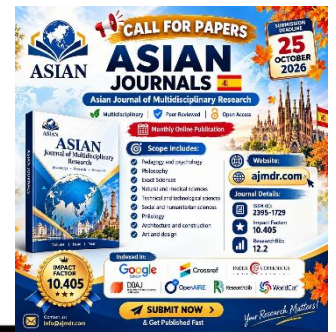




SYSTEMIC AND PEDAGOGICAL FOUNDATIONS FOR DEVELOPING
CORPORATE CULTURE AMONG TEACHERS IN NON-STATE
EDUCATIONAL ORGANIZATIONS

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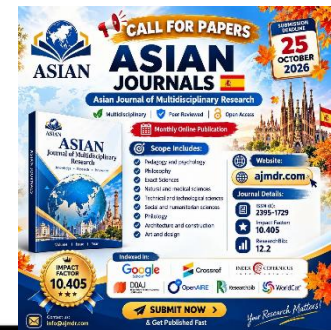
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Abstract: This article analyzes the scientific and theoretical foundations of developing corporate culture among teachers in non-state educational organizations. Corporate culture is examined as a complex socio-pedagogical phenomenon formed at the intersection of such fields as philosophy, psychology, pedagogy, acmeology, management, organizational behavior, and social psychology. The study analyzes the value-based, competency-based, ethical-behavioral, communicative, socio-psychological, and activity-oriented components of corporate culture based on a systemic approach. Teachers' professional activities, teamwork, professional communication, acceptance of organizational values, and professional behavior are substantiated as the main forms through which corporate culture is manifested.

Keywords: corporate culture, teacher, non-state educational organization, professional competence, corporate values, professional communication, teamwork, corporate code, systemic approach, pedagogical environment, professional behavior.

Introduction

The effectiveness of a modern educational organization is determined not only by its material and technical resources or the individual professional qualifications of teachers. One of the important factors influencing the quality of education is the socio-psychological environment established within the organization, the system of shared values, teamwork, and professional behavioral norms. Particularly in non-state



educational organizations, the need to harmonize teachers’ professional interests with organizational goals, strengthen collective responsibility, and establish effective relationships among participants in the educational process makes corporate culture an increasingly relevant pedagogical issue.

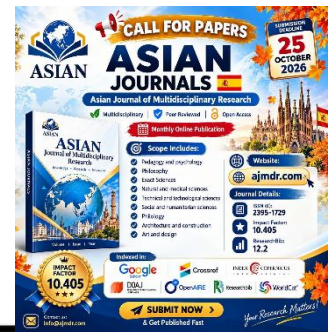
Corporate culture is an interdisciplinary research object closely associated with philosophy, psychology, acmeology, management, organizational behavior, social psychology, and cultural studies. Therefore, it is insufficient to interpret this concept solely within the framework of organizational management. Corporate culture should also be regarded as an integrative phenomenon encompassing teachers’ professional values, behavior, communication culture, cooperation with colleagues, and attitudes toward the organization.

Teachers’ corporate culture is primarily formed through their actual professional activities and interactions within the professional community. In this process, teachers’ adaptation to the organizational environment, cooperation with colleagues, communication with learners, and acceptance of the organization’s common goals and values are of particular importance. The transmission of established corporate values to newly recruited teachers contributes to the continuity of the organization’s professional and ethical traditions.

Corporate culture can be defined as a system of commonly accepted values, norms, beliefs, behavioral rules, traditions, communication patterns, and principles of work shared by employees of an organization. It determines how employees think, interact, and perform their professional activities within the organization. In contemporary academic literature, this concept is more commonly referred to as organizational culture, while the term “corporate culture” is often used in its practical and managerial context.

Theoretical Definition of Corporate Culture: Edgar H. Schein

One of the scholars who has most extensively studied corporate and organizational



culture is **Edgar H. Schein**. According to Schein’s approach, organizational culture is a system of shared basic assumptions developed by a group as it learns to cope with problems of external adaptation and internal integration. When these assumptions have proven effective, they are transmitted to new members as the appropriate way to perceive, think, feel, and behave within the organization.

Schein conceptualizes corporate culture at **three levels**:

1. Artifacts. Artifacts represent the visible aspects of organizational culture, including organizational ceremonies, symbols, dress codes, events, and behavioral patterns.

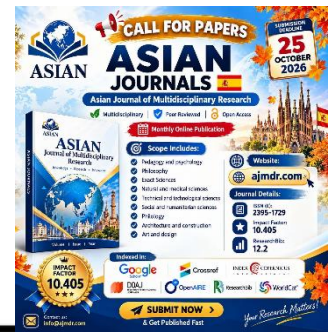
2. Espoused Values. Espoused values refer to what an organization considers important, such as cooperation, honesty, innovation, responsibility, quality, and other principles.

3. Basic Underlying Assumptions. Basic underlying assumptions are deeply internalized beliefs and perceptions shared by members of the organization. They are often taken for granted and are not explicitly discussed.

Research Methodology

The study employs systemic, structural-functional, acmeological, and comparative-analytical approaches. In determining the content of corporate culture, its structural components identified in the scientific literature were generalized, and their manifestations in teachers’ professional activities were analyzed.

From a systemic perspective, corporate culture is interpreted as an integrated system consisting of interconnected structural and functional elements. The structural approach makes it possible to identify the composition of corporate culture, whereas the functional approach focuses on the interaction among its components. From a scientific perspective, corporate culture can be understood as an integrated system of values, behavioral norms, communication principles, professional traditions, and forms of



cooperation accepted by members of an organization. In a pedagogical community, this phenomenon is particularly important because a teacher’s professional activity depends not only on individual professional competence but also on the quality of relationships established with colleagues, administrators, learners, and parents.

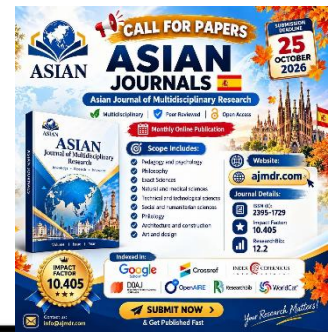
The Pedagogical Nature of Corporate Culture

Corporate culture should not be limited to external organizational attributes such as symbols, ceremonies, or institutional events. Its fundamental content is manifested through values, professional responsibility, mutual respect, cooperation, and ethical norms demonstrated in teachers’ everyday professional activities. From this perspective, corporate culture functions as an internal socio-pedagogical mechanism of the organization. The corporate culture of teachers represents a complex phenomenon manifested in professional activities, communication, interpersonal relationships, working conditions, and collective behavior. Therefore, its content should be assessed not only through theoretical knowledge but also through teachers’ actual professional behavior and practical activities. Based on the synthesis of scientific literature, teachers’ corporate culture can be characterized through several interconnected components.

Components of Teachers’ Corporate Culture

1. Value-Spiritual Component. The value-spiritual component includes teachers’ attitudes toward their professional activities, acceptance of organizational goals and values, and awareness of professional duties and responsibilities. Corporate values serve as internal criteria regulating teachers’ professional behavior. They may have ethical, professional, and social dimensions.

2. Professional-Competency Component. The professional-competency component is associated with teachers’ professional knowledge, communication skills, ability to work in a team, understanding of organizational traditions, and competence in performing professional responsibilities. The higher the level of professional competence,



the greater the opportunities for teachers to participate constructively in organizational activities.

3. Ethical-Behavioral Component. The ethical-behavioral component is characterized by teachers' adherence to professional ethics, respectful relationships with colleagues and learners, and the ability to regulate their behavior in various professional situations. The distinction made by A. Usmonov between cognitive, emotional, and activity components of teachers' corporate culture also demonstrates the multidimensional nature of this structure.

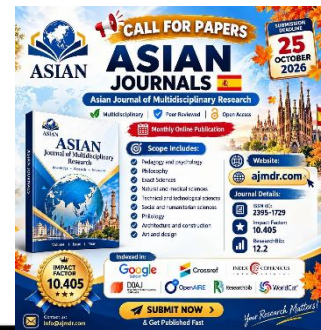
4. Communicative-Relational Component. An effective corporate environment in an educational organization requires open, respectful, and collaborative communication among teachers. Psychological relationships among organizational members, value-based unity, and collective identification constitute important elements of corporateness.

5. Activity-Practical Component. Corporate culture is not merely a system of beliefs or perceptions; it is also a behavioral model manifested in teachers' actual professional activities. Participation in collective projects, support for colleagues, active involvement in organizational events, and responsible implementation of collective decisions represent practical manifestations of this component.

6. Socio-Psychological Component. Mutual trust, support, cooperation, and a positive psychological climate within a team strengthen teachers' sense of corporate unity. Therefore, when developing corporate culture, organizational leaders should consider not only normative requirements but also the socio-psychological needs of the teaching staff.

Corporate Values and Professional Identification

Corporate values represent one of the main internal mechanisms coordinating teachers' professional activities. They connect the organization's shared goals and

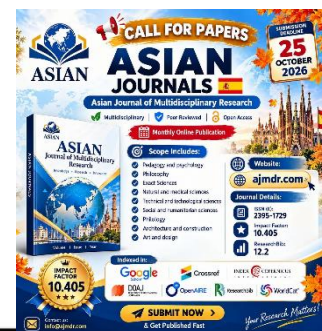


principles with individual professional positions. As a result, teachers may perceive themselves not merely as employees of an organization but as members of a professional community working toward common objectives. The practical expression of corporate values can be strengthened through a corporate code. Such a code may include the organization's mission, professional and ethical requirements for teachers, communication principles, rules of cooperation, and shared organizational values. However, the mere existence of a corporate code does not automatically create corporate culture. Its provisions must be consciously accepted by teachers and implemented in their everyday professional activities.

Developing Corporate Culture through a Systemic Approach

A systemic approach can serve as an important methodological basis for developing teachers' corporate culture. Developing only one component of corporate culture separately cannot guarantee sustainable transformation of the entire system. For example, alongside improving teachers' professional knowledge, it is necessary to develop teamwork, communication culture, ethical values, and a sense of belonging to the organization.

The systemic approach makes it possible to view corporate culture as an integrated whole consisting of interconnected elements. In this context, the functional potential of each element, relationships among the elements, the internal structure of the system, its hierarchical characteristics, and its interaction with the external environment should be considered. In non-state educational organizations, the practical implementation of this approach may include clarifying the organization's mission and values; developing professional and ethical standards for teachers; improving mechanisms of teamwork; facilitating the adaptation of newly recruited teachers to the organizational culture; establishing professional development and mentoring systems; and creating a healthy communicative environment within the teaching community. The development of



corporate culture should not be organized as a one-time event but as a continuous pedagogical process. Corporate values, norms, and relationships develop over time, are transmitted from one generation to another, and are continuously reconstructed as new teachers adapt to the professional community.

Functions of Teachers' Corporate Culture

Teachers' corporate culture performs several important functions within an educational organization.

The **integrative function** unites teachers around common goals and values.

The **normative-regulatory function** regulates teachers' professional behavior and communication.

The **communicative function** supports information exchange and cooperation among members of the professional community.

The **adaptive function** facilitates the integration of newly recruited teachers into the organizational environment.

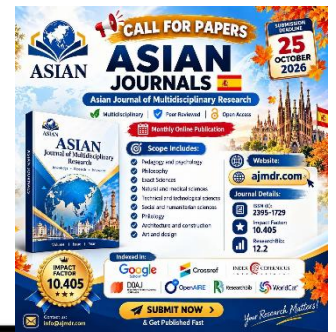
The **developmental function** contributes to the improvement of teachers' professional and personal potential.

Corporate culture also creates socio-pedagogical conditions for ensuring organizational stability, strengthening collective responsibility, and developing pedagogical cooperation.

Conclusion

The analysis demonstrates that teachers' corporate culture is not merely a collection of behavioral rules. It is a complex systemic phenomenon integrating professional values, competencies, ethical norms, communicative relationships, teamwork, and a sense of belonging to the organization.

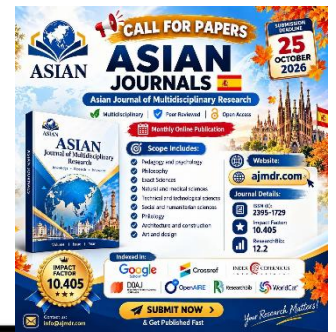
In non-state educational organizations, the development of corporate culture should be regarded as a continuous process aimed at harmonizing teachers' professional



activities with the common goals of the organization. This requires the integration of value-spiritual, professional-competency, ethical-behavioral, communicative, activity-practical, and socio-psychological components. Furthermore, the development of corporate culture requires the integration of the organization's mission, corporate values, professional and ethical code, traditions, collective activities, mentoring, professional communication, and cooperation mechanisms into a unified system. The combination of systemic and functional approaches makes it possible not only to identify the structure of corporate culture but also to develop practical mechanisms for its advancement. Teachers' corporate culture represents an important internal development resource of an educational organization. Its sustainability and development depend directly on the harmony between teachers' individual professional positions and collective organizational values. Therefore, this approach can be considered an important theoretical and methodological foundation for creating an effective pedagogical environment in non-state educational organizations.

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