Neo Scientific Peer Reviewed Journal
Volume 52, November 2026 ISSN (E): 2949-7752
www.neojournals.com

THE ROLE OF ORGANIZATIONAL PSYCHOLOGY IN FORMING AND MANAGING A POSITIVE PSYCHOLOGICAL CLIMATE IN PRESCHOOL EDUCATION ORGANIZATIONS

Umarova Shakhnoza Shukrullayevna,
Master's Student, Tashkent Puchon University

Abstract:

This article analyzes the potential of organizational psychology for forming and managing a positive psychological climate within the staff of preschool education organizations (PEOs). Organizational culture, psychological safety, leadership style, motivation, and burnout are examined in their interrelation. The author proposes criteria for assessing the psychological climate in a PEO, a system of management measures, and a step-by-step practical model. The article is based on theoretical analysis, and directions requiring empirical verification are identified.

Keywords

Organizational psychology, psychological climate, preschool education, organizational culture, psychological safety, preschool teacher, management, burnout

Introduction

In recent years, Uzbekistan's preschool education system has undergone far-reaching reforms: a separate ministry was established, enrollment was expanded, the number of non-state organizations grew, and the state curriculum 'Ilk Qadam' ('First Step') was introduced [1][2][3]. These changes require us to view educational quality not only through material resources and curricula, but also through the **psychological climate within the organization**.

The psychological climate in a PEO matters in two ways. First, it shapes the professional well-being of teachers, methodologists, medical staff, and management. Second, children's development, especially social-emotional growth, depends directly on the quality of relationships among adults and on the teacher's psychological state [4][5]. According to Bronfenbrenner's ecological systems theory, a child's development is shaped by a multi-level environment [6].

Organizational psychology is the field that studies human behavior in organizations, group processes, leadership, motivation, working conditions, and organizational change [7][8]. Its tools are still insufficiently used in PEO practice: management is often administrative and control-oriented, while the psychological aspects of the team remain overlooked.

This work is published under **CC BY-NC-ND 4.0**

The aim of the article is to systematize the theoretical foundations and practical tools of organizational psychology for forming and managing a positive psychological climate in PEOs.

Objectives: (1) to define key concepts; (2) to analyze organizational factors affecting the climate; (3) to propose assessment criteria; (4) to develop a management model.

2. Theoretical Foundations

2.1. The concept of psychological climate

Psychological climate refers to the shared perception of staff regarding relationships, rules, management behavior, and working conditions in an organization [9][10]. Organizational climate is a more **perceptual and changeable** phenomenon, whereas organizational culture is a deeper, more stable system of values and assumptions [11].[1] In Russian-language and Uzbek social psychology, a similar notion is studied as the 'socio-psychological climate,' characterized by team cohesion, mutual trust, and the quality of communication [12][13].

2.2. Key approaches in organizational psychology

The following approaches are the most useful for explaining the climate in PEOs (Table 1).

Table 1. Approaches in organizational psychology and their relevance to PEOs

Approach / theory	Core idea	Application in PEO management
Organizational culture (E. Schein) [11]	Culture operates on three levels: artifacts, espoused values, basic assumptions	Deliberately shaping institutional traditions, celebrations, and values of 'attitude toward the child'
Psychological safety (A. Edmondson) [14]	Belief that one will not be punished for speaking up or making a mistake	Discussing errors openly, encouraging teachers' initiative
Self-determination theory (E. Deci, R. Ryan) [15]	Satisfying needs for autonomy, competence, and relatedness strengthens intrinsic motivation	Freedom in choosing teaching formats, professional development, belonging to the team
Job Demands–Resources model (A. Bakker, E. Demerouti) [16]	High demands and lack of resources lead to burnout; resources foster engagement	Distributing workload, support, fair reward systems
Burnout (C. Maslach, M. Leiter) [17]	Emotional exhaustion, depersonalization, reduced accomplishment	Early detection, supervision, rest, and psychological support
Positive psychology (M. Seligman) [18]	Well-being: positive emotion, engagement, relationships, meaning, accomplishment	Team events, a culture of gratitude, building on strengths
Transformational leadership (B. Bass) [19]	Leader inspires, treats people individually, stimulates intellectually	Director and methodologist as role models, creating a vision

[1] Psychological climate and organizational culture are not the same: climate is the current shared perception, whereas culture is a deeper and more stable system of values and assumptions (Schein, 2010).

This work is published under CC BY-NC-ND 4.0

3. Factors Affecting the Psychological Climate in PEOs

Based on the literature, the factors affecting the climate in PEOs can be divided into four groups: **organizational, interpersonal, personal-professional, and external** (Table 2).

3.1. Leadership style and communication

The director's style is the main shaper of the climate. In educational organizations, a supportive, trust-based leadership style has been linked to teachers' job satisfaction and organizational commitment [20][21]. An authoritarian style may secure discipline in the short term, but it weakens initiative and open communication [22]. Because PEO teachers spend the day with children, they have little time for communication with colleagues; therefore, a balance of formal channels (pedagogical council) and informal ones (short morning meetings) is important.

3.2. Psychological safety and team trust

Edmondson defines psychological safety as team members' sense of safety in taking interpersonal risks and links it to team learning [14].[2] In a PEO, this appears, for example, when a teacher openly discusses a conflict situation with a child with the methodologist rather than hiding it. A punitive climate leads to concealment of incidents, which is also dangerous from the standpoint of children's safety.

3.3. Workload, motivation, and burnout

The preschool teaching profession demands high emotional labor: constant patience, maintaining a positive demeanor, and working with many children [17][23].[3] From the perspective of the Job Demands–Resources model, heavy workload, paperwork, and difficult relations with parents can be seen as 'demands,' whereas team support, autonomy, and fair rewards are 'resources' [16].[4] When resources are insufficient, the risk of burnout increases.

3.4. Cooperation with parents

The organizational climate is not limited to the internal team. The quality of cooperation with parents affects both the teacher's job satisfaction and the child's adjustment [6][24].

[2]Psychological safety does not mean 'low demands'; according to Edmondson, high standards combined with psychological safety create an effective learning zone (Edmondson, 1999).

[3]Burnout is a three-dimensional syndrome: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016).

[4]The Job Demands–Resources (JD-R) model explains that job demands are linked to exhaustion, while resources are linked to work engagement (Bakker & Demerouti, 2007).

This work is published under CC BY-NC-ND 4.0

Therefore, clear communication rules and a unified approach to working with parents should be regarded as part of the climate.

Table 2. Classification of factors affecting the psychological climate in PEOs

Factor group	Specific factors	Positive manifestation	Negative manifestation
Organizational	Leadership style, rules, workload, rewards	Clear and fair rules, participatory management	Control- and punishment-based management, unclear tasks
Interpersonal	Communication, trust, conflict resolution	Open communication, mutual help	Gossip, cliques, hidden conflicts
Personal-professional	Motivation, competence, emotional stability	Desire for professional growth, job satisfaction	Burnout, indifference, dissatisfaction with the profession
External	Relations with parents, society, and agencies	Cooperation and respect	Excessive demands, low social status

4. Tasks of Organizational Psychology in PEO Management

In PEO practice, organizational psychology performs four main tasks: **diagnosis, design, intervention, and monitoring**.

1) Diagnosis. Assessing the climate through questionnaires, observation, and interviews [9][10]. International instruments should be adapted to the PEO context; anonymity and discussing results with the team increase the reliability of diagnosis.

2) Design. Jointly developing the mission and values, reviewing work processes, and clarifying roles. Job descriptions and workload standardization are the basis of this stage [25].

3) Intervention. Trainings, supervision, mentoring, team-building activities, and conflict management.

4) Monitoring. Regularly tracking climate indicators and evaluating the effects of changes.

Table 3. Tools of organizational psychology and expected outcomes

Task	Tool	Frequency	Expected outcome
Diagnosis	Anonymous survey, focus group, observation	1–2 times a year	Identifying problem areas
Design	Values workshop, task matrix	Once a year	Clarity of roles and shared goals
Intervention	Supervision, mentoring, communication training	1–2 times a month	Improved cooperation and competence
Intervention	Stress management and emotional recovery sessions	Quarterly	Reduced burnout risk
Monitoring	Indicator tracking, repeat survey	Twice a year	Evaluating effects and correcting course

This work is published under CC BY-NC-ND 4.0

5. Criteria for Assessing a Positive Psychological Climate

To manage the climate, it must be measured. The following criteria, grounded in theoretical analysis and to be tested in practice, are proposed.[5]

Table 4. Criteria and indicators of a positive psychological climate

Criterion	Indicators	Assessment method
Trust and safety	No fear of speaking up; open discussion of mistakes	Questionnaire adapted from Edmondson's scale [14]
Cohesion	Sense of belonging to the team; mutual help	Sociometry, observation
Relationship with management	Fairness, support, participation in decisions	360° assessment of leadership style
Professional well-being	Job satisfaction, burnout level	Maslach Burnout Inventory (MBI) [17]
Development opportunities	Professional development, freedom of initiative	Interview, professional development reports
Quality of interaction with children	Warmth, sensitivity, positive discipline	Classroom observation tool (CLASS) [5]

These criteria are interrelated: for example, if psychological safety is low, the results of evaluating management may also be distorted.[6] Therefore, using several methods together is recommended.

6. A Model for Managing the Psychological Climate in PEOs

Based on the analysis, a four-stage model is proposed (Table 5).

Table 5. A step-by-step model for managing a positive climate in a PEO

Stage	Content	Responsible	Duration	Outcome indicator
1. Preparation	Assessing the climate, agreeing on goals with the team	Director, practicing psychologist	1–2 months	Baseline assessment, shared goal
2. Values and rules	Team code, communication rules, clarity of tasks	Director, methodologist, teachers	2–3 months	Adopted rules document
3. Development	Supervision, mentoring, trainings, team events	Methodologist, psychologist	6–12 months	Participation, growth in competence
4. Monitoring and consolidation	Re-assessment, recognizing successes, adjustments	Director, working group	Ongoing	Dynamics of indicators

[5] Tables 4 and 5 are the author's proposals based on theoretical analysis and are not official regulatory documents.

[6] CLASS (Classroom Assessment Scoring System) is an observational system for assessing the quality of teacher–child interactions (Pianta et al., 2008).

This work is published under CC BY-NC-ND 4.0

Practical principles of the model:

- **Participation:** changes are planned with the team itself, because rules imposed by force meet resistance [26].
- **Openness:** results are returned to the team and used for development, not for punishment.
- **Recognition:** successes are regularly acknowledged, strengthening positive emotions and a sense of meaning [18].[7]
- **Resource balance:** when workload increases, support increases as well [16].
- **Systematic approach:** practices embedded in the management process rather than isolated events.

7. Discussion and Limitations

The analysis shows that using organizational psychology tools in PEO management means a shift from traditional administrative control to management based on **trust and participation**. This shift requires developing directors' management competence, ensuring that the position of practicing psychologist works in reality in PEOs, and standardizing workload.

Limitations of the article: (a) the proposed criteria and model have not been empirically tested; (b) foreign theories must be adapted to the local cultural context (collectivism, respect for hierarchy, family values) [27]; (c) conditions differ between state and non-state PEOs. Future research should adapt the instruments into Uzbek and conduct pilot studies.

8. Conclusion

1. A positive psychological climate is an important condition of PEO quality and is directly linked to teachers' well-being and children's development.
2. Organizational culture, leadership style, psychological safety, motivation, and burnout are the main determinants of the climate.
3. Organizational psychology allows the climate to be managed scientifically through diagnosis, design, intervention, and monitoring.
4. The proposed criteria system and four-stage model may serve as a practical guide for PEO management, but they must be tested in the local context.

References

Regulatory and legal documents

1. Law of the Republic of Uzbekistan 'On Preschool Education and Upbringing,' 16 December 2019, No. ZRU-595 (in Uzbek).
2. Decree of the President of the Republic of Uzbekistan 'On Additional Measures to Fundamentally Improve the Preschool Education System,' 30 September 2017, No. PF-5198 (in Uzbek).

[7] PERMA is Seligman's well-being model: Positive emotion, Engagement, Relationships, Meaning, Accomplishment (Seligman, 2011).

3. 'Ilk Qadam' State Curriculum. Ministry of Preschool Education, 2018 (in Uzbek).

International literature

4. Hamre B. K., Pianta R. C. Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade // Child Development. 2001. Vol. 72(2). P. 625–638.

5. Pianta R. C., La Paro K. M., Hamre B. K. Classroom Assessment Scoring System (CLASS) Manual, Pre-K. Baltimore: Paul H. Brookes, 2008.

6. Bronfenbrenner U. The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Harvard University Press, 1979.

7. Spector P. E. Industrial and Organizational Psychology: Research and Practice. 7th ed. Hoboken: Wiley, 2016.

8. Robbins S. P., Judge T. A. Organizational Behavior. 17th ed. Pearson, 2017.

9. Schneider B., Ehrhart M. G., Macey W. H. Organizational climate and culture // Annual Review of Psychology. 2013. Vol. 64. P. 361–388.

10. Ashkanasy N. M., Wilderom C. P. M., Peterson M. F. (eds.). Handbook of Organizational Culture and Climate. 2nd ed. Thousand Oaks: Sage, 2011.

11. Schein E. H. Organizational Culture and Leadership. 4th ed. San Francisco: Jossey-Bass, 2010.

Local and CIS literature

12. Andreyeva G. M. Social Psychology. Moscow: Aspekt Press, 2005 (in Russian).

13. G'oziev E. G'. General Psychology. Tashkent: O'qituvchi, 2002 (in Uzbek).

International literature (continued)

14. Edmondson A. Psychological safety and learning behavior in work teams // Administrative Science Quarterly. 1999. Vol. 44(2). P. 350–383.

15. Deci E. L., Ryan R. M. The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior // Psychological Inquiry. 2000. Vol. 11(4). P. 227–268.

16. Bakker A. B., Demerouti E. The Job Demands–Resources model: State of the art // Journal of Managerial Psychology. 2007. Vol. 22(3). P. 309–328.

17. Maslach C., Leiter M. P. Understanding the burnout experience: recent research and its implications for psychiatry // World Psychiatry. 2016. Vol. 15(2). P. 103–111.

18. Seligman M. E. P. Flourish: A Visionary New Understanding of Happiness and Well-being. New York: Free Press, 2011.

19. Bass B. M., Riggio R. E. Transformational Leadership. 2nd ed. Mahwah: Lawrence Erlbaum, 2006.

20. Hoy W. K., Miskel C. G. Educational Administration: Theory, Research, and Practice. 9th ed. New York: McGraw-Hill, 2013.

21. Leithwood K., Jantzi D. Transformational school leadership effects: A replication // School Effectiveness and School Improvement. 1999. Vol. 10(4). P. 451–479.

22. Lewin K., Lippitt R., White R. K. Patterns of aggressive behavior in experimentally created "social climates" // Journal of Social Psychology. 1939. Vol. 10. P. 271–299.

This work is published under **CC BY-NC-ND 4.0**

23. Jeon L., Buettner C. K., Snyder A. R. Pathways from teacher depression and child-care quality to child behavioral problems // Journal of Consulting and Clinical Psychology. 2014. Vol. 82(2). P. 225–235.
24. Epstein J. L. School, Family, and Community Partnerships. 3rd ed. Thousand Oaks: Corwin, 2011.
25. Hackman J. R., Oldham G. R. Motivation through the design of work: Test of a theory // Organizational Behavior and Human Performance. 1976. Vol. 16(2). P. 250–279.
26. Kotter J. P. Leading Change. Boston: Harvard Business School Press, 1996.
27. Hofstede G., Hofstede G. J., Minkov M. Cultures and Organizations: Software of the Mind. 3rd ed. New York: McGraw-Hill, 2010.

This work is published under **CC BY-NC-ND 4.0**