

Enhancing Organizational Culture among Character Education Teachers in General Secondary Schools through Spiritual and Educational Activities

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Abstract. This study investigates the improvement of organizational culture among *Tarbiya* (Character Education) subject teachers in general secondary schools through spiritual and educational activities. The increasing demand for innovative educational practices requires teachers to possess not only pedagogical competence but also strong organizational and leadership skills. However, many spiritual and educational activities are still conducted through traditional and template-based approaches, limiting opportunities for teachers to develop their organizational culture. Therefore, this study aimed to develop and evaluate a project-based model for organizing spiritual and educational activities to enhance teachers' organizational culture. A quasi-experimental research design was employed during the 2025–2026 academic year involving 42 *Tarbiya* subject teachers from general secondary schools. Data were collected through diagnostic assessments, criterion-based evaluations, observations, and reflective analyses. Teachers' organizational culture was assessed according to communicative-managerial, creative-projective, and reflective-analytical criteria. The experimental model incorporated Project-Based Management approaches and innovative formats such as Forum Theater, TED-Talks, debates, and social projects. The collected data were analyzed using descriptive statistics and Student's t-test. The results demonstrated significant positive changes in teachers' organizational culture. The proportion of teachers at the creative-active level increased from 14.3% to 38.1%, showing a growth of 23.8%, while the proportion at the reproductive level decreased from 33.3% to 11.9%. Statistical analysis confirmed that these differences were significant ($p < 0.05$). The findings indicate that project-based spiritual and educational activities effectively improve teachers' organizational culture, leadership capacity, creativity, and collaborative competencies. The study concludes that innovative spiritual and educational activities can serve as an effective tool for strengthening organizational culture and improving educational practice in general secondary schools.

Keywords: *Tarbiya* subject, organizational culture, spiritual and educational events, project-based approach, facilitator, school management, subject-subject relationship.



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INTRODUCTION

Modern global changes and transformation processes place before general secondary schools the task of educating individuals who possess not only intellectual potential but also a high level of spiritual and moral character. In the Republic of Uzbekistan, the comprehensive reform of the education system, particularly the introduction of the integrated "*Tarbiya*" (Character Education) subject, which incorporates national values and advanced international experience, has become one of the strategic steps in this direction. However, the effectiveness of educational content renewal is directly determined by the professional competence of the teacher who implements it, particularly by his or her organizational culture.

From the perspective of educational management, a teacher's organizational culture is not merely the ability to give instructions or perform assigned tasks; rather, it is the capacity to unite the school community, students, parents, and local community institutions around a common socio-pedagogical goal, effectively manage resources, and create a synergistic environment. For a *Tarbiya* subject teacher, such a culture is a vital necessity. If the moral principles promoted during lessons such as teamwork, patriotism, and social responsibility are not reflected in practice, a gap emerges between theory and real life, creating cognitive dissonance in students' worldview.

In contemporary school practice, spiritual and educational activities are often characterized by a subject-object relationship in which the teacher acts as a bureaucratic executor of pre-prepared scenarios, while students remain passive listeners. Such a template-based approach not only reduces the educational impact of spiritual and educational activities but also limits the teacher's organizational potential. In contrast, systematically organized extracurricular spiritual and educational activities should serve as a living laboratory for transforming teachers' organizational culture.

The existence of this problem and the need to address it determine the purpose of the study: to develop and experimentally validate a model for improving the organizational culture of *Tarbiya* subject teachers through the organization of spiritual and educational activities based on a Project Management approach.

RESEARCH METHOD

The study was systematically conducted during the 2025–2026 academic year. A total of 42 *Tarbiya* (Character Education) subject teachers from general secondary schools participated in the experimental study. Considering the characteristics of the research object, the following methodological framework and research methods were employed.

2.1. Diagnostic and Criterion-Based Assessment Methodology

To determine the level of teachers' organizational culture, a criterion-based assessment system grounded in structural components was developed. The evaluation was carried out according to three main criteria (components):

Communicative–Managerial Criterion: Teachers’ ability to build and manage teams, establish subject–subject relationships with students and parents, and demonstrate effective time-management skills.

Creative–Projective Criterion: Teachers’ ability to move beyond standard templates, develop a hierarchy of objectives for educational activities, and design social case studies and non-traditional scenarios.

Reflective–Analytical Criterion: Teachers’ ability to critically analyze the strengths and weaknesses of organized activities through debriefing processes and to modify their own management style accordingly.

Based on these criteria, teachers were classified into three levels: Creative–Active, Situationally Adaptive, and Reproductive.

2.2. Experimental Model and Technologies

Instead of conventional lecture-based activities, a Project-Based Management model was introduced into the practice of teachers in the experimental group. Within this framework, teachers were trained to design and implement spiritual and educational activities using the following innovative formats:

Forum Theater: The collaborative preparation of theatrical performances depicting real social issues within the school environment (such as bullying or interpersonal conflicts), followed by audience participation in interpreting and proposing solutions to the presented problems.

TED-Talks and Debate Clubs: The organization of discussion platforms that encourage students’ independent thinking, while the teacher performs primarily as a facilitator and guide rather than a traditional instructor.

2.3. Mathematical and Statistical Analysis

To verify that the experimental results were not random and to determine the statistical significance of the observed differences, Student’s t-test was applied. The statistical analysis was used to evaluate the effectiveness of the proposed model and to assess changes in teachers’ organizational culture before and after the intervention.

RESULTS AND DISCUSSION

As a result of the systematic experimental work conducted, significant qualitative changes were observed in the indicators related to the organization of extracurricular spiritual and educational activities among *Tarbiya* (Character Education) subject teachers. A comparison was made between the performance dynamics of teachers working within the traditional template-based system and those of teachers who implemented the model proposed in this study.

The results obtained at the beginning and at the end of the study were systematically quantified and are presented in the following table:

Table 1. Dynamics of Changes in Teachers’ Organizational Culture Levels (% , n = 42)

Levels of Organizational Culture	Before the Experiment (Traditional System)	After the Experiment (New Model)	Change
Creative–Active (High Level):	14.3%	38.1%	+23.8%

Levels of Organizational Culture	Before the Experiment (Traditional System)	After the Experiment (New Model)	Change
Independently designs activities, applies creative methods, and effectively manages teams.			
Situationally Adaptive (Moderate Level): Works based on prepared guidelines and scenarios and demonstrates partial initiative.	52.4%	50.0%	-2.4%
Reproductive (Low Level): Repeats only ready-made templates and tends to avoid organizational responsibilities.	33.3%	11.9%	-21.4%

The analysis of the data presented in the table demonstrates that, following the experimental intervention, the proportion of teachers at the reproductive (low) level decreased from 33.3% to 11.9%, representing a reduction of 21.4%. The most significant finding was observed in the creative-active (high) level, where the proportion of teachers possessing a high level of organizational culture increased from 14.3% to 38.1%, yielding a net growth rate of 23.8%.

The values obtained through mathematical and statistical analysis using Student's t-test indicated a high level of reliability ($p < 0.05$), confirming that the observed changes were statistically significant and resulted directly from the implementation of the new model of spiritual and educational activities.

The empirical findings confirm that transforming spiritual and educational activities into a project-based format serves as a determining factor in the development of organizational culture among *Tarbiya* (Character Education) subject teachers. The psychological and pedagogical mechanisms underlying this transformation can be explained as follows.

First, a transition occurred in teachers' professional roles from being "behind-the-scenes managers" to becoming facilitators who guide and support the learning process. In traditional activities, teachers often employed an authoritarian management style by merely giving instructions to students. In contrast, during Forum Theater sessions and social projects, teachers became equal partners with students in the educational process. This shift significantly enhanced teachers' emotional intelligence (EQ) as well as their communicative and organizational culture.

Second, the intervention fostered the development of project-based thinking. Teachers began to perceive educational activities not merely as obligations required by institutional plans, but as social projects aimed at addressing specific issues within the school environment, such as inappropriate behavior, lack of discipline, or social conflicts among students. This perspective generated a synergistic effect between curricular and extracurricular activities. By involving school psychologists, parents, and community representatives in the implementation process, teachers demonstrated a culture of collaborative and collegial management.

Third, the debriefing component incorporated into the model contributed significantly to the development of teachers' constructive and corrective competencies. Through collective reflection and post-activity analysis, teachers were able to critically evaluate weaknesses in areas such as time management, team building, and activity

organization. As a result, they gained the ability to continuously adjust and improve their professional practices, leading to sustainable growth in their organizational culture and leadership effectiveness.

CONCLUSION

The results of the study demonstrated that there is considerable potential for improving the organizational culture of *Tarbiya* (Character Education) subject teachers in general secondary schools through spiritual and educational activities. Such activities should not be viewed merely as formal requirements or as a means of filling students' extracurricular time; rather, they represent an innovative platform for developing teachers' managerial and creative competencies (soft skills). The transformation of spiritual and educational activities from traditional, template-based formats into project-based and interactive approaches significantly contributed to enhancing teachers' creative and active performance indicators, resulting in an increase of 23.8%.

Based on the findings, it is recommended that *Tarbiya* subject teachers be granted greater autonomy in designing the content and scenarios of spiritual and educational activities, thereby reducing excessive bureaucratic constraints and encouraging innovative educational practices. In addition, schools should introduce mandatory reflective analysis (debriefing) sessions following major educational events to promote critical evaluation and continuous professional improvement. Furthermore, the development of a Digital Case Bank containing interactive methods, Forum Theater technologies, and other innovative extracurricular activity models would provide valuable support for the continuous enhancement of teachers' organizational culture and professional competencies.

Overall, the implementation of these measures can strengthen teachers' organizational culture, improve the effectiveness of spiritual and educational activities, and contribute to the advancement of educational leadership and management in general secondary schools. As a result, schools will be better equipped to foster students' moral, social, and civic development while simultaneously enhancing the professional capacity of educators.

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