# ORGANIZATIONAL CULTURE AND ITS IMPORTANCE FOR THE EFFECTIVENESS OF EDUCATIONAL ORGANIZATION AND THE PSYCHOLOGICAL WELL-BEING OF STUDENTS

**Nadezhda KLYUEVA,** *Doctor of Psychological Sciences, Professor, Head of the Department of Counselling Psychology, P.G. Demidov Yaroslavl State University*
*E-mail: nadejda@uniyar.ac.ru*
**Galina ULANOVA,** *Vice-Rector of the Institute for the Development of Education for Educational Activities at the State Autonomous Institution of Additional Professional Education of the Yaroslavl Region*
*E-mail: ulanova@iro.yar.ru*

*ABSTRACT*

*The article is devoted to the influence of the organizational culture of an educational organization on the objective indicators of its effectiveness and the psychological well-being of students in the example of schools in the city of Yaroslavl. A comparative analysis of the effectiveness of educational organizations with a predominance of types of personality and power cultures is presented. The conclusion is made about the existing potential for the formation of the psychological well-being of students in all the presented types of organizational cultures.*

*In the context of these cultures, the authors consider such components of the psychological well-being of students as self-esteem, anxiety, motivation, success and academic success. Differences in the level of satisfaction with the education received among students were revealed depending on the objective indicators of the effectiveness of schools and the prevailing type of organizational culture. The possibilities of positive psychology and resource approach for the formation of psychological well-being at school are indicated.*

*Keywords: organizational culture, psychological well-being, the effectiveness of the educational organization, adaptability, learning culture, student engagement.*

One of the main value orientations of modern education is the formation of a personality capable and motivated for self-education and self-development.

Achieving this goal is possible only when creating an environment in educational organizations that will contribute to a sense of psychological comfort, and increase the psychological well-being of students.

At the same time, if conditions for psychological comfort are not created in the educational environment, then students experience a decrease in educational motivation, and an increase in anxiety, which affects educational results, as well as the development of the individual as a whole (Petrova, G. M. (2015). In addition, the results of previous studies indicate the importance of maintaining the psychological well-being of the teacher, as the subject of the educational process, which has the greatest impact on the development of students (Laktionova, E. B., Baeva, I. A., Orlova, A. V., Kondakova, I. V., & Tuzova, A. S., 2020).

Any educational organization is, first of all, an organization with its own unique and inimitable type of organizational culture (hereinafter referred to as OK), which also acts as one of the factors that form the psychological well-being of students.

An empirical study of the state of OK in the schools of Yaroslavl was based on R. Harrison's typology (power culture ("orders"), role culture, task culture and personality culture).

The obtained results indicate that all four types are present in the urban education system with a predominance of personality culture.

The research is aimed at showing the OK educational organizations' influence on some aspects of schoolchildren's psychological well-being (Skvortsov, V. N., & Avdienko, G. Y. 2018), (Ulanova, G. A., 2015), (Ulanova, G. A., 2017).

Let us present some of the results of the study on specific examples of city schools in Yaroslavl. In MOU "Secondary School No. 55" the culture of personality prevails. In MOU "Secondary School No. 87" - a culture of power.

The main features of the first organization are the lack of stable formal and informal, professional communications between the employees of the organization, great variability in the levels of personal and professional achievements, and the highest value is the teacher's autonomy.

Comments of teachers: "the educational process is aimed at the comprehensive development of the personality of students", "the main task of the teaching staff is to prepare an independent, inventive graduate adapted to the adult life", "the teachers' primary task is to teach students to set specific goals and achieve them."

The second organization is characterized by the formal power of the leader and informal authority.

Teachers' comments: "the administration and teachers are guided by the needs and requirements of students in choosing education priorities", "the teaching staff will like a teacher with a higher education only", and "much will change for the worse if the director leaves the school", "the high authority of the director – a decisive condition for effective work".

When considering the issue of the effectiveness of an educational organization, it is

necessary to take into account objective performance indicators.

The objective indicators of the effectiveness of the school are the results of students obtained during the passage of the state final certification in grades 9 (hereinafter referred to as the MSE) and 11 (USE), All-Russian testing works (hereinafter referred to as RTW) and participation in school-subject-based quizzes and competitions. The safety of the contingent and the reliability of the results during independent verification work are also considered. Based on these data, the overall integral indicator is calculated. On its basis, the overall rank of the educational organization is built.

**Table 1**

**Objective indicators of school performance**

| Place | Culture type | USE | MSE | RTW | Contingent Security | Olympiads | Reliability | General Integral Index | RANK |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Power culture | 80 | 173 | 160 | 67 | 43 | 93,33 | 53,90 | 140 |
| 2 | Personality culture | 146 | 170 | 13 | 84 | 101 | 151,83 | 46,47 | 235 |

According to the presented data, the rank of the school where the culture of power prevails is higher than that of the school with the prevailing culture of personality. At the same time, the percentage of students who are satisfied with their education in the culture of the "order" is higher than in the culture of the individual (87.06% and 42.11%, respectively).

**Table 2**

**Satisfaction with education (subjective assessment of students)**

| Place | Culture type | Percentage of students satisfied with the education |
|---|---|---|
| 1 | Power culture | 87,06 |
| 2 | Personality Culture | 42,11 |

The purpose of the study is to identify the relationship between the psychological well-being of students and objective indicators of the effectiveness of educational organizations, depending on the type of organizational culture.

At the moment, the question of the relationship between the culture (environment) of an educational organization and objective indicators of its effectiveness remains little studied.

Previously, experts considered only some of the personal characteristics of students in the context of a particular educational culture.

The most studied, in our opinion, is the question of the relationship between objective performance indicators of the organization and the level of anxiety of students. V. I. Lobacheva considers the average level of anxiety as a positive factor influencing the successful preparation of students for USE, and high and low levels as negative factors preventing the successful passing of final exams (Kuznetsova, N. V., & Sherstyankina, N. P., 2016).

According to the results of the study of the psychological well-being of students of the schools we named five components: self-esteem, anxiety, motivation, success and educational success, it can be seen that the values of self-esteem and motivation are almost the same (Fig. 1). Differences were found in the indicator "anxiety".
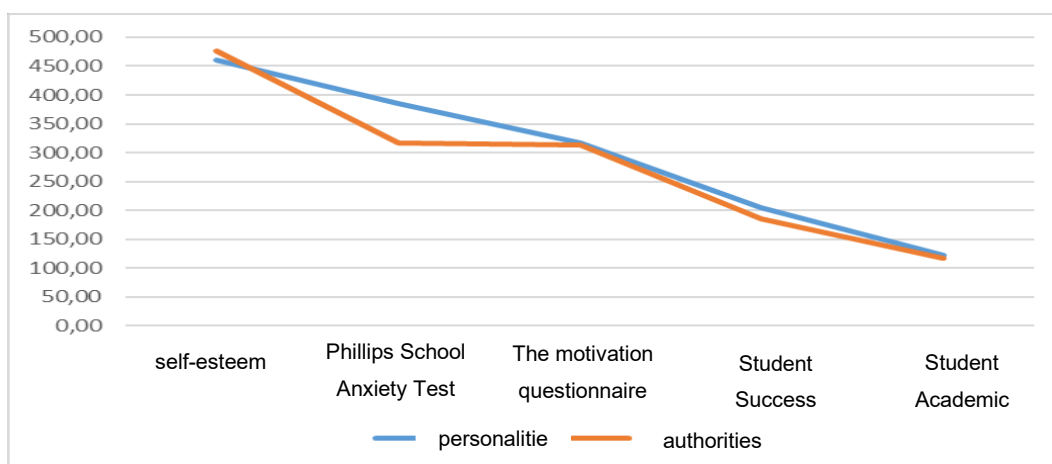


**Figure 1. Indicators of the psychological well-being of students**

The value of the Phillips test of school anxiety in a school where the type of OK "personality culture" is expressed is 385.27, and in a school with a predominant culture of power - 316.55.

Thus, the results obtained in our study related to the manifestation of anxiety at school correlate with the results of the study by V.I. Lobacheva.

M. N. Shvetsova and E. O. Barysheva conclude the relationship between student self-esteem and the level of exam anxiety (Usoltsev, A. N., Shamalo, T. N., & Antipova, E. A. 2020). Based on their results, it can be assumed that there is a relationship between the characteristics of self-esteem, the level of anxiety and the effectiveness of exam tasks. Based on their results, it can be assumed that there is a relationship between the characteristics of self-esteem, the level of anxiety and the effectiveness of exam tasks.

Despite the diagnostic value of objective indicators of the effectiveness of an educational

organization, we would also like to emphasize the importance of subjective indicators, namely, the level of satisfaction with education.

The results obtained indicate that in a school with a predominance of the "order" culture, there are higher objective indicators of the effectiveness of training, and students of this educational organization are more satisfied with education.

The data obtained may be related to one of the characteristic features of the "order" culture, in which the administration of the institution and teachers are guided by the needs and requirements of students in choosing education priorities, which is directly related to satisfaction with the process of education of students.

There is a need for additional research for a more detailed study of this phenomenon.

A significant task is the practical use of the results of our empirical study. When creating an educational environment that ensures the formation of the psychological well-being of students, we rely on the ideas of positive psychology and the resource approach.

It is in positive psychology that much attention is paid not only to the achievement of educational results and socialization but also to the psychological well-being of students, the development of their virtues, resilience, the skills to establish positive interpersonal relationships and internal motivation.

Russian psychology presents different points of view on the concept of "resources". Coping resources are characterized as opportunities and means of coping with stress (V.A. Bodrov, T.L. Kryukova, R. Lazarus, E.A. Petrova, S.A. Khazova, S. Hobfall). There is a point of view on resources as a special organization of mental properties and the structure of their connections (V.N. Druzhinin, D.A. Leontiev, M.A. Kholodnaya, S.A. Khazova, etc.).

A relationship has been established between personal resources and the psychological well-being of the individual (E.V. Drapak, T.Yu. Ivanova, N.V. Klyueva, E.G. Runovskaya, etc.). Personal resources are considered by us as flexible personality traits that have a lifetime genesis and are amenable to correction and development. (Ulanova, G. A., Klyueva, N. V., & Nazarova, I. G., 2019)

The attention of the school psychologist, first of all, is concentrated on the following resources of students: the ability for personal identification; formation of a positive life scenario, significant life goals, internal locus of control; students learning flexible and diverse behavioural strategies

To form the psychological well-being of students, a psychologist needs to solve a set of tasks:

- the creation of a psychologically safe environment, a network of social support, values of acceptance, and respect in an educational organization. The solution to this problem

involves the use of organizational development technologies and management consulting by psychologists (Klyueva, N. V. (Ed.), 2003).

- raising awareness of the leaders of the educational organization, and teachers about the signs of the psychological well-being of students, and ways to respond to stressful crises that manifest themselves in the lives of schoolchildren. The solution to this problem involves the use by a psychologist of methods of active socio-psychological training (various types of training, interactive lectures and seminars, group and individual coaching) and mastery of methods of moderation and facilitation (Klyueva, 1985).

- development by students of methods of actualization and management of personal resources. To solve this problem, it is possible to use practices that contribute to the development of neuroplasticity of the brain (neurotics), conduct psychological marathons, and individual and group consultations on topics that are significant for students.

The methods used by the psychologist can be considered as an opportunity for dialogue with the leaders of the educational organization, teachers and students, for a unique emotional and personal contact with him. "The main thing is not to turn a living person into a soulless "test subject"(Bratchenko, S. L., 1997).

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