clearly expressed need of each member for the benefits provided by group membership;
- a group size sufficient to achieve its goals and ensure effective communication;
- spatial proximity;
- predominance of positive experiences in achieving group goals and defending its values;
- psychological compatibility of group members.

In addition, effective learning presupposes active student involvement in the educational process, where traditional instruction through lectures and seminars is supplemented by new educational technologies, forms, and methods, the range of which is quite diverse. These include role-playing and business games, trainings, case studies, etc.

A number of distinctive features of active learning are identified:

1. Forced activation of thinking, when the learner is required to be active regardless of their desire.
2. A sufficiently long period of learner involvement in the educational process, since their activity should not be short-term or episodic but rather stable and sustained (i.e., throughout the entire session, which may also take place outside the university).
3. Independent creative decision-making, increased motivation, and emotional engagement of learners (with the use of necessary materials such as paints, markers, clay, flipcharts, etc.).
4. Continuous interaction between learners and instructors through direct and feedback communication.

Active teaching methods are of significant importance in professional education, the essence of which lies in creating didactic and psychological conditions that promote the manifestation of intellectual, personal, and social activity of learners. A direct relationship was also found between the level of organizational culture such as involvement and the integral indicators identified by Carl Rogers and Rosalind Dymond (emotional comfort, acceptance of others), with a permissible error probability of 0.01. Problems of internal integration also fall on students, who face the need to choose communication methods, determine the meaning of the language and concepts used, and establish rules that define the level and nature of social relations between people of different genders, ages, and so on, as well as determine an acceptable level of openness, etc.

Studying at a university strengthens a young person's confidence in their own abilities and capacities, generates hope for a fulfilling, professionally creative, and intellectually rich life and career. This largely depends on organizational culture, which ensures high productivity and high quality in the learning process.

Conclusion

Based on the results of the theoretical and empirical analyzes carried out, it is determined the importance of organizational culture in the modern system of higher education and that it is one of the main factors contributing to the formation of the student's personality. Organizational culture is characterized as a complex social phenomenon that regulates the socio-psychological team in an educational organization, combining value orientations, norms of behavior and features of interpersonal interaction. Its content has a direct impact not only on the educational results of

students, but also on their professional adaptation, social activity, the development of communicative competence and the formation of personal qualities.

The student environment in a higher educational institution is considered as a special type of social community, since it is in this environment that the worldview, value system, culture of behavior and skills of collective interaction of students are formed. An effective level of organizational culture, in addition to increasing students' interest in educational activities, allows them to develop emotional stability, social responsibility and a tendency to joint activities. At the same time, a favorable organizational culture contributes to the establishment of trust-based relationships in the student team, the formation of mechanisms of mutual support and the preservation of a positive psychological climate.

From this point of view, the study of the relationship of the processes of formation, diagnosis and development of organizational culture with educational efficiency is of scientific and practical importance. Diagnostics of organizational culture allows you to determine the quality of interpersonal relationships in the student group, the peculiarities of the psychological climate, the level of leadership potential and the orientation of students to common goals. At the same time, a positive organizational culture enhances the cognitive activity of students and contributes to the development of their creative and intellectual potential. Such secondary education forms students' need for self-improvement and affects the increase in the level of Professional Responsibility. In the context of modern globalization, the growing demand for competitive, initiative and socially adapted specialists in the labor market further increases the importance of developing an organizational culture in educational institutions.

References

1. Andreev A. Magiya i kul'tura upravleniya. – SPb.: Tropa Troyanova, 2000. – 345s.
2. Ionin L. G. Diffuznye formy social'nosti (k antropologii kul'tury). Sociologicheskij zhurnal, 2025. Volume 31. Issue 2. 129–156. <https://doi.org/10.19181/socjour.2025.31.2.7>.
3. Mashkov V.N. Praktika psihologicheskogo obespecheniya rukovodstva, upravleniya i menedzhmente. – SPb.: Rech', 2005. – 445 s.
4. SHEjn E. Organizacionnaya kul'tura i liderstvo: Postroenie, evolyuciya, sovershenstvovanie. – SPb.: Piter, 2002.- 603 s.
5. Bendermacher, G., Oude Egbrink M., Wolfhagen I., & Dolmans, D. Unravelling quality culture in higher education: A realist review. Higher Education, 2017. Volume 73. Issue 1. 39–60. <https://doi.org/10.1007/s10734-015-9979-2>
6. Zhu C., Engels N. Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. Educational Management Administration & Leadership, 2014. Volume 42. Issue 1. 136–158. <https://doi.org/10.1177/1741143213499253>
7. Taye M., Guoyuan S., Muthanna A. Organizational culture and its influence on the performance of higher education institutions: The case of a state university in Beijing. International Journal of Research Studies in Education, 2019. Volume 8. Issue 2. 77–90. <https://doi.org/10.5861/ijrse.2019.3026>
8. Schein E.H. Organizational culture and leadership. 5th ed. Hoboken: Wiley, 2017. – 431 p.

Әдебиеттер тізімі

1. Андреев А. Магия и культура управления. – СПб.: Тропа Троянова, 2000. – 345с.
2. Ионин Л. Г. Диффузные формы социальности (к антропологии культуры). Социологический журнал, 2025. Volume 31. Issue 2. 129–156. <https://doi.org/10.19181/socjour.2025.31.2.7>.
3. Машков В.Н. Практика психологического обеспечения руководства, управления и менеджменте. – СПб.: Речь, 2005. – 445 с.
4. Шейн Е. Организационная культура и лидерство: Построение, эволюция, совершенствование. – СПб.: Питер, 2002.- 603 с.
5. Bendermacher, G., Oude Egbrink M., Wolfhagen I., & Dolmans, D. Unravelling quality

culture in higher education: A realist review. Higher Education, 2017. Volume 73. Issue 1. 39–60.
<https://doi.org/10.1007/s10734-015-9979-2>

6. Zhu C., Engels N. Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students. Educational Management Administration & Leadership, 2014. Volume 42. Issue 1. 136–158. <https://doi.org/10.1177/1741143213499253>

7. Taye M., Guoyuan S., Muthanna A. Organizational culture and its influence on the performance of higher education institutions: The case of a state university in Beijing. International Journal of Research Studies in Education, 2019. Volume 8. Issue 2. 77–90.
<https://doi.org/10.5861/ijrse.2019.3026>

8. Schein E.H. Organizational culture and leadership. 5th ed. Hoboken: Wiley, 2017. – 431 p.

ОҚЫТУ ТИІМДІЛІГІН АРТТЫРУДАҒЫ ҰЙЫМДЫҚ МӘДЕНИЕТТІҢ РӨЛІ

ДЖУСУПБЕКОВА М.С.¹, КУРКБАСОВА Г.С.^{2*}

Джусупбекова Махаббат Саттаровна¹ – Педагогика ғылымдарының кандидаты, педагогика кафедрасының аға оқытушысы, Қырғыз-Қазақ университеті, Бишкек қ., Қырғызстан

E-mail: mahabat.jusupbekova21@gmail.com, <https://orcid.org/0009-0006-0905-5771>

*Куркбасова Гульден Саматовна² – Педагогика ғылымдарының магистрі, психология кафедрасының оқытушысы, М.Оспанов атындағы Батыс Қазақстан медицина университеті, Ақтөбе қ., Қазақстан.

E-mail: samatovna94@bk.ru, <https://orcid.org/0009-0003-4288-2283>

Аңдатпа. Мақалада «мәдениет» ұғымының теориялық негіздері жан-жақты қарастырылып, оның қоғамдағы әлеуметтік қатынастарға, тұлғаның жеке дамуына және әлеуметтік рөліне талдау жасалған. Авторлар ұйымдық мәдениеттің мазмұнына тоқталып, оның құрылымдық ерекшеліктері мен негізгі қызметтерін сипаттайды. Сонымен бірге студенттік топ әлеуметтік орта ретінде қарастырылып, ондағы ортақ құндылықтар, қызығушылықтар, мінез-құлық ережелері мен тұлғааралық қатынастардың маңыздылығы айқындалған. Білім беру кеңістігінде ұйымдық мәдениетті қалыптастырудың студенттердің өзара әрекеттесуіне әсері де назарға алынған.

Зерттеудің практикалық бөлімінде студенттік топтағы ұйымдық мәдениеттің деңгейін анықтауға бағытталған диагностикалық жұмыстар жүргізілген. Нәтижесінде ұйымдық мәдениеттің студенттердің психологиялық ахуалына, қарым-қатынас деңгейіне және оқу әрекетінің тиімділігіне ықпал ететіні анықталған. Сонымен қатар топ мүшелері арасындағы сенім, ынтымақтастық, көшбасшылық қасиеттер және ортақ мақсаттарға ұмтылыс ұйымдық мәдениеттің негізгі көрсеткіштері ретінде қарастырылған.

Жүргізілген зерттеу нәтижелері студенттік ортадағы ұйымдық мәдениеттің тұлғаның дамуына, оқу үдерісіне сәтті бейімделуіне және қолайлы психологиялық ахуалдың қалыптасуына елеулі ықпал ететінін көрсетті. Осыған байланысты студенттік топтағы ұйымдық мәдениетті жетілдіруге арналған тәжірибелік ұсыныстар әзірленіп, оларды оқу және тәрбие жұмыстарында пайдалану жолдары ұсынылған.

Түйін сөздер: мәдениет, ұйымдық мәдениет, оқыту тиімділігі, диагностика, студенттік топ, ықпал ету тиімділігі.

ОРГАНИЗАЦИОННАЯ КУЛЬТУРА КАК ФАКТОР ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ

ДЖУСУПБЕКОВА М.С.¹, КУРКБАСОВА Г.С.^{2*}

Джусупбекова Махаббат Саттаровна¹ – Кандидат педагогических наук, старший преподаватель кафедры педагогики, Кыргызско-казахский университет, г. Бишкек, Кыргызстан

E-mail: mahabat.jusupbekova21@gmail.com, <https://orcid.org/0009-0006-0905-5771>

*Куркбасова Гульден Саматовна² – Магистр педагогических наук, преподаватель кафедры психологии, Западно-Казахстанский медицинский университет имени Марата Оспанова, г.Актобе, Казахстан.

E-mail: samatovna94@bk.ru, <https://orcid.org/0009-0003-4288-2283>

Аннотация. В статье рассматриваются теоретические основы понятия «культура», а также анализируется её значение в системе социальных отношений, личностном развитии и социальной роли человека в обществе. Авторы раскрывают содержание организационной культуры, характеризуют её структурные особенности и основные функции. Кроме того, студенческая группа рассматривается как особая социальная среда, в которой важную роль играют общие ценности, интересы, нормы поведения и

межличностные отношения. Особое внимание уделяется влиянию формирования организационной культуры в образовательном пространстве на взаимодействие студентов.

Практическая часть исследования посвящена диагностике уровня организационной культуры в студенческой группе. В ходе исследования было выявлено, что организационная культура оказывает значительное влияние на психологическое состояние студентов, уровень коммуникации и эффективность учебной деятельности. Также в качестве основных показателей организационной культуры были определены доверие между членами группы, сотрудничество, лидерские качества и стремление к достижению общих целей.

Результаты проведенного исследования показали, что организационная культура в студенческой среде способствует личностному развитию, успешной адаптации к учебному процессу и формированию благоприятного психологического климата. На основе полученных данных были разработаны практические рекомендации, направленные на совершенствование организационной культуры в студенческих группах и их применение в учебно-воспитательной деятельности.

Ключевые слова: культура, организационная культура, эффективность обучения, диагностика, студенческая группа, эффективность влияния.