



IMPROVING THE MECHANISMS FOR STRATEGIC DECISION-MAKING IN THE DEVELOPMENT OF GENERAL SECONDARY SCHOOL PROGRAMS

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<https://doi.org/10.5281/zenodo.21903316>

Abstract: This article examines the improvement of strategic management decision-making mechanisms in the development of programs for the advancement of general secondary schools. The study analyzes organizational and pedagogical aspects of identifying development prospects of educational institutions, ensuring the effective use of available resources, and improving the evidence-based nature and effectiveness of management decisions. Particular attention is paid to the importance of strategic planning, data-driven management, stakeholder participation, as well as monitoring and evaluation mechanisms in developing school development programs. The article presents proposals and recommendations aimed at improving the process of strategic management decision-making and increasing the effectiveness of managing the development of general secondary schools.

Keywords: general secondary education, educational institution, strategic management, management decisions, development program, strategic planning, quality of education, management effectiveness, monitoring, evaluation.

The development of the education system is a necessary condition for achieving the target indicators set forth in the Law "On Education," one of the strategic documents of New Uzbekistan. It is worth noting that the effective management of the education system, particularly general secondary education, has become a distinct necessity in every era, and this cannot be realized without adopting well-conceived strategic decisions.

As a key focus of modern educational management, the development and effective governance of general secondary education is becoming an integral part of a school leader's responsibilities. This process, especially in the context of New Uzbekistan, is inextricably linked with systemic reforms aimed at improving educational quality, ensuring the managerial effectiveness of educational institutions, and developing the professional competencies of leaders. As President Sh. Mirziyoyev emphasized, "It is impossible to change a person, to change society, without changing the school"¹. From this perspective, the content of management functions in general secondary educational institutions and the competence requirements for the activities of managers are also reflected in regulatory legal acts.

Specifically, since 2016, requirements for the necessary knowledge, skills, qualifications, and competencies of a school principal have been defined as separate labor functions in their professional standard. This approach defines the need to improve the activities of the head of a general secondary educational institution based not only on administrative management but also on modern management principles such as strategic planning, education quality

¹ <http://insonhuquqlari.uz/oz/news/presidential-views-on-schooling>

management, team development, efficient resource use, and the organization of innovative management. Organizing the managerial activities of the head of a general secondary educational institution based on modern requirements, developing their professional and managerial competencies, and ensuring the strategic development of the educational institution serve as an important condition for increasing management efficiency in the education system of New Uzbekistan.

At the same time, it is noted in some studies that the priority level of the strategic management function of a general secondary education institution in the activities of a school principal is relatively low. For example, in the scientific conclusions of some researchers, the strategic management of the school ranks sixth in importance among the important tasks of the director's activities². This situation indicates the need to revise the relationship between daily administrative tasks and long-term strategic development tasks in the management of an educational institution.

In the conditions of New Uzbekistan, the substantive and organizational renewal of the general secondary education system, the increasing requirements for the quality of education, and the growing need to determine school development strategies further increase the relevance of strategic management of educational institutions. In the activities of a school principal, it is important to ensure the coordination of management functions, such as strategic planning, setting future goals, effectively allocating available resources, identifying potential risks and problems in advance, and evaluating the effectiveness of management decisions.

Before implementing the empirical stage of the study, existing scientific and theoretical approaches to strategic school management were studied in detail, specifically the theoretical and methodological foundations necessary for the preparation, adoption, and implementation of management decisions³. Also, the role of modern management in the management of educational institutions⁴, organizational and pedagogical aspects of managing a general secondary education institution, as well as management mechanisms ensuring the effectiveness of the leader's activities, were analyzed. The results of this analysis served as a theoretical basis for identifying effective models and mechanisms for the strategic management of a general secondary education institution.

Issues of school management and the development of educational institutions have been studied for many years by A.M. Moiseyev,⁵ M.M. Potashnik and V.S. Lazarev⁶, S.G. Molchanov⁷ is widely covered in the scientific research of scholars such as. These studies scientifically substantiate the theoretical and practical foundations of managing a general secondary

² Гришина И.В., Волков В. Н. Анализ особенностей управленческой деятельности руководителя школы в современных условиях // Научно-теоретический журнал. Вып. 2(39). 2019. С. 22–30.

³ Москвитин Г. И., Козырев В. А., Астахова Н. И. Теория и практика принятия управленческих решений / под ред. Москвитина Г. И. М. : КНОРУС, 2021. 340 с.

⁴ Демин Г. А. Управленческие решения [Электронный ресурс]: учебное пособие. Пермский государственный национальный исследовательский университет. Пермь, 2020. 2,54 Мб; 92 с. URL: <http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/demin-upravlencheskie-resheniya.pdf>. (дата обращения 28.07.2023)

⁵ Моисеев А. М. Программа развития: как разработать главный стратегический документ школы : практико-ориентированное научно-методическое пособие в вопросах и ответах для руководителей общеобразовательных организаций. М. : Перспектива, 2016. 340 с.

⁶ Управление развитием школы: пособие для руководителей образовательных учреждений / под ред. М. М. Поташника и В. С. Лазарева. М. : Новая школа, 1995. 462 с.

⁷ Молчанов С. Г. Программа развития: теория и практика: монография. – Челябинск : Библиотека А. Миллера, 2019. 141 с

education institution, planning school development, improving management processes, and organizing strategic management based on a school development program.

An analysis of these theoretical approaches shows that strategic management involves defining the long-term development goals of an educational institution, evaluating existing opportunities and resources, and implementing promising tasks. However, the concept of "strategic management decision," which is an important structural element of this process, has not been sufficiently disclosed as an independent scientific category in terms of the specifics of the activities of a general secondary educational institution.

Specifically, the process of preparing and making strategic management decisions is interpreted primarily based on the principles established in general management theory. However, in a general secondary education institution, a strategic management decision must be developed and implemented taking into account specific factors such as the quality of education, the professional potential of the teaching staff, the educational needs of students, cooperation with parents and the public, available material and financial resources, and the priorities of state educational policy. Therefore, improving the content of strategic management of a general secondary education institution in the conditions of New Uzbekistan, identifying the pedagogical and managerial features of a strategic management decision, and developing effective mechanisms for its preparation, adoption, and implementation is one of the urgent scientific and practical tasks of management in education.

In a number of foreign countries, this approach is interpreted as a democratic, decentralized management model. The main feature of this model is that the subject of school development management is not limited to the administration of the educational institution, but also includes other entities interested in the educational process. In this regard, taking into account the opinions, experience, and needs of various stakeholders in the process of developing and making management decisions is an important principle.

Commenting on this approach, M.M. Potashnik pays special attention to the "broad participation" of the teaching staff in the management process alongside the school administration⁸. A.M. Moiseev emphasizes the need to involve "almost the entire school collective, even its partners," in the composition of management entities⁹. In the views of both scholars, collective participation in managing the development of an educational institution, cooperation between stakeholders, and the joint development of management decisions are considered essential conditions for effective management.

When evaluating this approach from the perspective of managing general secondary education institutions in the context of New Uzbekistan, the significance of the participatory management model increases even further. Because in the process of developing a modern school, along with the director and administration, establishing effective cooperation with the teaching staff, students, parents, the public, and educational institution partners serves to increase the viability and effectiveness of management decisions. In particular, taking into account the needs and proposals of stakeholders in the development of strategic decisions strengthens the openness, transparency and accountability of management.

⁸ Управление развитием школы: пособие для руководителей образовательных учреждений / под ред. М. М. Поташника и В. С. Лазарева. М. : Новая школа, 1995. 462 с.

⁹ Моисеев А. М. Как выявлять, осмысливать и описывать опыт стратегического управления школой: науч.-метод. пособие для руководителей общеобразовательных организаций / под ред. О. М. Моисеевой. М. : АСОУ, 2016. 364 с

At the same time, the participatory management model is not the only management model. In management theory, one of its alternative approaches is the administrative or centralized management model. In this model, the authority to develop and make key management decisions is primarily concentrated within the administration of the educational institution. Although the speed of the management process and the clear distribution of powers are important in such an approach, the participation of stakeholders in decision-making is relatively limited.

Consequently, centralized and participatory models in the strategic management of a general secondary education institution have their own advantages and limitations. Therefore, in modern school management, rather than contrasting these models, it is important to determine their optimal ratio based on the content of management tasks, the nature of the decision being made, and the conditions of the educational institution's development.

In foreign studies related to the topic, the level of participation of various stakeholders in the processes of developing and making management decisions in the educational institution was also studied¹⁰. These studies analyze decentralized and participatory management mechanisms used to improve the quality of educational services, ensure management efficiency, and more broadly involve stakeholders in the educational institution's development process.

At the same time, it has not been sufficiently clarified to what extent the process of transitioning from a centralized management model to a democratic, decentralized management model in general secondary education institutions in New Uzbekistan has been implemented, nor have the organizational mechanisms for decision-making by management teams been prioritized under current conditions. The limited scope of modern empirical research in this field necessitates a more in-depth study of educational institution management and management decision-making processes.

In his scientific and methodological works, A.M. Moiseev also emphasizes the need for a more in-depth scientific study of school management, specifically the processes of developing and making management decisions¹¹. This situation indicates the need to determine the organizational and pedagogical foundations for making strategic management decisions, improve the distribution of powers and responsibilities between management entities, and develop management mechanisms corresponding to the development goals of the educational institution.

This scientific problem is of particular relevance for the management processes of general secondary educational institutions in the conditions of New Uzbekistan. This is because, in the context of updates in the education system, one of the important scientific and practical tasks of educational management is to develop the strategic management competencies of a school

¹⁰ Olorunsola E. O., Abiodun-Oyebaji O. A. J. Teachers participation in decision making process in secondary schools in Ekiti State, Nigeria [Electronic resource] // International Journal of Education Administration and Policy Studies . 2011. Vol. 3(6), pp. 78–84. URL: <http://www.academicjournals.org/JEAPS> (accessed: 27.07.2023). //Kipkoech L. Ch., Chesire S. The levels of teachers' involvement in managerial decision making in schools in Kenya // Problems of education in the 21st century. 2011. Vol. 34, (1), pp. 79–87. DOI: <http://dx.doi.org/10.33225/pec/11.34.79> //Androniceanu A., Ristea B. Decision Making Process in the Decentralized Educational System // Procedia - Social and Behavioral Sciences. 2014. Vol. 149. Pp. 37–42. DOI: <http://dx.doi.org/10.1016/j.sbspro.2014.08.175>

¹¹ Моисеев А. М. Как выявлять, осмысливать и описывать опыт стратегического управления школой: науч.-метод. пособие для руководителей общеобразовательных организаций / под ред. О. М. Моисеевой. М. : АСОУ, 2016. 364 с.

principal, ensure the optimal participation of stakeholders in management decision-making, and determine the effective ratio of centralized and participatory management mechanisms.

In this regard, there is a need to conduct a series of studies aimed at studying the mechanisms for developing and making strategic and tactical management decisions by school teams using models of strategic management for general secondary education institutions, specifically the process of developing and implementing a school development program. At the same time, primary attention is paid not only to the content of management decisions but also to the organizational and pedagogical conditions ensuring the interaction of management entities in their development and adoption, the distribution of powers, and the implementation of decisions.

Within the framework of the study, the concept of "management decision" is interpreted as "the product of management labor, and its adoption is the process that leads to the emergence of this product"¹². This approach allows for the management decision to be viewed as the final result of management activity, and the decision-making process as a consistent management process that shapes this result.

The management decision-making mechanism is understood as a sequence of actions by system entities aimed at selecting the most optimal decision among available alternatives to achieve a specific goal, as well as a system of interaction between them¹³. M.M.Potashnik va A.M.Moiseyev¹⁴ in his research, the sequence of these actions is expressed through the concept of "organizational management mechanism."

From the perspective of a general secondary education institution, the management decision-making mechanism encompasses interconnected stages such as goal setting, analysis of the current situation, development of alternative solutions, their evaluation, selection of an optimal solution, implementation of the decision, and monitoring of the achieved results. In this regard, the effectiveness of strategic management decisions depends not only on the content of the decision but also on how systematic, evidence-based, collaborative, and effective the process of its development and adoption is organized.

Improving this mechanism in the conditions of New Uzbekistan allows for the clear definition of development goals for general secondary education institutions, the rational use of available resources, the mobilization of the management potential of the teaching staff, and ensuring the effectiveness of management decisions aimed at improving the quality of education.

Since the study provides for the study of strategic management decision-making mechanisms during the development of a general secondary education institution's development program, the regulatory legal acts governing this process were primarily analyzed. However, in the current regulatory legal acts, there is no single clear definition of the content and structure of the concept of "school development program."

¹² Демин Г. А. Управленческие решения [Электронный ресурс]: учебное пособие. Пермский государственный национальный исследовательский университет. Пермь, 2020. 2,54 Мб; 92 с. URL: <http://www.psu.ru/files/docs/science/books/uchebnie-posobiya/demin-upravlencheskie-resheniya.pdf>. (дата обращения 28.07.2023).

¹³ Евсеева С. А. Анализ подходов к определению сущности механизма управления // Проблемы современной экономики. 2014. № 2(50). С. 164–167.

¹⁴ Моисеев А. М. Программа развития: как разработать главный стратегический документ школы : практико-ориентированное научно-методическое пособие в вопросах и ответах для руководителей общеобразовательных организаций. М. : Перспектива, 2016. 340 с.

Issues regarding the procedure for developing a development program are also covered in scientific and methodological manuals dedicated to school management, where special attention is paid to the recommended management processes, their consistency, and the management entities involved in these processes. At the same time, methodological recommendations have been developed for the algorithm for developing the development program, which differ from each other in different regions. The practice of developing and subsequently implementing a development program by school management teams has a history of more than 30 years. However, the issues of how this strategic management practice is organized in real conditions, which subjects participate in the development and adoption of management decisions, and to what extent the practical process corresponds to the parameters of organizational management mechanisms recommended in scientific and methodological sources have not been sufficiently empirically studied¹⁵.

This situation necessitates a deeper study of the role of the development program in the process of strategic management of a general secondary education institution not only as a planning document but also as a management tool that integrates the development, adoption, and implementation of strategic management decisions. Especially in the conditions of New Uzbekistan, the issues of determining the development strategy of schools, making evidence-based management decisions, and ensuring the participation of stakeholders in the management process further increase the scientific and practical significance of this problem.

In this regard, this study seeks to answer the following fundamental scientific question:

What strategic decision-making mechanism do the management teams of educational organizations use in the process of developing a development program?

At the first stage of the study, a theoretical model of the strategic management decision-making mechanism was formulated during the development of the general secondary education institution's development program to systematize and analyze the results of empirical research. This model served to express the interconnectedness of the main subjects of the management decision-making process, their forms of participation, and the sequential stages of decision-making.

In order to form a theoretical framework, scientific and methodological manuals on school management and methodological recommendations developed for heads of educational organizations at the regional level were subjected to substantive analysis. As a result of the analysis, the most complete composition of management entities that may be directly or indirectly involved in the development of the development program was determined. These include: school principals, deputy principals, heads of methodological associations, teachers, members of collegial management bodies, parents, students, the founder, invited experts, public representatives, and partner organizations.

Defining the composition of management entities within such a wide range allows for the identification of participatory management mechanisms that involve the participation of various stakeholders, as well as strategic decision-making within the framework of administrative management. At the same time, in the study, the main unit of analysis is considered not the presence of each subject in the process, but their real participation and level of influence at a certain stage of decision-making.

¹⁵ Моисеев А. М. Управление школой в рамках стратегического подхода: особенности понимания сущности // Педагогика: история, перспективы. 2019. Т. 2, № 4. С. 37–69.

At the next stage of developing the theoretical model, the main stages of the strategic management decision-making process were identified. Processes such as problem identification and preliminary analysis, setting development goals, developing alternative strategic solutions, discussing and evaluating them, selecting the optimal solution, formalizing the decision, and monitoring the results of its implementation were taken into account.

Thus, the formulated theoretical framework made it possible to empirically study the mechanism of strategic management decision-making based on two interrelated aspects: "who makes the decision?" and "at what stages is the decision made?" This creates a methodological basis for identifying the current model of strategic management in a general secondary education institution, assessing the ratio of centralized and participatory management elements within it, and defining effective management mechanisms suitable for the conditions of New Uzbekistan.

In the second stage of the study, a qualitative study based on the semi-structured interview method was conducted to obtain detailed information on the mechanisms of strategic management decision-making by directors of general secondary educational institutions. This method made it possible to study the real management experience of principals in the process of developing a school development program, decision-making practice, and the participation of various management entities in this process based on their direct statements.

As a result of the theoretical and empirical research conducted, it was established that the mechanism for making strategic management decisions in the development of general secondary school development programs is an important component of educational institution management. The development program serves as a strategic document defining the future activities of the school and serves as a management tool that integrates the determination of the educational institution's goals and objectives, the assessment of available resources, the determination of priorities, and the development and implementation of management decisions.

The results of the study showed that the effectiveness of strategic management decisions depends not only on the managerial potential of the school principal or administration but also on ensuring an acceptable level of participation of various stakeholders in the decision-making process. From this perspective, it is advisable to develop participatory management mechanisms based on utilizing the capabilities of the pedagogical collective, collegial governing bodies, parents, students, experts, partner organizations, and public representatives while maintaining the strategic leadership of the director, rather than organizing management in a modern general secondary education institution solely based on a centralized administrative model.

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