

SCIENTIFIC AND PEDAGOGICAL FOUNDATIONS OF THE RELATIONSHIP BETWEEN THE MANAGEMENT COMPETENCIES OF GENERAL SECONDARY EDUCATION LEADERS AND EDUCATIONAL EFFECTIVENESS

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АННОТАЦИЯ. В тезисе рассматривается взаимосвязь между управленческими компетенциями руководителей общеобразовательных организаций и эффективностью образовательного процесса. Особое внимание уделяется стратегическому управлению, принятию управленческих решений, развитию педагогического коллектива и повышению качества образования.

Ключевые слова: управленческие компетенции, руководитель школы, образовательная эффективность, стратегическое управление, качество образования.

ABSTRACT. The thesis examines the relationship between the management competencies of general secondary education leaders and educational effectiveness. Particular attention is paid to strategic management, decision-making, professional development of teachers, and improving the quality of education.

Keywords: management competencies, school leadership, educational effectiveness, strategic management, education quality.

The relationship between management competencies and educational effectiveness can be considered as a multidimensional process. The competencies of a school leader influence the way organizational resources are managed, decisions are made, teachers are supported, innovations are introduced, and educational objectives are implemented. Consequently, leadership competencies can influence educational effectiveness both directly through management decisions and indirectly through the organizational environment created within the school.

Strategic planning represents one of the fundamental competencies of an effective school leader. A school development strategy should be based on clearly defined objectives, analysis of existing conditions, identification of development priorities, and measurable performance indicators. Without systematic planning, educational reforms may remain fragmented initiatives rather than becoming sustainable institutional practices. Therefore, strategic management enables school leaders to connect national educational priorities with the specific needs and capabilities of individual schools. Another important dimension is evidence-based decision-making. Modern educational management increasingly requires leaders to use reliable information about students' learning outcomes, teacher performance,

attendance, professional development, school resources, and stakeholder feedback. Decisions based on systematic analysis can improve the allocation of resources and help identify areas requiring intervention. In this regard, data should not be regarded merely as a reporting instrument but as a managerial resource for institutional development. Communication and collaboration are also essential components of leadership competence. Educational reforms directly affect teachers, students, parents, and other stakeholders. If the objectives and expected outcomes of changes are not communicated effectively, resistance or misunderstanding may emerge within the organization. OECD research indicates that professional collaboration and teacher participation in school development processes are important dimensions of effective educational environments [2]. Thus, school leaders need to establish mechanisms through which teachers can express their views, participate in decision-making, exchange professional experience, and contribute to institutional development. Teacher professional development represents another important link between leadership competencies and educational effectiveness. School leaders influence professional learning by creating opportunities for training, mentoring, peer observation, collaborative lesson planning, and methodological exchange. A school in which professional development is integrated into everyday organizational practice is more capable of responding to changes in curricula, assessment systems, digital technologies, and pedagogical approaches. Change management is particularly important in the context of educational reform. The introduction of new curricula, digital platforms, assessment systems, and innovative teaching approaches may require changes in established organizational practices. Effective change management involves diagnosing the current situation, defining the desired state, communicating the purpose of change, involving stakeholders, providing necessary support, monitoring implementation, and adjusting strategies when required.

Consequently, the leader's ability to manage change is directly connected with the sustainability of educational innovations.

Figure 1. Relationship Between School Leaders' Management Competencies and Educational Effectiveness

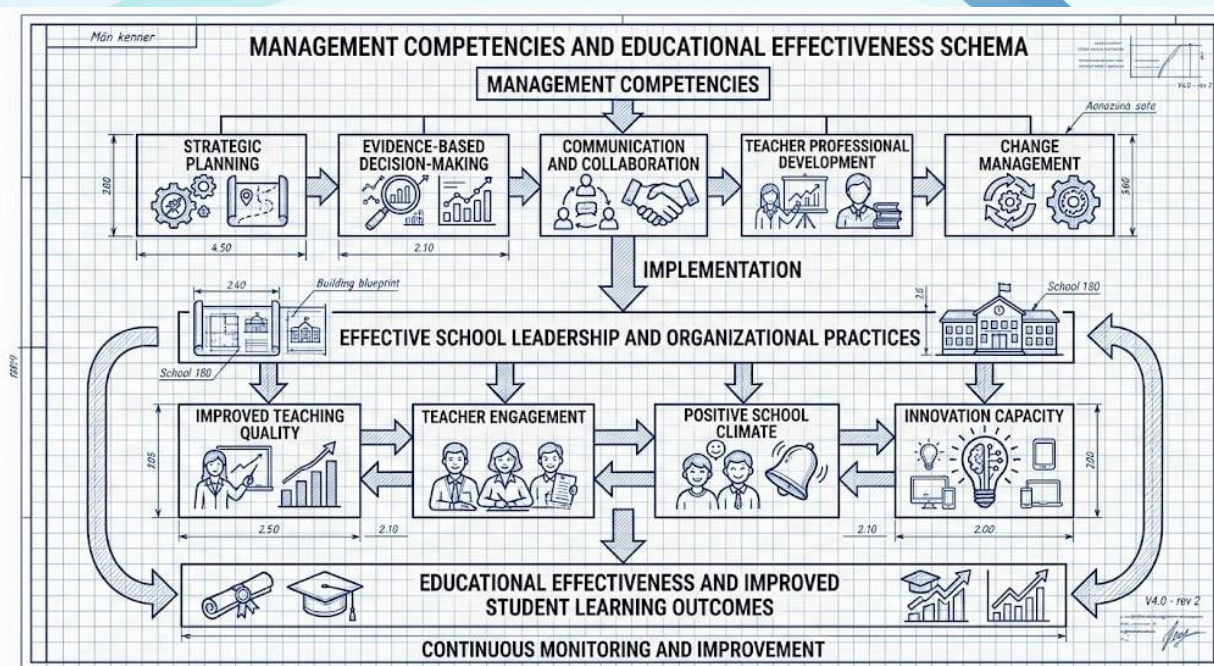


Figure 1 demonstrates that educational effectiveness should not be viewed as the result of a single managerial action. Rather, it emerges through the interaction of leadership competencies, organizational practices, teacher engagement, and continuous improvement mechanisms. The Research Problem Despite the increasing importance of school leadership, the development of management competencies does not always correspond to the complexity of contemporary educational reforms. The main problem is therefore not simply the existence of managerial authority, but the extent to which school leaders are able to transform this authority into effective strategic, pedagogical, and organizational leadership. In practice, differences may occur in school leaders' abilities to plan strategically, use evidence for decision-making, communicate with teachers, manage organizational change, motivate staff, and monitor educational outcomes. Such differences may affect the implementation of reforms and the capacity of schools to achieve sustainable improvements. This creates a need for competency-based approaches to leadership development and for systematic mechanisms to connect leadership development with institutional performance. For Uzbekistan, this issue is particularly relevant because the ongoing modernization of the education system requires schools to respond to new curricular requirements, digital transformation, competency-based approaches, and changing expectations regarding education quality. The effectiveness of these reforms depends not only on policy design at the national level but also on the capacity of individual educational organizations to implement them effectively. Therefore, the central research problem can be formulated as follows: *how can the management competencies of general secondary education leaders be systematically developed to strengthen organizational capacity and improve educational effectiveness?* Addressing this problem requires an integrated approach that combines leadership development, strategic management, teacher

participation, evidence-based decision-making, professional learning, change management, and continuous monitoring.

The analysis demonstrates that management competencies of general secondary education leaders constitute an important pedagogical and organizational resource for improving educational effectiveness. Strategic planning, evidence-based decision-making, effective communication, teacher professional development, and change management collectively contribute to the creation of a supportive and development-oriented school environment [1; 2]. Educational effectiveness should consequently be understood not only through students' academic achievements but also through the quality of teaching, teacher engagement, organizational climate, professional collaboration, innovation capacity, and the school's ability to implement and sustain educational reforms. Strengthening the management competencies of school leaders can therefore create the organizational conditions necessary for continuous improvement. In this regard, leadership development should become a systematic process rather than a one-time training activity. It should include continuous professional learning, practical problem-solving, reflective leadership, peer collaboration, evidence-based management, and monitoring of institutional outcomes. Such an approach can strengthen the capacity of general secondary education organizations to respond effectively.

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