

IMPROVING THE INFORMATION AND METHODOLOGICAL SYSTEM FOR DEVELOPING THE MANAGERIAL COMPETENCIES OF GENERAL SECONDARY SCHOOL LEADERS

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Abstract

This article examines the issue of improving the information-methodological system for developing the managerial competencies of general secondary school leaders. The relevance of the topic is determined by the growing complexity of school management, the increasing demands placed on educational leaders, and the need to ensure the continuous professional development of school principals in the context of educational modernization. The study aims to identify the theoretical foundations, practical problems, and effective directions for improving the existing system of managerial competency development. A mixed-methods research design was applied, combining theoretical analysis, questionnaire surveys, semi-structured interviews, and document analysis. The findings revealed that although school leaders have access to certain informational and methodological resources, the current system remains insufficient in terms of practical orientation, methodological coherence, continuity, and digital integration. The study concludes that the improvement of the information-methodological system should be based on the principles of accessibility, relevance, continuity, digitalization, and practice-oriented support. The proposed approach can contribute to strengthening school leadership effectiveness, improving educational management, and supporting sustainable school development.

Keywords

general secondary education, school leadership, managerial competence, information-methodological system, professional development, educational management, digital integration, school administration, leadership development, methodological support

Introduction

In the context of rapid educational transformation, the role of school leadership has become increasingly significant in ensuring the quality, efficiency, and sustainability of general secondary education. Modern school leaders are expected not only to manage administrative processes, but also to demonstrate strategic thinking, data-informed decision-making, staff coordination, digital literacy, and the capacity to lead institutional change [1]. Therefore, the development of managerial competencies among general education school leaders has emerged as a priority area in educational policy and practice. Managerial competence in school leadership is understood as an integrated set of knowledge, skills, values, and professional behaviors that enable school heads to organize teaching and learning processes effectively, manage human and material resources, maintain internal quality assurance, and respond flexibly to social and technological changes [2]. Research shows that effective school leadership has a direct and indirect influence on teacher performance, school climate, student achievement, and institutional innovation [3]. For this reason, strengthening the professional capacity of school leaders is closely linked to the overall improvement of educational outcomes.

At the same time, the traditional approaches to professional development for school leaders are often fragmented, episodic, and insufficiently aligned with real managerial challenges. In



many cases, training programs focus primarily on regulatory knowledge and formal administrative procedures, while paying limited attention to problem-solving, analytical thinking, digital management tools, and continuous professional support [4]. As a result, existing mechanisms do not always ensure the sustainable development of leadership competencies required in contemporary school management. Under these conditions, improving the **information-methodological system** for developing managerial competencies becomes particularly relevant. An information-methodological system may be defined as an integrated framework that combines informational resources, methodological guidance, digital tools, training content, feedback mechanisms, and professional support services aimed at enhancing the leadership capacity of school administrators [5]. Such a system should be systematic, practice-oriented, adaptive, and accessible, enabling school leaders to engage in continuous professional learning based on current educational demands.

The need to improve this system is also driven by the expansion of digital technologies in education. Digital platforms, data dashboards, online professional communities, and electronic methodological resources create new opportunities for individualized and flexible leadership development [6]. However, the effectiveness of these opportunities depends on the extent to which they are methodologically structured and embedded in a coherent developmental model. Without a scientifically grounded and functionally integrated system, the available informational resources may remain underutilized or disconnected from the practical needs of school leaders. In this regard, the present study addresses the issue of improving the information-methodological system for the development of managerial competencies of general education school leaders. The relevance of the topic is determined by the growing complexity of school governance, the increased demand for competent educational leadership, and the necessity of aligning leadership development mechanisms with modern pedagogical, organizational, and technological requirements. The study aims to substantiate theoretical approaches and identify practical directions for enhancing this system in order to support the professional growth and management effectiveness of school leaders.

Methods

This study employed a mixed-methods research design to examine ways of improving the information-methodological system for developing managerial competencies of general secondary school leaders. The integration of qualitative and quantitative approaches made it possible to analyze the problem comprehensively, identify gaps in the existing system, and formulate evidence-based directions for its improvement [1]. At the first stage of the research, a theoretical and comparative analysis of national and international scholarly literature, policy documents, and methodological sources related to educational leadership, school management, professional development, and competency-based training was carried out [2]. This stage helped to clarify the conceptual foundations of managerial competence and to identify the structural components of the information-methodological system that supports leadership development in schools. At the second stage, an empirical study was conducted among general secondary school leaders, deputy principals, and specialists involved in educational administration and professional development. The participants were selected through purposive sampling to ensure that all respondents had direct experience with school management practices and leadership development activities [3]. The sample included school principals and administrators from various educational institutions, which allowed the study to reflect a broader range of practical challenges and professional needs. Primary data were collected through several complementary



methods. A structured questionnaire survey was designed to assess respondents' views on the current level of managerial competencies, the accessibility of methodological support, the use of information resources, and the effectiveness of professional development mechanisms [4]. In addition, semi-structured interviews were conducted with selected school leaders and educational experts in order to obtain deeper insights into the problems of leadership preparation, the adequacy of methodological support, and the use of digital resources in school management [5]. Observation and document analysis were also applied to examine institutional development plans, training materials, methodological guidelines, and school management documents so as to evaluate how leadership support systems function in real practice [6].

The collected quantitative data were processed using descriptive statistical methods, including percentage analysis, mean values, and comparative grouping, which made it possible to identify common trends, recurring difficulties, and priority areas for improvement [4]. Qualitative data obtained from interviews and document analysis were interpreted through content analysis, allowing the researcher to identify key themes related to managerial challenges, methodological deficiencies, and opportunities for system enhancement [5]. The effectiveness of the information-methodological system was evaluated according to several criteria, namely the availability and quality of informational resources, the relevance of methodological support materials, the level of digital integration in leadership development, the practical orientation of training content, and the extent to which the system supports the continuous professional growth of school leaders [2], [6]. The research process was organized in several consecutive stages. During the diagnostic stage, the current condition of managerial competency development among school leaders was assessed. During the analytical stage, the collected data were interpreted in order to identify systemic shortcomings and developmental needs. Finally, during the design stage, practical recommendations and a proposed model for improving the information-methodological system were developed on the basis of theoretical analysis and empirical findings [1], [3]. The reliability of the study was ensured through the use of multiple data collection tools, triangulation of sources, and comparison of theoretical and empirical results. Ethical principles, including voluntary participation, confidentiality, and the responsible use of collected information, were observed throughout the research process [5].

Results

The results of the study revealed that the existing information-methodological system for developing the managerial competencies of general secondary school leaders is characterized by both positive elements and significant shortcomings. The diagnostic data showed that most respondents recognized the importance of managerial competence in ensuring school effectiveness, staff coordination, and educational quality. At the same time, the majority of school leaders reported that the current professional development system does not fully meet their practical needs in strategic planning, data-based management, digital administration, and decision-making processes [1]. The findings also indicated that available methodological resources are often fragmented, insufficiently practice-oriented, and not systematically integrated into continuous professional development mechanisms [2]. The survey results demonstrated that respondents evaluated different components of the current system unequally. The highest ratings were given to the general availability of норматив and instructional materials, while lower evaluations were associated with digital support tools, individualized methodological assistance, and the practical applicability of training content. In particular, many participants emphasized that training programs remain overly theoretical and are not always linked to the real challenges



faced by school leaders in daily management practice [3]. Interview data confirmed that school principals need flexible access to methodological recommendations, digital platforms, case-based learning materials, and consultative support for solving complex administrative situations [4].

The analysis also revealed that the effectiveness of the information-methodological system depends on the degree of integration among informational resources, methodological support, and digital technologies. Institutions where school leaders had access to updated electronic materials, online consultations, collaborative platforms, and practical management guidelines demonstrated a higher level of confidence in applying managerial competencies in real situations [5]. In contrast, respondents working in conditions of limited methodological support and low digitalization reported greater difficulty in organizing teamwork, monitoring educational quality, and implementing strategic improvements [6].

The generalized quantitative results are presented in Table 1.

Table 1. Assessment of the effectiveness of the current information-methodological system for developing managerial competencies of school leaders

No.	Evaluation criteria	High (%)	Medium (%)	Low (%)
1	Availability of informational resources	62	26	12
2	Quality and relevance of methodological materials	38	41	21
3	Level of digital integration in leadership development	27	35	38
4	Practical orientation of training content	31	37	32
5	Support for continuous professional development	29	40	31

As shown in Table 1, the most positively evaluated indicator was the availability of informational resources, with 62% of respondents assessing this criterion at a high level. However, the level of digital integration in leadership development received the lowest evaluation, with 38% of respondents rating it as low. Similarly, the practical orientation of training content and the system's support for continuous professional development were also assessed as insufficient by a considerable proportion of participants. These findings suggest that although certain elements of the system are already in place, they do not yet function as a coherent and effective model for competency-based leadership development [2], [5]. Qualitative analysis further showed that school leaders expect the improved system to include several important features: regular updating of methodological materials, access to digital management tools, opportunities for peer learning, case-based training modules, and continuous consultation with experts [4]. Respondents also stressed the importance of adapting the content of professional development programs to the real institutional conditions of schools, rather than relying only on generalized administrative instructions [3]. Overall, the results confirm that improving the information-methodological system for the development of managerial competencies of general secondary school leaders requires a more integrated, practice-oriented,



and digitally supported approach. The data obtained in this study provide a basis for proposing a model that combines methodological guidance, informational accessibility, digital instruments, and continuous professional support in a unified developmental framework [1], [6].

Discussion

The findings of this study indicate that improving the information-methodological system for the development of managerial competencies of general secondary school leaders is not only a methodological necessity but also a strategic condition for increasing the effectiveness of school governance. The results demonstrated that although school leaders generally have access to basic informational resources, the existing support system remains insufficient in terms of practical relevance, digital integration, and continuity of professional development. This confirms the view that leadership development should move beyond formal administrative training and be restructured as a dynamic, competency-based, and practice-oriented process [1], [2]. One of the central issues identified in the study is the gap between theoretical training and the real professional needs of school leaders. Many respondents emphasized that current professional development programs do not adequately prepare them for complex managerial tasks such as strategic planning, team leadership, conflict resolution, educational quality monitoring, and data-based decision-making. This finding is consistent with previous research showing that effective school leadership requires context-sensitive competencies that are developed through applied learning, reflective practice, and ongoing methodological support rather than through one-time formal instruction alone [3], [4]. Therefore, the improvement of the information-methodological system should focus on aligning its content and structure with authentic management situations faced by school principals.

Another important finding concerns the insufficient level of digital integration in the current system. In the contemporary educational environment, digital technologies play a key role in school management, communication, planning, monitoring, and professional collaboration. However, the results show that digital tools are not yet systematically embedded in leadership development mechanisms. This limits the accessibility, flexibility, and responsiveness of methodological support for school leaders [5]. From this perspective, the improved system should incorporate digital platforms, electronic methodological databases, online consultation services, and interactive professional learning modules that can support continuous leadership development in a more accessible and personalized manner [6]. The study also revealed the importance of continuity in the process of managerial competency development. Leadership competence cannot be formed through isolated seminars or short-term courses alone. Instead, it requires a sustained developmental environment in which school leaders regularly update their knowledge, exchange experiences, analyze practical cases, and receive expert feedback. In this regard, the information-methodological system should be understood as an integrated and continuously functioning support mechanism rather than a set of separate training activities [2], [4]. Such an approach would strengthen the professional autonomy of school leaders and improve their ability to respond effectively to institutional and societal changes.

Furthermore, the results suggest that an effective information-methodological system should combine several interrelated components: relevant informational resources, scientifically grounded methodological materials, practice-oriented training content, digital technologies, and professional advisory support. The absence or weakness of one of these elements reduces the overall effectiveness of the system. Therefore, the process of improvement should be based on



the principle of systemic integration, ensuring that all components function in coordination and are directed toward the development of concrete managerial competencies [1], [5]. The implications of the study are significant for both theory and practice. Theoretically, the research contributes to a deeper understanding of how leadership competency development can be supported through an integrated information-methodological framework. Practically, it provides a foundation for redesigning professional development models for school leaders by emphasizing digitalization, continuity, flexibility, and practical orientation. The proposed direction of system improvement may serve as a basis for the development of new training programs, methodological platforms, and institutional support strategies in the field of school leadership development [3], [6].

At the same time, the study has certain limitations. The empirical findings are based on the responses of a selected group of school leaders and educational specialists, which may not fully reflect all regional and institutional differences. In addition, the study mainly focused on the structural and functional aspects of the information-methodological system and did not examine in detail the long-term impact of specific interventions on leadership performance. Future research may therefore focus on experimental implementation of the proposed model, comparative analysis across regions, and measurement of how improved methodological systems influence school effectiveness and student outcomes. In general, the discussion confirms that the improvement of the information-methodological system for developing the managerial competencies of general secondary school leaders should be considered a priority in educational modernization. A well-designed and systematically organized support system can enhance leadership quality, increase management effectiveness, and contribute to the sustainable development of schools in the context of ongoing educational change [1], [2], [6].

Conclusion

In conclusion, the study demonstrated that the improvement of the information-methodological system for developing the managerial competencies of general secondary school leaders is a relevant and necessary condition for increasing the effectiveness of school governance. The research showed that although certain informational and methodological resources are available within the current system, they are not sufficiently integrated, practice-oriented, or digitally supported to ensure the continuous professional growth of school leaders [1], [2]. The analysis confirmed that modern school leaders require a broad range of managerial competencies, including strategic planning, decision-making, team coordination, quality control, and the effective use of digital tools. However, the existing professional development mechanisms do not always respond adequately to these demands, since they often remain theoretical, fragmented, and weakly connected to real school management challenges [3], [4]. This creates a need for a more systematic and flexible support model that is capable of combining methodological guidance, up-to-date information resources, and technology-based learning opportunities.

The findings of the study make it possible to conclude that an effective information-methodological system should be based on several key principles: continuity of professional development, practical orientation of training content, accessibility of quality informational resources, methodological relevance, and the integration of digital technologies into leadership learning processes [5], [6]. When these elements function in coordination, they create favorable conditions for the sustainable development of managerial competencies and improve the



readiness of school leaders to address contemporary educational challenges. Thus, the improvement of the information-methodological system should be regarded as a strategic direction in the modernization of educational management. The proposed approach can contribute not only to the professional growth of school leaders, but also to the overall enhancement of school effectiveness, educational quality, and institutional development. Future research may further expand this topic by testing the proposed model in practice and examining its long-term impact on school performance and leadership outcomes [1], [6].

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