



“An Integrative Approach to Training Managerial Personnel for Educational Institutions in the Context of Enhancing the Quality of the Educational Process”

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ABSTRACT

The article examines the system approach to training managerial personnel for educational institutions in the context of ensuring the quality of education. It analyzes key theoretical and methodological perspectives presented by Uzbek, Russian, and international researchers. Particular attention is given to the role of systemic thinking as a foundation for developing leadership competencies in the modern educational environment.

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The global education system today sets new requirements and approaches to the quality of education, developing advanced scientific and theoretical paradigms. A necessary condition for ensuring the quality of education is the purposeful training of managerial personnel, since leaders in the education system are a powerful tool for organizing and managing the learning process, and the level of their professionalism determines the comprehensive development of both staff and students. As the provision of educational quality fully depends on the competence of managerial personnel, the development of a concept of qualitative competencies represents one of the most important directions in the field of educational management.

The Law of the Republic of Uzbekistan “On Education” [1] (2020) defines the general direction of state policy in the field of education, including the tasks of professional training, retraining, and professional development of teaching and managerial personnel. The law emphasizes the importance of ensuring the quality of education and establishes mechanisms for its evaluation, which are directly related to the activities of leaders of educational institutions.

Modern processes of educational modernization require a reconsideration of approaches to managerial personnel training, since the head of an educational institution determines the trajectory of the institution’s development, the quality of resource management, and the effectiveness of the educational process. In the context of global competition and rapid changes, there is an increasing need for managers who possess systemic thinking and the ability to make decisions based on a comprehensive analysis of factors affecting the quality of education. These circumstances necessitate the implementation of scientifically grounded models for training managerial personnel, where a systemic approach serves as a key methodological foundation.

To date, five main theoretical and methodological approaches have been developed in educational management for training managerial personnel under the conditions of ensuring education quality. These include the systemic approach, the competency-based approach, the personality-developing (or axiological) approach, the situational-adaptive approach, and leadership and transformational models. These theoretical

and methodological approaches should be considered in light of the experience of domestic, Russian, and foreign scholars.

The systemic approach to training managerial personnel in the context of ensuring the quality of education is a holistic strategy for developing managerial competencies, based on an interconnected analysis of the goals, processes, resources, and outcomes of educational activities, in which the development of the manager is considered an integral element of the overall educational system. This approach involves aligning individual professional growth with institutional mechanisms for quality assurance, thereby ensuring a sustainable increase in management effectiveness and the adaptation of the educational organization to changing demands of the external and internal environment.

Uzbek researcher V.K. Begimkulova [3, p. 58] studies systemic management in education quality, highlighting quality assessment as a system (both internal and external), the feedback mechanism, the necessity of regular monitoring, as well as the involvement of different management levels—from the state to the educational institution. The researcher’s findings indicate that the systemic approach to education quality management is increasingly relevant in Uzbekistan: there is a need to establish a quality assessment system, internal monitoring, and the active participation of teachers, managers, and external stakeholders.

Other researchers, O.A. Abdurakhmonova and I.S. Toirov, emphasize that the systemic approach “...ensures that the training of engineering personnel meets societal needs and technological progress; includes hierarchies within the knowledge structure; fosters interaction between disciplines and between theory and practice; and takes into account material and technical resources, digitalization, and the capacities of the educational institution” [2, p. 5]. Although this work is not strictly focused on managerial personnel, many of its ideas are applicable to educational management staff as well.

According to T.I. Shamova, the systemic approach in educational process management represents “a purposeful integrity of interconnected elements, possessing new integrative properties absent in any individual element, and linked to the external environment” [8, p. 6]. The researcher emphasizes the distinctiveness of the parts while uniting them into a system, where the primary focus is on their integration as a unified whole.

According to researchers N.S. Iskrina and T.A. Chichkanova, the specificity of the systemic approach in the field of educational management lies in its function to “overcome problem-generating thinking; identify and dismantle habitual stereotypes; understand management methods in accordance with the principles of systemic thinking; develop the ability to comprehend the functioning of system components both individually and collectively; adequately establish relationships between external and internal processes and phenomena relative to the system; acquire the skills to ask ‘what if...?’ questions and analyze future system behavior; and develop readiness to modify the system’s structure, interconnections between its elements, and their functions” [4, p. 4]. It is important to note the holistic perspective of these scholars on the issue of educational process management, highlighting key aspects such as replacing stereotypical thinking with new, more promising approaches. These researchers consider the systemic approach as a foundational element of programs for training and retraining managers in education. They emphasize that one of the key components is the development of systemic thinking among managers—that is, the ability to perceive interconnections between external and internal processes, anticipate system behavior, and manage its structure and functions.

A.O. Lyubchenko and S.I. Karpova proposed their own concept of the systemic approach, identifying several criteria: “self-education ability, purposefulness, and resilience” [5, p. 3]. In our view, this concept represents a detailed interpretation of the systemic approach as a core framework for training managerial personnel under the conditions of ensuring education quality. Since the educational environment is itself a system with its own rules, management must include a defined system, a plan, and mechanisms for monitoring its implementation.

The study of foreign scholar W. Natsumi examines formal leadership programs and highlights that “programs that are more systematically integrated yield better results; aspects such as personal, social, and ethical competence, in addition to professional managerial skills, are important” [6, p. 7].

Other foreign researchers, T.V. Khura and O.S. Ponomarev, emphasize that the systemic approach includes identifying leadership potential, developing professional and social competencies, constructing personalized trajectories, motivating personnel, and practical engagement through trainings, hands-on tasks,

influence technologies, decision-making, and negotiation skills [7, p. 4]. Broader foreign theories (e.g., systems theory, synergy theory, and educational organization management theory) also stress that managerial personnel must develop within the context of complex educational systems, where interconnections across micro-, meso-, and macro-levels are critical; feedback, adaptability, strategic thinking, resilience to change, and the capacity for innovation are essential.

Thus, the conducted analysis shows that the systemic approach is the most effective methodological foundation for training managerial personnel for educational institutions. It provides a holistic understanding of management processes, fosters systemic thinking, and aligns individual professional trajectories of managers with the objectives of ensuring education quality. Research by domestic, Russian, and foreign scholars confirms that the systemic approach contributes to the development of competencies required by modern managers: strategic vision, adaptability, the ability to analyze complex processes, and the capacity to make management decisions in conditions of change. Therefore, the implementation of the systemic approach in managerial personnel training is a crucial condition for sustainably improving the quality of education.

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