

The Role of Spiritual and Educational Activities in Developing Organizational Culture among Deputy Principals for Spiritual and Educational Affairs in General Secondary Schools

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Abstract. This study examines the role of spiritual and educational activities in developing organizational culture among deputy principals responsible for spiritual and educational affairs in general secondary schools. In modern educational institutions, deputy principals play a crucial role in organizing and coordinating activities that contribute to students' moral, spiritual, and social development. The effectiveness of these activities depends largely on the organizational culture, leadership skills, and professional competence of educational leaders. The study aims to analyze the significance of spiritual and educational activities in strengthening organizational culture and enhancing the leadership capacity of deputy principals. A qualitative descriptive research design was employed. Data were collected through the analysis of scientific literature, educational regulations, policy documents, and existing pedagogical studies related to spiritual and educational work in schools. The collected data were analyzed using descriptive and comparative methods. The findings indicate that spiritual and educational activities contribute significantly to the development of leadership skills, communication competence, creativity, responsibility, and teamwork among deputy principals. Such activities also promote effective cooperation among teachers, students, parents, and local communities while fostering patriotism, moral values, civic responsibility, and social engagement among students. Furthermore, the organization of educational events, reading programs, cultural activities, intellectual competitions, and community-based initiatives strengthens management culture and professional competence. The study concludes that spiritual and educational activities serve as an effective mechanism for developing organizational culture among deputy principals and improving the overall effectiveness of educational management in general secondary schools. Strengthening these activities through innovative pedagogical approaches and modern management practices can contribute to the successful achievement of educational objectives.

Keywords: Spiritual and educational work, organizational culture, deputy principal, pedagogical activity, educational activities, spirituality, education and upbringing, management culture.



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INTRODUCTION

In the era of globalization, educating the younger generation to become well-rounded individuals is one of the primary objectives of the educational system. In this process, deputy principals responsible for spiritual and educational affairs in general secondary schools play a crucial role. Their professional competence, organizational abilities, and management culture directly influence the formation of a positive spiritual and educational environment within schools. Spiritual and educational activities serve as an effective means of developing the organizational culture of deputy principals. Through the planning and implementation of such activities, school leaders enhance their skills in management, communication, teamwork, problem-solving, and educational leadership.

The effectiveness of spiritual and educational work has become increasingly important due to the rapid development of information technology, globalization, and various ideological challenges affecting young people. Schools are expected not only to provide academic knowledge but also to cultivate moral values, patriotism, social responsibility, and respect for national traditions. Therefore, deputy principals responsible for spiritual and educational affairs are required to possess strong organizational culture and leadership competencies to successfully manage educational and moral development programs.

This study aims to analyze the role of spiritual and educational activities in developing organizational culture among deputy principals in general secondary schools and to identify the pedagogical opportunities and mechanisms that contribute to effective organizational leadership.

RESEARCH METHOD

This study employed a qualitative descriptive research design aimed at analyzing the role of spiritual and educational activities in developing organizational culture among deputy principals responsible for spiritual and educational affairs in general secondary schools. The research was based on a comprehensive review of scientific literature, educational policies, normative documents, and previous pedagogical studies related to organizational culture, educational leadership, and spiritual and educational work. Data were collected through document analysis and literature review methods. Relevant sources, including educational regulations, scholarly publications, and methodological guidelines, were examined to identify the pedagogical significance and practical impact of spiritual and educational activities on organizational culture development. The collected data were analyzed using descriptive, comparative, and content analysis techniques. These methods enabled the identification of key organizational competencies, leadership characteristics, and management practices fostered through spiritual and educational activities. The reliability of the study was ensured through the systematic examination and comparison of multiple academic and policy sources. The research findings were interpreted within the framework of contemporary educational leadership and organizational culture theories.

RESULTS AND DISCUSSION

Organizational culture refers to a leader's ability to effectively organize work processes, manage teams, distribute responsibilities, and achieve institutional goals. For deputy principals responsible for spiritual and educational affairs, organizational culture includes responsibility, initiative, communication skills, leadership abilities, pedagogical competence, creativity, interpersonal relations, and teamwork skills.

Spiritual and educational activities provide significant opportunities for developing these qualities. Through organizing educational events, deputy principals engage in planning, coordinating, monitoring, and evaluating various programs. Such activities strengthen their leadership and management competencies while improving their ability to work collaboratively with teachers, students, parents, and community representatives.

One of the most important contributions of spiritual and educational activities is the development of leadership skills. During the preparation and implementation of events, deputy principals are required to make decisions, delegate responsibilities, and supervise the completion of assigned tasks. These experiences contribute to the formation of effective leadership behaviors and management culture.

Furthermore, spiritual and educational activities promote teamwork and cooperation. Most educational events involve collaboration among teachers, students, parents, and local communities. As a result, deputy principals improve their communication, coordination, and conflict-resolution skills. These competencies are essential for establishing a positive educational environment and ensuring the successful implementation of school programs.

Another important aspect is the enhancement of creativity and innovation. Meaningful and impactful educational events require innovative approaches, creative planning, and the use of modern pedagogical methods. Activities such as reading nights, spirituality lessons, patriotic meetings, intellectual competitions, theatrical performances, cultural festivals, and community projects encourage deputy principals to apply creative solutions to educational challenges.

In addition, spiritual and educational activities contribute to the creation of a healthy moral atmosphere within schools. They foster students' respect for national values, civic responsibility, patriotism, ethical behavior, and social engagement. At the same time, these activities enrich the practical management experience of deputy principals and strengthen their professional competence.

The responsibilities of deputy principals also include organizing extracurricular clubs, promoting reading culture, supporting talented students, coordinating educational excursions, preventing juvenile delinquency, strengthening cooperation with parents and local communities, and implementing programs aimed at moral and civic education. Effective implementation of these responsibilities significantly contributes to the development of organizational culture and educational leadership.

CONCLUSION

Spiritual and educational activities play a vital role in developing organizational culture among deputy principals responsible for spiritual and educational affairs in general secondary schools. Through these activities, school leaders enhance their leadership abilities, management culture, pedagogical competence, communication skills, and teamwork capabilities. The effectiveness of spiritual and educational work is closely

linked to the organizational competence of deputy principals, who serve as key coordinators of cooperation among teachers, students, parents, and community organizations.

Moreover, well-organized spiritual and educational activities contribute to the development of patriotism, moral values, social responsibility, reading culture, and civic awareness among students. They also strengthen collaboration within the educational community and create a positive school environment. In the context of modern educational reforms and globalization, the integration of innovative pedagogical technologies, interactive methods, and information and communication technologies into spiritual and educational work can further enhance its effectiveness. Therefore, strengthening the organizational culture of deputy principals through spiritual and educational activities remains an important priority for improving educational leadership and school management.

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