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MODERNIZING ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTIONS: INTEGRATING NATIONAL VALUES AND INTERNATIONAL MANAGEMENT STANDARDS (KPI/OKR)

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Abstract
This scientific article analyzes the theoretical, methodological, and practical issues of modernizing organizational culture in contemporary educational institutions. It details the mechanisms of integrating international management standards—KPI (Key Performance Indicators) and OKR (Objectives and Key Results) systems—into educational management synthesized with national and spiritual values (collectivism, the "master-apprentice" tradition, mutual respect, and responsibility). As the scientific novelty of the study, a "Symbiotic Eco-Cultural Management Model" is proposed, integrating tactics (KPI), strategy (OKR), and national-spiritual foundations into a unified system.

Keywords: Educational management, organizational culture, modernization, KPI, OKR, national values, "master-apprentice", efficiency, accountability, corporate spirit, scientific novelty.

TA’LIM MUASSASALARIDA TASHKILIY MADANIYATNI MODERNIZATSIYALASH: MILLIY QADRIYATLAR VA XALQARO BOSH QARUV STANDARTLARI (KPI/OKR) INTEGRATSIYASI

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“Pedagogika, psixologiya va ta’lim texnologiyalari” kafedrasi katta o‘qituvchisi Jizzax viloyati pedagogik mahorat markazi, Jizzax, O‘zbekiston

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ANNOTATSIYA
Mazkur ilmiy maqolada zamonaviy ta’lim muassasalarida tashkiliy madaniyatni modernizatsiyalashning nazariy-metodologik hamda amaliy-amaliy masalalari tahlil qilingan. Ta’lim menejmentiga xalqaro boshqaruv standartlari — KPI (Key Performance Indicators – Samaradorlikning muhim ko‘rsatkichlari) va OKR (Objectives and Key Results – Maqsadlar va kalit natijalar) tizimlarini joriy etishda milliy-ma’naviy qadriyatlar (jamoaviylik, "ustoz-shogird" an’anasi, o‘zaro hurmat va mas’uliyat) bilan sintez qilish mexanizmlari atroflicha yoritib berilgan. Tadqiqotning ilmiy yangiligi sifatida ta’lim muassasalarida taktika (KPI), strategiya (OKR) hamda milliy-ma’naviy poydevorni bir butunlikda birlashtiruvchi "Simbiyotik eko-madaniy boshqaruv modeli" taklif etilgan.

Kalit so‘zlar: ta’lim menejmenti, tashkiliy madaniyat, modernizatsiya, KPI, OKR, milliy qadriyatlar, "ustoz-shogird", samaradorlik, hisobdorlik, korporativ ruh, ilmiy yangilik.

АННОТАЦИЯ
В данной научной статье проанализированы теоретико-методологические и практические вопросы модернизации организационной культуры в современных образовательных учреждениях. Подробно освещены механизмы внедрения международных стандартов управления — систем KPI (Key Performance Indicators) и OKR (Objectives and Key Results) в менеджмент образования в контексте их синергии с национально-духовными ценностями (коллективизм, традиция «устоз-шогирд», взаимное уважение и ответственность). В качестве научной новизны исследования предложена «Симбиотическая эко-культурная модель управления», объединяющая тактику (KPI), стратегию (OKR) и национально-духовный фундамент в единую систему.

Ключевые слова: менеджмент образования, организационная культура, модернизация, KPI, OKR, национальные ценности, «устоз-шогирд», эффективность, подотчетность, корпоративный дух, научная новизна.

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INTRODUCTION

The rapid transformation processes currently unfolding within the global educational landscape necessitate a fundamental reform of the organizational and management systems of educational institutions. In the Republic of Uzbekistan, the digitalization of the education system, the enhancement of pedagogical staff capabilities, and the elevation of educational quality to international standards constitute priority areas of state policy. The competitiveness and operational efficiency of educational institutions depend largely on the prevailing organizational culture and the adaptability of their management mechanisms.

There is now an objective necessity to transition from the bureaucratic, command-and-control, and paperwork-heavy management models that long dominated traditional education management toward a "Result-Based Management" system. However, the direct, blind, and mechanical transfer of methodologies such as KPI (Key Performance Indicators) and OKR (Objectives and Key Results)—which have proven highly effective in the Western corporate sector—to educational institutions may fail to yield the expected positive outcomes; instead, such an approach could trigger psychological stress and resistance within the staff. The primary reason for this is that an educational institution is not merely an entity providing material services; rather, it is a unique social ecosystem that shapes society's spiritual and moral foundations and fosters human capital. Consequently, from a scientific and practical perspective, deeply integrating international management indicators with the national mentality, the "master-apprentice" tradition, and values of collective solidarity—while simultaneously developing the theoretical and methodological foundations of this process—constitutes a pressing scientific issue.

LITERATURE REVIEW

The issue of organizational culture and management effectiveness has been explored in the research of numerous foreign and domestic scholars. The conceptual foundation of organizational culture is reflected in the work of Edgar Schein, who conceptualized the phenomenon through a three-level model, defining it as a complex of deep-seated values, behavioral norms, and formal

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symbols that facilitate an organization's adaptation to the external environment and its internal integration.

Issues regarding educational management and organizational development have been studied by scholars such as Peter Senge, Kim Cameron, and Robert Quinn, who highlighted the necessity of developing educational institutions as "learning organizations." The KPI (Key Performance Indicators) concept traces its roots to Peter Drucker's "Management by Objectives" (MBO) theory and focuses on evaluating specific quantitative and qualitative performance metrics. Meanwhile, the OKR (Objectives and Key Results) framework—refined by Andy Grove (Intel) and John Doerr (Google)—entails setting bold, ambitious, and qualitatively new organizational goals and achieving them through an Agile approach.

Research by Uzbek scholars such as A. Khodjayev, Sh. Kurbonov, and M. Inoyatov has examined the enhancement of managerial competencies among leadership personnel in general secondary and higher education institutions, as well as the monitoring of educational quality. Additionally, studies by O. Musurmonova and M. Quronov have provided a scientific basis for the role of national-spiritual values, the "mentor-apprentice" tradition, and pedagogical ethics within the educational process. However, the mechanisms for integrating international KPI/OKR management standards with national spiritual values into a unified system at the level of pedagogical management have not been comprehensively studied.

RESEARCH METHODOLOGY

This study employed systemic-structural analysis, the comparative-deductive method, pedagogical modeling, conceptual synthesis, and expert survey techniques. The empirical basis of the research consisted of the results of sociological and diagnostic surveys conducted among 50 educational institution administrators and 150 experienced and novice educators, as well as observations from the pilot implementation of KPI/OKR elements within the management process.

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ANALYSIS AND RESULTS

The process of modernizing organizational culture in educational institutions requires a balance between international and national approaches. An analysis of the logical and practical substance of KPI and OKR systems through the prism of the education sector reveals both their fundamental differences and their complementary aspects.

The KPI system serves to measure the baseline, routine, and stable performance indicators of an educational institution. It oversees operational processes such as the timely conduct of classes, student attendance and academic performance, and the maintenance of regulatory documentation. The KPI system functions primarily as a "top-down" administrative requirement and evaluation mechanism, and is linked to the financial incentivization of staff.

In contrast, the OKR system is aimed at driving innovative leaps, strategic development, and qualitative improvements within the educational institution. Through OKRs, the institution sets highly ambitious short-term goals (e.g., for a single quarter)—such as "training 80% of the teaching staff to conduct lessons using artificial intelligence tools" or "increasing student performance in international Olympiads by 30%." The OKR system relies on a "bottom-up" approach and team discussion; it serves not as a tool for punishing employees, but rather as a means to inspire professional growth and initiative.

The research revealed that "bureaucratic paralysis" occurs in educational institutions that rely solely on the KPI system. Educators shift their primary focus away from the student's personality and the quality of instruction, concentrating instead on filling out KPI reports and dealing with excessive paperwork. Conversely, relying exclusively on the OKR system increases the risk of disruptions to daily academic discipline and the core educational process.

SCIENTIFIC INNOVATION OF THE RESEARCH: THE SYMBIOTIC ECO-CULTURAL MANAGEMENT MODEL

Within the scope of this research, a new scientific-conceptual framework for modernizing organizational culture in educational institutions—the "Symbiotic Eco-Cultural Management Model"—was developed.

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The essence of this model lies in the organic integration of three foundational layers:

The surrounding spiritual and value-based foundation (National Core): At the heart of the model lie the "Master-Apprentice" tradition, collective responsibility, mutual respect, fairness, and a spiritual-moral atmosphere. This layer ensures trust and psychological safety within the team. Operational-Tactical Stability Layer (KPI): Specific, measurable KPI indicators—defining lesson quality, educational standards, and discipline—are implemented based on behavioral norms rooted in national values.

Strategic-Innovative Development Layer (OKR): Relying on team cohesion and stable KPI metrics, teachers and administrators collaboratively set and execute ambitious OKR goals to advance the institution.

Integrated Synthesis Mechanisms:

"Mentor-Mentee" Tradition and OKR Transformation: OKR goals are established through the tandem work of experienced teachers and young professionals. In this process, the experienced mentor contributes methodological expertise and life experience, while the young mentee introduces digital technologies and innovations. This approach resolves intergenerational conflicts and strengthens corporate culture.

Balance Between Collective Responsibility and Individual KPIs: Alongside individual KPIs, a "Department/Class Team KPI" is introduced. This ensures that educators do not merely pursue their own metrics but also support their colleagues, fostering an environment of mutual assistance and solidarity within the team. A symbiosis of moral and material incentives: alongside the awarding of financial bonuses based on KPI results, a system of "Mentorship Recognition," public expressions of respect, and moral incentives—reflecting our national culture—will be implemented.

DISCUSSION

The results of the pilot testing and practical modeling demonstrated that the implementation of the symbiotic eco-cultural management model led to a sharp rise in quality indicators within the educational institution. According to expert assessment results:

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The socio-psychological climate within the teaching staff improved, and the level of mutual trust increased by 28 percent;
Teachers' motivation for professional self-development and the implementation of classroom innovations increased by 22%;
Indicators of bureaucratic strain and internal conflicts within management decreased by 19%.
A contentious issue is that the primary obstacle to implementing this model lies in the lack of "Change Management" skills among administrators and the teaching staff. Some administrators continue to view KPIs and OKRs merely as tools for punishing and controlling the team. Furthermore, differences in worldview between the older generation and younger educators can trigger resistance during the initial stages. Addressing these challenges requires fostering continuous open dialogue and transparency within the institution, as well as developing the leader's "Digital Leadership" competencies.

CONCLUSION AND RECOMMENDATIONS

Modernizing organizational culture in educational institutions is not simply a matter of mechanically transplanting foreign management formulas; rather, it represents a profound, logical, and synergistic synthesis of national identity and modernity. Integrating international KPI and OKR standards with our national spiritual values and "mentor-apprentice" traditions ensures the flexibility, transparency, and effectiveness of educational management.
Based on the research findings, the following practical recommendations are proposed:
Phased adaptation: Preparing the team for change by initially implementing collective OKR goals and "mentor-apprentice" tandems in educational institutions, rather than introducing complex or burdensome KPI metrics.
Enhancing personnel competence: Organizing specialized training and professional development courses for educational institution leaders in areas such as "Data-driven leadership" and "Humanistic and values-based management."
Ensuring digital transparency: Monitoring KPI and OKR metrics openly via artificial intelligence and digital platforms (LMS/e-school) and enabling every educator to track their performance indicators in real time.

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A balanced incentive system: Establishing a healthy and sustainable corporate culture within the team by balancing material incentives (KPIs) equally with moral-ethical considerations and recognition (national values).

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