

THE IMPACT OF PRINCIPALS' MANAGERIAL COMPETENCE ON EDUCATIONAL QUALITY (EVIDENCE FROM GENERAL SECONDARY SCHOOLS)

Abduvali Abdumalikovich Ismailov

Rector of the Abdulla Avloniy National Institute of Pedagogical Mastery,
PhD in Pedagogical Sciences, Associate Professor.

Abstract The present article investigates the influence of school principals' managerial competence on the quality indicators of education in general secondary schools. The professional, socio-psychological, and strategic management competencies of principals are considered as essential determinants of pedagogical process efficiency. The research elucidates the intrinsic linkages between leadership competence and teachers' professional performance, students' learning outcomes, as well as the psychological atmosphere of the school environment. The obtained results offer substantial practical implications for educational institution leaders, methodologists, and experts in educational administration and management.

Keywords: managerial competence, educational quality, school principal, pedagogical leadership, school management, educational effectiveness, school psychological climate

Annotatsiya. Mazkur maqolada umumiy o'rta ta'lim maktablarida rahbar boshqaruv kompetentligining ta'lim sifati ko'rsatkichlariga ta'siri tahlil qilingan. Maktab rahbarining kasbiy, ijtimoiy-psixologik va strategik boshqaruv ko'nikmalari pedagogik jarayon samaradorligini belgilovchi muhim omil sifatida ko'rib chiqilgan. Rahbar kompetentligining pedagoglar faoliyati, o'quvchilar natijalari hamda maktabdagi psixologik muhit bilan uzviy bog'liqligi ochib berilgan. Natijalar ta'lim muassasalari rahbarlari, metodistlar va ta'lim boshqaruvi sohasidagi mutaxassislar uchun amaliy ahamiyatga ega.

Kalit so'zlar: boshqaruv kompetentligi, ta'lim sifati, maktab rahbari, pedagogik boshqaruv, liderlik, ta'lim samaradorligi, psixologik muhit.

Introduction

Ensuring the quality of education is one of the priority tasks of the modern education system. The effectiveness of the educational process is directly related not only to the professional competence of teachers but also to the level of management of the educational institution. In this regard, the managerial competence of the school principal emerges as a strategic factor influencing the quality of education.

As noted in the literature, “In the current process of development, society requires leaders who possess specialized managerial training, high moral qualities, spiritual richness, and the ability to effectively manage interpersonal relationships in their activities” [1, p. 87].

Inadequate formation of managerial competence in principals of general secondary schools may adversely affect the quality of the instructional process, the professional activity of teachers, and students’ learning achievements. Consequently, the systematic development of principals’ managerial competence, combined with rigorous scientific study and analysis of its relationship with educational quality, constitutes one of the central problems in modern pedagogical research.

This article investigates the impact of school principals’ managerial competence on educational quality, drawing on evidence from general secondary education institutions. It provides a detailed analysis of the principal structural components of managerial competence and their functional significance within the educational process. The findings offer a solid scientific-methodological basis for formulating practical recommendations directed toward optimizing the management of educational institutions and elevating the overall quality of education.

The managerial competence of a school principal -represents the principal’s spiritual worldview, psychological-pedagogical potential, and organizational-technological capacity — in other words, it reflects the overall potential of their managerial capabilities and leadership possibilities.

This potential can be evaluated through the current state and effectiveness of the principal’s professional activity, while taking into account the distinctive scientific-methodological and innovative features inherent in the educational-upbringing process [1, p. 87].

Practical experience clearly shows that in schools where the management system is well-structured and effectively implemented, the pedagogical environment remains healthy, teachers demonstrate high levels of motivation, and students maintain stable and consistent academic achievement indicators. Conversely, deficiencies or inertia in management inevitably lead to a decline in the quality of education.

The purpose of the present article is to conduct a scientific analysis of the impact of school principals’ managerial competence on key indicators of educational quality.

Main Part

In the context of persistent contemporary challenges and rapid changes, where school principals face multiple responsibilities and limited resources, the modern school director must find time and energy for continuous self-education and self-improvement. By systematically developing managerial competence, the principal continuously enhances the quality and effectiveness of their professional activity — this constitutes an essential condition and guarantee of leadership success.

“Continuous professional and personal self-improvement must become an integral habit in the daily life of a manager” [2, pp. 3–4].

“The effectiveness of educational institution management activities is the effectiveness of the educational process organized on the basis of management activities

grounded in management principles, methods and approaches, as well as innovative technologies. Management effectiveness in educational institutions is determined by students' subject-specific knowledge acquisition, their mastery of modern technology and information technologies, the level of development of their intellectual abilities, as well as the growth in the knowledge, skills, and competencies of teachers and pedagogical staff, including the level of development of their pedagogical mastery and professional activities" [3, p. 161].

Management competence is the leader's ability to effectively manage an organization, direct human resources, make strategic decisions, and create a positive psychological climate. According to experts, "the management competence of a school principal is a complex, multi-component personal construct that requires systematic improvement and development and encompasses a set of professional knowledge, skills, experience, professional and personal qualities, leadership characteristics, ways of thinking, and pedagogical and managerial culture necessary for solving professional problems in the field of education."

A leader's management competence includes a number of structural components, which will be analyzed below.

Strategic management competence means a school leader's ability to plan for the school's future, set clear goals, and use resources properly. A leader with strategic thinking focuses on long-term results rather than only today's problems. This competence helps improve education quality by creating clear school development plans, organizing the teaching process systematically, and introducing innovations effectively. It can be developed through strategic planning training, using SWOT analysis, learning from successful schools, and making decisions based on data.

Organizational and management skills development refers to a leader's ability to organize work processes, distribute tasks, and conduct supervision and monitoring effectively. This includes the systematic organization of the teaching process, coordination of teachers' activities, elimination of unnecessary bureaucratic barriers, and the full implementation of digital education. It is advisable for school leaders to improve their knowledge, skills, and competencies by learning time management techniques, applying effective delegation methods, establishing monitoring and evaluation systems, and participating in professional development courses in management.

The development of communicative competence is demonstrated through a leader's ability to engage effectively with teachers, parents, and students. As a result, a climate of trust is established within the school community, conflicts are resolved constructively, and school partnerships are expanded and strengthened. Communicative competence can be enhanced by developing active listening skills, participating in conflict management training, fostering a culture of open communication, and applying collaborative discussion methods.

Achieving social and emotional stability refers to a leader's capacity to regulate emotions and maintain balance under conditions of stress, pressure, and conflict. This competence is essential for making thoughtful decisions in challenging situations, creating a positive psychological environment within the school, and reducing emotional tensions in the educational process. To develop these skills, school leaders are encouraged to practice stress management techniques, cultivate habits of reflection and self-assessment, participate in psychological training programs, and maintain a healthy balance between work and rest.

Leadership qualities are reflected in a leader's ability to inspire and guide the team and to manage change effectively. In improving educational quality, these qualities

contribute to increased teacher initiative, unity around shared goals, and the rapid adoption of innovations. The development of leadership competence can be supported through participation in practical leadership training, managing team-based projects, implementing systems for recognizing achievements, and applying motivational management approaches.

These competencies are interrelated, and their harmonious development enhances the effectiveness of school management. Strategic thinking provides direction, organizational skills establish structure, communicative competence strengthens collaboration, social and emotional stability maintains a healthy environment, and leadership drives the school community toward continuous improvement.

“An important component of the professional competence of the head of an educational organization is psychological and pedagogical competence. It is directly related to the effectiveness of interaction. It involves mastery of cognitive, emotional, and motor behaviors. Psychological and pedagogical competence is defined as the level of success in solving problem situations and presupposes the unity of indicative and executive components. Psychological and pedagogical competence is manifested both in professional self-awareness and in the ways of performing actions and skills, as well as in behavior.” [2, 7-b].

Decision-making skills of school leaders play a crucial role in improving the quality of school education. Making management decisions accurately and with a strategic perspective is a key factor in ensuring the sustainable development of educational quality. The main functions of managerial decision-making include analyzing information about the organization’s internal and external environment, its strengths and weaknesses, and the data necessary to achieve organizational goals and support effective decision-making.

A leader is the individual who makes decisions. Effective managerial decisions should meet the following requirements:

1. **Goal orientation** – clear focus on achieving a specific goal or a group of goals.
2. **Comprehensive justification** – the validity and soundness of the selected decision components.
3. **Target specificity** – directing the decision toward a particular managed object or specific executors.
4. **Consistency** – alignment with previously made or currently existing decisions.
5. **Compliance** – adherence to the rights and authorities assigned to a specific body or individual.
6. **Efficiency** – achieving concrete results with minimal resource expenditure.
7. **Timeliness** – decisions should be made neither prematurely nor with delay, but within the established timeframe.
8. **Compromise orientation** – minimizing the negative consequences of the decision.
9. **Completeness, conciseness, and clarity** [2, p. 44].

Managerial competence plays a decisive role in achieving high educational quality in schools. Educational quality is determined by the level of students' knowledge, skills, and competencies, the effectiveness of the pedagogical process, and the developmental characteristics of the school environment. It is reflected through indicators such as students' academic achievement, the effectiveness of teachers' professional performance, the psychological climate within the school, and the level of innovative activity.

When examining the mechanisms through which leadership competence influences educational quality, key factors include the support provided to teachers, the establishment of a fair assessment system, and the provision of opportunities for

professional development. As a result, teachers' motivation increases, leading to improvements in instructional quality.

A leader's communicative and social-emotional competence contributes to the formation of a healthy socio-psychological environment within the school. As a result, conflicts are reduced and collaboration is strengthened. In strategic school management, these competencies support the effective planning of the educational process, the establishment of monitoring and evaluation systems, and the active implementation of innovations. This, in turn, leads to a sustainable improvement in students' academic outcomes [1, p. 126].

In our view, the actions performed by the school principal in daily practice, that is, the management process itself, should be continuously evaluated. This approach makes it possible to identify shortcomings in the principal's managerial competence that emerge during the management process and to address them in a timely manner. Such evaluation is carried out through assessments by the school's pedagogical staff as well as through the principal's self-assessment, focusing on leadership qualities and leadership behaviors manifested in various management contexts. Moreover, this criterion allows for the assessment of how effectively knowledge, skills, and competencies in the field of management are applied in professional practice.

As an analytical conclusion, it can be stated that a leader's managerial competence is one of the key factors that directly and indirectly influence the quality and effectiveness of education. The leader's strategic thinking, decision-making ability, team management skills, and capacity to apply innovative approaches largely determine the overall performance outcomes of an educational institution. In particular, managerial competence plays a decisive role in coordinating teachers' activities, supporting their professional development, and providing motivation.

Furthermore, effective management contributes to the formation of a healthy socio-psychological environment within the school. Such an environment enhances teachers' work productivity, strengthens collaboration and a sense of responsibility within the team, and encourages students' interest in the learning process.

As a result, students' academic achievement, educational development indicators, and overall learning outcomes show positive improvement. Conversely, a low level of managerial competence among school leaders leads to disorganization in the educational process, lack of coordination in teachers' activities, instability within the school environment, and a decline in motivation. This situation, in turn, causes a decrease in educational quality and prevents the full achievement of expected outcomes.

Therefore, under the conditions of the modern education system, the continuous development of school leaders' managerial competence through professional development programs, training sessions, and the integration of innovative management technologies is considered one of the most important priorities. This approach ensures the sustainable development of educational institutions and contributes to the provision of competitive, high-quality education.

References

1. Sh.Po'latov "Ta'lim menejmenti yohud ta'lim tashkilotini ilmiy-metodik boshqarishga innovatsion yondashuv" O'quv qo'llanma. "Yosh kuch" T.: 2022
2. R.X.Djurayev, S.T.Turg'unov "Ta'lim menejmenti". T.: "Vorish-nashriyot". 2006.
3. L.Sultonova "Maktab direktorining boshqaruv kompetensiyasi" O'quv qo'llanma. "Yangi nashr" MChJ, 2024.
4. Abdurazzoqov T.A. "Umumta'lim muassasalarida boshqaruv kompetentligini rivojlantirishning zamonaviy yondashuvlari." O'qituvchi va jamiyat 23(2), 2019-y. 87-94 betlar.
5. Jumayev M.Sh. "Rahbarlik kompetentligi va ta'lim muassasalarida strategik boshqaruv." Ta'lim va innovatsiyalar 12(3), 2021-y. 50-55 betlar.