Emro Science and Education
International open-access scientific journal
Journal homepage: https://journal.emro.uz
OPEN ACCESS

CONFERENCE PAPER OPEN ACCESS

Vol. 1 No. 4 (2024) · “Milliy iqtisodiyotni barqaror rivojlantirish va yuqori iqtisodiy o‘sish sur’atlarini t... DOI: 10.5281/zenodo.24321283

ta’minlashning ustivor yo‘nalishlari” mavzusidagi xalqaro ilmiy-amaliy anjuman

THE IMPACT OF MANAGEMENT OF PROFESSIONAL EDUCATION ORGANIZATIONS ON ORGANIZATIONAL CULTURE

Dilfuza Karimova
PhD student at Westminster International University in Tashkent
dkarimova.edu@gmail.com

Abstract

This study is part of a larger research project that aims to examine the role of educational managers' leadership styles in the effective management of vocational colleges under the Ministry of Higher Education, Science, and Innovations in Uzbekistan. Vocational education in Uzbekistan is expected to play a crucial role in providing economic growth and aligning workforce skills with labor market demands. However, challenges remain in areas such as leadership effectiveness, institutional quality, and responsiveness to labor market needs. This research examines the relationships among education managers' practices and organizational culture. Additionally, it assesses the mediating role of emotional intelligence (EI) of managers in this relationship.

Introduction

To achieve Uzbekistan – 2030 plan, which is aligned with UN SDG goals, the government is reforming the educational system through issuing transformative decrees and resolutions. In particular, Decree of the President of the Republic of Uzbekistan #158 dated from October, 16, 2024 “On measures for the further improvement of the system for training qualified personnel and the implementation of international educational programs in vocational education” defines the main directions of improvement of the professional education system. The decree is emphasizing on urgent need for introduction of a modern management system and efficient professional education that can determine quality personnel training in vocational schools to meet the requirements of the International Education Standard Classifier and the National Qualifications System of Uzbekistan. Vocational school graduates play an important role in meeting the needs of the business world as a middle-level workforce (Nurlaili, 2023). National leadership emphasized the need to strengthen the unity of the industry, enterprise and education institution, to train specialists competitive in their field (www.president.uz , 2024). Indeed cooperation of education institutions with industrial organizations play a significant role in enhancing students’ marketability in the job market. To prepare students fit-for-purpose on the labor market it is no longer enough just to be a graduate, but instead an employable graduate. Students need to possess numerous skills and attributions to meet requirements of employers. Effective communication between educational institutions and industry ensures alignment between employer needs, student skills, and educational responsibilities, leading to higher employer satisfaction as graduates are better prepared to meet job market demands.

In the management research, there is a noticeable gap in understanding the relationship between school leadership and organizational culture, particularly in vocational education. While numerous studies have examined the influence of school managers’ leadership styles on employee satisfaction, few have considered organizational culture as an outcome. This oversight is significant, given that the alignment between leadership and school culture is crucial for organizational performance. This study aims to address this gap by exploring how school managers' leadership styles influence overall organizational culture.

Published: 23.12.2024

Cite this article: Dilfuza Karimova (2024). The impact of management of professional education organizations on organizational culture. Emro Science and Education, 1(4). https://doi.org/10.5281/zenodo.24321283

© 2024 The Author(s). Published by Emro Science and Education. This is an open access article.

To expand our understanding of Organizational Culture we build on the Theory of Organizational Climate to capture the role of school managers and other stakeholders in influencing students' overall learning experiences within educational settings. Organizational Climate, defined as stakeholders’ perceptions of an organization in terms of policies, procedures, practices, routines, and rewards (Sherman et al, 2018), can help explain how these perceptions impact organizational outcomes, including student engagement, and its further impact of employers’ satisfaction.

School managers and organizational climate

The literature provides evidence regarding the association between managers’ leadership styles and school climate (Bellibus and Liu, 2016). School managers play a crucial role in shaping the trajectory of educational institutions, steering them toward academic success and fostering continuous improvement (Fios et al, 2024). Consequently, these factors significantly impact students’ engagement. Güzelgörür et al (2021) suggests different leadership styles lead to different school climate. They determined a positive and large correlation between the cooperative management style and the school climate; and a negative and moderate correlation between the authoritarian management style, laissez faire management style, resistant management style and school climate.

Organizational culture and organizational climate

Organizational culture is important because of its influence on how employees prioritize and execute job tasks, how they make sense of events in their work setting, and how they experience the psychological impact of the work environment on their personal well-being. Organizational climate is an aggregate construct comprised of shared employee perceptions regarding how their work environment impacts their own psychological well-being and functioning (Glisson et al., 2012). Culture is more deeply rooted and stable, often influencing an organization’s identity and core values (Schein, 2010). Climate is more situational and reflects the immediate “atmosphere” that employees experience, such as feelings of support, fairness, or recognition (Schneider et al, 2013).

In this study, organizational climate theory helps explain how cultural factors shape the immediate work environment. For example, a collaborative culture can create a climate where employees feel supported and motivated to work as a team. Thus, organizational climate reflects organizational culture, bridging core values with employees’ attitudes and behaviors.

Conceptual Model

Based on the review of the role of Management Leadership Style in shaping Organizational Culture, we propose the following model for our study.

Managers’ leadership style and organizational culture

Managers play a critical role in shaping school cultures that support change. According to Seashore Louis and Wahlstrom (2011), transforming a school’s culture requires shared or distributed leadership alongside instructional leadership. Other research highlights that a managers’ leadership abilities significantly impact school performance, also influencing the school’s organizational culture, which in turn enhances performance. However, the direct effect of managers’ skills on school performance is stronger than the effect through organizational culture, as the school’s organizational learning also contributes to performance outcomes (Tonich, 2021).

Findings from a study by Budayasa (2017) indicate that implementing a participative leadership style effectively supports the creation of a positive school culture. The managers in the aforementioned study fostered positive environment through efforts to develop harmonious relationships, ensure school security, and maintain a conducive

learning environment. The positive school culture that was developed as a result contributed to improved school achievements.

Building on this premise, we put forth our first hypothesis as follows:

H1. Vocational school managers’ leadership style (autocratic, democratic) is positively correlated with organizational culture.

Salovey and Mayer (1990) introduced EI as the ability to perceive, facilitate, understand, and regulate emotions. Later popularized by Goleman (1995), EI encompasses self-awareness, self-regulation, motivation, empathy, and social skills. These competencies are essential for effective leadership and directly influence how leaders interact with their teams, resolve conflicts, and drive organizational goals. Leaders with high EI can build trust, foster collaboration, and create positive emotional climates, which in turn impact organizational culture.

A study by Bar on et al. (2007) found that EI significantly mediates the relationship between transformational leadership and organizational commitment, which is a key component of organizational culture. Similarly, Cavazotte et al. (2012) demonstrated that leaders with higher EI are more successful in creating cultures that prioritize employee well-being and performance.

Building on this premise, we put forth our second hypothesis as follows:

H2. Emotional Intelligence mediates the relationships between managers’ leadership style (autocratic, democratic) and organizational culture.

Methods

Participants and Recruitment

This study will include participants from vocational schools in the Tashkent region, recruited through collaboration with the Tashkent Region Department of the Ministry of Higher Education and Innovation. Each school’s administration, including managers, teachers, and students, will participate in the study. Official recruitment letters outlining the study’s purpose and procedures will be sent to each school, facilitating transparent communication with school representatives.

Data Collection Procedure

Before data collection, a detailed data collection plan will be developed with the regional department representative to ensure efficient distribution and return of survey materials. The department will distribute online questionnaires to each vocational school, and each participant will respond online. Participants’ responses will be anonymous.

Results

This study will analyze the relationships between managers’ leadership styles, organizational culture, and mediating role of EI of managers. Descriptive statistics will summarize participant demographics and survey responses. Reliability analysis will ensure the consistency of the scales used. Bivariate correlations and multiple regression will explore how leadership styles influence organizational culture. Hypotheses will be tested to determine mediating role of EI in the relationship between managers’ leadership style and organizational culture. Results will be presented in tables and figures, highlighting key findings and statistical significance.

Significance and Implications

This study can bring several theoretical contributions. It can expand existing leadership theories by demonstrating the direct relationships between managers’ leadership styles and organizational culture. The study can provide a better understanding of how EI mediates this relationship.

Some practical contributions include revision of training and development system for vocational school managers. The findings can inform professional development to help managers align their approaches for better organizational outcomes. In addition, we

assume the results can help to develop stronger management training components in education leadership programs to better equip managers.

Policy Implications

The study will support the implementation of Decree of the President of the Republic of Uzbekistan #158 dated from October, 16, 2024 "On measures for the further improvement of the system for training qualified personnel and the implementation of international educational programs in vocational education" defines the main directions of improvement of the professional education system. The research could also push for policy changes to standardize the educational qualifications required for leadership positions in vocational schools.

References:

1. Bar-On, R., 2006. The Bar-On model of emotional-social intelligence. Psicothema, 18(Supl.), 13–25.
2. Bellibas, M.S. & Liu, Y., 2016. Association between principals' leadership styles and school climate. Journal of Educational Administration, 54(1), pp.49-70.
3. Fios, F., Marzuki, M., Ibadurrahman, I., Renyaan, A.S. and Telaumbanua, E., 2024. Innovative Leadership Strategies For School Principals: Building A Holistic Educational Environment Focused On Student Achievement In The Era Of Technology And Globalization. International Journal Of Teaching And Learning, 2(1), pp.266-281.
4. Glisson, C., Green, P., et al., 2012. Organizational climate, culture, and quality of care in public settings. Psychological Services, 9(3), pp.267-281.
5. Güzelgörür, F., Demirtaş, H. and Balı, O., 2021. The Relationship of School Principals' Management Style and School Climate. E-International Journal of Educational Research, 12(4).
6. Schein, E.H., 2010. Organizational culture and leadership. John Wiley & Sons.
7. Schneider, B., Ehrhart, M.G., & Macey, W.H., 2013. Organizational climate and culture. Annual Review of Psychology, 64, pp.361-388.
8. Sherman, S., Hadar, I. and Luria, G., 2018. Leveraging organizational climate theory for understanding industry-academia collaboration. Information and Software Technology, 98, pp.148-160.
9. Tonich, T., 2021. The role of principals' leadership abilities in improving school performance through the school culture. Journal of Social Studies Education Research, 12(1), pp.47-75.
10. Wheelahan, L. & Moodie, G., 2011. Rethinking skills in vocational education and training: From competencies to capabilities. NSW Board of Vocational Education and Training.
11. Uzbekistan President Website

THE ROLE OF DIGITAL TECHNOLOGIES IN HIGHER EDUCATION: TRANSFORMING LEARNING AND TEACHING IN THE 21ST CENTURY

Khalilova Laylo Ravshanovna
Gulistan State University, 120100, Syrdarya region, Gulistan-4
Email: l.khalilova_89@mail.ru

Abstract: The integration of digital technologies into higher education has reshaped the landscape of teaching, learning, and administrative practices. From virtual