

THE ROLE OF EDUCATIONAL MANAGEMENT IN IMPROVING THE QUALITY OF TEACHING AND LEARNING

O PAPEL DA GESTÃO EDUCACIONAL NA MELHORIA DA QUALIDADE DO ENSINO E DA APRENDIZAGEM

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Abstract. Today, the importance and role of education and educational management in the development and progress of societies and organizations is not hidden from anyone. Basically, improving the scientific level of individuals and the dynamism of organizations and their benefiting from the latest developments in the world of knowledge is not possible without relying on the education and training of talented and dynamic forces, and even increasing the economic, social, political, cultural power and prosperity of learning organizations is dependent on the expansion and development of education and approaches to the educational management system. This article seeks to explain the importance, role and process of educational management in seven areas (individual and scientific characteristics of the teacher, curriculum, educational evaluation, classroom management, educational space and facilities factor, educational management and education system). Finally, the category of educational evaluation, educational management processes and its role in creating growth, creativity, learning and teaching of students and teachers will be mentioned. The results of this research show that educational management is considered one of the most important factors in the educational system; Why are teaching and learning conditions in educational environments constantly subject to various changes? And this educational management can help the education system adapt to those changes. Educational management is one of the most common and best solutions for training teachers and updating their information, and ultimately promoting teachers' career advancement and student learning.

Keywords: Educational system, educational management, innovation, creativity, evaluation and effectiveness, learning and teaching.

Resumo. Atualmente, a importância e o papel da educação e da gestão educacional no desenvolvimento e progresso das sociedades e organizações são amplamente reconhecidos. Basicamente, melhorar o nível científico dos indivíduos e o dinamismo das organizações, bem como seu aproveitamento dos avanços mais recentes no mundo do conhecimento, não é possível sem apoio na educação e na formação de forças talentosas e dinâmicas. Até mesmo o aumento do poder econômico, social, político, cultural e da prosperidade das organizações de aprendizagem depende



da expansão e do desenvolvimento da educação e das abordagens do sistema de gestão educacional. Este artigo busca explicar a importância, o papel e o processo da gestão educacional em sete áreas: características individuais e científicas do docente, currículo, avaliação educacional, gestão da sala de aula, infraestrutura e instalações educacionais, gestão educacional e sistema educacional. Por fim, será abordada a questão da avaliação educacional, os processos de gestão educacional e seu papel na promoção do crescimento, criatividade, ensino e aprendizagem de estudantes e professores. Os resultados desta pesquisa mostram que a gestão educacional é considerada um dos fatores mais importantes do sistema educacional, já que as condições de ensino e aprendizagem nos ambientes escolares estão constantemente sujeitas a diversas mudanças. A gestão educacional pode ajudar o sistema a se adaptar a essas mudanças. Ela também é uma das soluções mais eficazes e comuns para formar docentes, atualizar seus conhecimentos e, em última instância, promover o desenvolvimento profissional dos professores e o aprendizado dos alunos.

Palavras-chave: Sistema educacional, gestão educacional, inovação, criatividade, avaliação e eficácia, ensino e aprendizagem.

1. INTRODUCTION

One of the factors of economic, social and cultural development is the comprehensive expansion of education and training of specialized and efficient human resources. Increasing changes in the field of knowledge and technology create new educational needs for various professions that formal and university education alone cannot meet, and as a result, other types of education are needed through education management (Al-Ababneh & Alrhaimi, 2020; Lima et al., 2012).

Education management actually puts new knowledge in the previous education portfolio of graduates and advances them along with the progress of science and technology. The development of education leaves its desired effect in improving the quality of the education system. On the other hand, staff training is the golden key to developing student learning, which can make the education system dynamic and extremely efficient and effective (Kalogiannidis et al., 2021; Jamshidi et al., 2024; Mitschek et al., 2024).

Teachers are the main element of any transformation in the education system. Investing in teacher training, especially in the primary stage, which is the foundation of the education system and one of the most basic and important educational courses, is considered one of the most beneficial investments. This investment leads to the expansion of public education.

There are various perspectives on the study of quality in the educational and research fields. Some do not consider it quantifiable, while others believe that there is no precise and universal definition of quality (education). Al-Ababneh & Alrhaimi, (2020) have identified four categories in the quality of higher education.

Each of these categories uses different methods to assess quality: quality as excellence; quality as the ability to achieve goals; quality as value for money; quality as change and transformation. Educational quality is a multidimensional concept. The dimensions of the quality of educational-research activities are not static, they change within the context of internal and external organizational changes. It is difficult to accurately identify the factors affecting quality (Arif et al., 2024; Fawait et al., 2024).

Some consider the quality of university education to be a function of the quality of students as recipients and applicants for education, the quality of instructors as suppliers and providers of education, and the quality of educational facilities and equipment, administrative and organizational services as a supportive and supportive environment for education. Each of these

factors also has sub-categories (Latorre-Medina & Blanco-Encomienda, 2013; Maulidin et al., 2024).

Others consider the quality of education to consist of the quality of performance, the quality of teaching, the quality of instructors, and the quality of dedicated resources. Purwadhia (2019) consider the quality of education to be affected by the quality of inputs, including the characteristics of teachers (educational degree, age, experience, field of study, specialized ability, and attitude), space, facilities, equipment, organizational and organizational characteristics, processes, including organizational behavior, teacher behavior, and learner behavior, and outputs, including the level of knowledge, skills, and attitudes acquired.

Vlašić (2009) considers the quality of university education to be creative adaptation to the external environment and changes in the way of approaching internal issues, such as students, professors, staff, processes, structures, organizational culture, methods, models, leadership style, teaching methods, level of research and interactions, quantity and quality of specialized services, etc.

Since education is one of the largest, most complex and important social systems and management of its affiliated organizations is one of the most difficult, effective and delicate types of management due to its role in nurturing creative and talented people and meeting the needs of the human resources of each society. Educational systems have gradually realized that in today's complex conditions, without effective management and supervision, they will not be able to meet their increasing responsibilities.

On the other hand, with the expansion of the educational system and the diversity and variety of its services and activities, the huge human and material resources and the need for their optimal use necessitate a review of the management and supervision of different levels of educational systems (Stukalina, 2010; Maulidin et al., 2024; Bauer & Weller, 2019). Today, experts and thinkers in the field of management emphasize the importance and position of the educational management factor as one of the most valid indicators of organizational excellence and also as a vital key to achieving development goals in educational dimensions.

Educational management is one of the main pillars in improving the quality of teaching and learning, through which educational processes can be organized and guided. This article examines the role of educational management in improving the quality of teaching and learning and analyzes its effects on the performance of teachers and students.

First, the importance of educational management and the characteristics of a successful manager are examined, who can provide a dynamic and effective environment for teaching by creating motivation and providing appropriate conditions. Also, the factors affecting the educational environment are extracted according to the views of experts and their impact on teaching and learning is evaluated.

Educational planning is one of the most important management tools that helps in designing course content, determining educational goals, and continuous evaluations. In this regard, the management of educational resources and the use of modern technologies play a key role in improving teaching. Evaluation and feedback are also other important aspects of educational management that facilitate the improvement of teaching methods by providing constructive feedback to teachers.

Also, classroom management and creating discipline in classrooms through effective techniques have a great impact on the learning environment. This article also addresses common challenges in educational management, such as resource shortages, administrative pressures, and inconsistencies, and effective solutions to solve these problems, figure 1 present the factors affecting educational management of the education system.

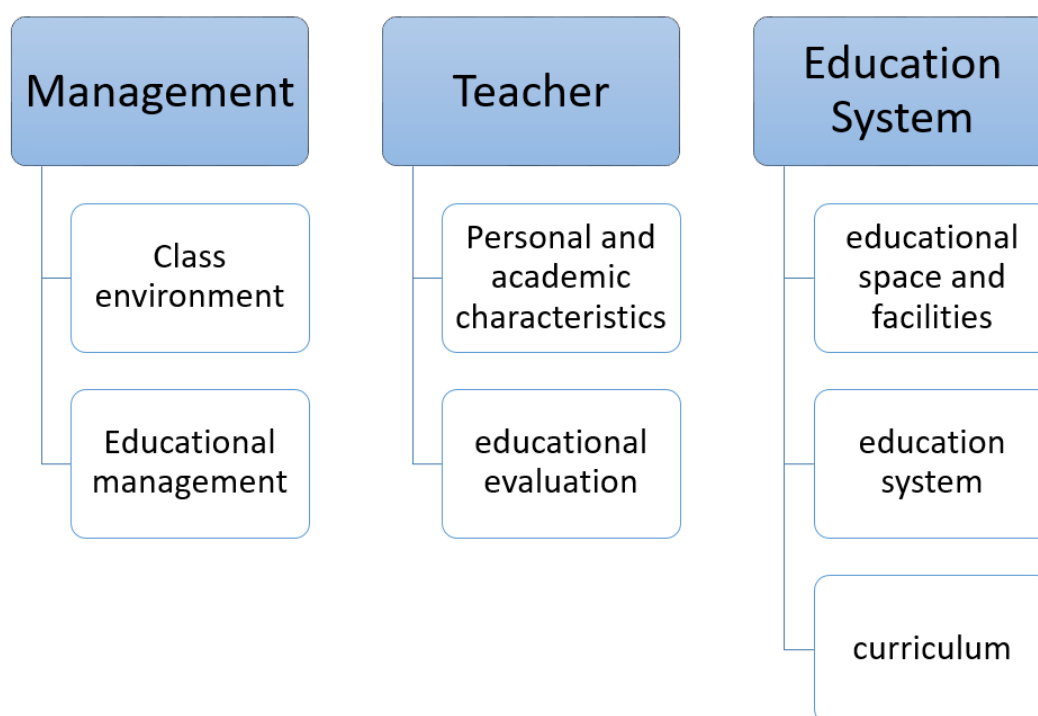


Figure 1. The factors affecting educational management of the education system

2. METHOD

The present study is classified as an exploratory mixed research in terms of how the required data was collected. The mixed research method involves the collection, analysis, and interpretation of quantitative and qualitative data in a single study or in a series of studies that study and investigate a fundamental phenomenon (Irmayani et al., 2018). The reasons for choosing the exploratory mixed research method for the present study are: 1. Obtaining more evidence for a better understanding of the phenomenon in the education system; 2. The lack of a comprehensive attitude-oriented model in the education system regarding factors affecting the quality of teaching and learning; 3.

The need to use the perspectives of professors and student teachers as factors involved in the quality of teaching. Therefore, first, to identify factors and indicators of the quality of teaching and learning, a qualitative research method using focus group interviews was used, and then, a quantitative research method was used for the first stage of evaluation.

The unit of analysis for this study is school teachers in Uzbekistan who were actively involved in the 2023-2024 academic year. Purposive sampling was used to select the sample. A semi-structured interview tool was used to collect data from focus group techniques. The focus group leader or moderator (interviewer) with one assistant from among the researchers conducted all focus group interviews, which were justified by previous training on the purpose of the research. Data were collected through focus group interviews with 50 people in 10 focus groups of 8-10 people to achieve theoretical saturation of the data.

Then, the results of the findings were confirmed by the target groups after extraction, which indicates the reliability of the data obtained. In addition, the results obtained were also reviewed and confirmed by educational science experts. The time of the interviews in the focus groups varied so that the interview duration was formed from 30 minutes to 45 minutes, depending on the group discussion.

3. RESULT

Today, schools in the advanced and changing world have become learning communities. At this stage, the school undergoes a process of evolution in such a way that it becomes a center for the larger learning community. The school is a place where everyone can benefit from its services. In learning communities, the school has moved from its limited role to a broader role as a "builder of people and a center for the transformation and processing of information." We now live in the information age and world. The information and post-industrial world promises to achieve a new and advanced way of life. To achieve this, a culture of understanding and commitment must be created and developed for the common good and national resources. Education and training must show how to achieve this culture through schools. Schools must respond to the needs of students and provide them with the skills and tools to succeed in a changing society.

Quality schools are the results of implementing comprehensive quality management in schools and bring good communication between staff, including teachers and students, and the development of their behavior in the classroom, increasing school effectiveness, and the application of comprehensive quality management concepts and tools. Certainly, the characteristics of having educational management in order to benefit from the existence of quality schools in education are able to provide an appropriate response to the necessary developments in this area, which are the hallmarks of advanced schools in the world today. This advantage is able to change schools from a traditional situation to quality schools.

This article intends to present the concept of educational management, and to discuss the importance of this issue in education, especially in schools to achieve the "quality schools" model, and to discuss the factors affecting the enjoyment of this important issue. Therefore, the factors effective in improving the quality of education (teaching and learning) through educational management have been extracted through interviews with experts, which include the individual and academic characteristics of the teacher, curriculum, educational evaluation, classroom management, educational space and facilities, educational management, and the education and training system. In the following, the impact of each of these factors on the quality of education has been evaluated.

Factors of the teacher's personal and scientific characteristics: A sense of commitment and responsibility in the teacher towards the goals of the university and a belief in quality, teaching experience in schools, the teacher's possession of scientific and academic discipline, having the necessary motivation and scientific-research effort in the scientific field and teaching, having the professional conscience of the teachers in teaching, having the morale and educational-cultural concern of the teacher, being up-to-date with educational technologies and having high capabilities in applying it in the classrooms, the level of satisfaction of the teachers with the university's services and how the university attracts and retains students

Curriculum: Clarifying the teacher's expectations of student teachers based on the course syllabus, implementing a needs-based curriculum with a needs assessment of the university's educational groups, designing group learning activities (team-based) in the classroom, the benefit of the class from a variety of teaching resources with an emphasis on a project-based curriculum, the coherence of the curriculum specifically for dormitory student teachers

Evaluation Educational: Uniformity of approach among instructors in evaluating courses (following syllabuses, observing exam principles, etc.), using process-based and result-oriented evaluation (midterm and end of semester), scientific and disciplinary rigor in classes based on strict evaluation by the instructor, agreement on systematic evaluation based on educational groups

Internal management: the number of student teachers in the classroom in proportion to the status of the courses, creating a suitable educational and learning environment in the classroom, accurate attendance and absence of student teachers and its legal enforcement)

Educational space and facilities factor: having standard student dormitories (study halls, etc.), library facilities and up-to-date books in the university, having appropriate laboratories and workshops with their equipment, having green space and a fresh academic environment, standardizing the physical space of the classroom (seat arrangement, class size, etc.)

Education and training system: The quality of schools accepting internships, the interest and internal motivation of student teachers themselves (quality of inputs), solving the problems of professional status and livelihood of teachers by education and training officials, implementing scientific competitions and Olympiads in the fields of teaching, course research, etc., applying the law on professional competence of teachers (removal of employment during studies), using experienced teachers in teaching some subjects (teacher ethics, etc.).

Education management: The belief and conviction of university management and leadership towards quality, observing the beauty of appearance in the scientific and academic environment, creating a favorable and free academic atmosphere in the university, increasing the psychological security of student teachers and professors, transparency of the needs and expectations of the university in the field of education/teaching quality, paying attention to scientific-research and cultural-social encouragement and incentives, increasing the spirit of self-confidence in professors and student teachers with an emphasis on the identity of teachers, and Cooperation and coordination between university management and professors in improving the quality of education.

Table 1. Distribution of variables for educational management

variable	Mean	SD	Min	Max	P-value
Personal and academic characteristics of the teacher	3.89	0.56	1	5	0.001
curriculum	3.64	0.59	1	5	0.001
educational evaluation	3.59	0.49	1	5	0.002
Internal class management	3.81	0.66	1	5	0.003
educational space and facilities	3.78	0.81	1	5	0.001
education system	3.85	0.59	1	5	0.001
educational management	3.91	0.66	1	5	0.000

The results of the Friedman ranking test ($n=50$, Chi-Square=78.11, and Dof=6) show that the test was significant at the 0.001 level. Therefore, the rankings of the factors affecting the quality of teaching are significantly different from each other, as shown in Table 2, which shows the rankings of the factors affecting the quality of education and teaching from the professors' perspective based on their average and rank.

Table 2. Friedman ranking test

variables	Score	Rank
Personal and academic characteristics of the teacher	4.45	3
curriculum	4.19	6
educational evaluation	4.26	5
Internal class management	4.42	34
educational space and facilities	4.01	7
education system	4.64	2
educational management	4.75	1

The results of Table 2 show that the factors education system, educational management and personal and academic characteristics of the teacher rank first to third, respectively, and the rest of the factors are after them. Considering the importance of the role of schools in the education of the next generation, the key issue in many schools is how to improve academic performance and learning quality and increase students' academic results. In the meantime, educational leadership plays an important role in creating positive changes and achieving educational goals. Educational leadership not only has a direct impact on students' academic results, but also indirectly affects the quality of teaching and learning. This study examined the effect of educational leadership on improving academic performance and learning quality in schools. In this study, educational leadership is considered as a fundamental factor in creating a dynamic and constructive learning environment that plays an effective role in increasing the quality of teaching and academic results.

4. CONCLUSION

The present study was conducted with the aim of investigating the effective factors in improving the quality of education from the perspective of education experts. The results obtained show that the effective factors in improving the quality of education are divided into four categories: educational, human, environmental, and structural. This study was conducted with the belief that improving the quality of education has been neglected and comprehensive and complete research has not been conducted in this field. In general, it can be said that educational spaces are the main source of training human resources for the future, and therefore education must have the necessary quality to teach skills to students in order to ensure the development of the future workforce of society. For this purpose, educational management can play a significant role in the education and training, teaching, and learning system. Finally, the conclusion shows that by improving management processes and adopting effective strategies, the quality of teaching and learning can be significantly improved. According to the results obtained, the proposed solutions for improving higher art education in Uzbekistan are:

1. Reforming the structure of the education system with an emphasis on reforming the educational planning system and curriculum planning with respect to specialized groups, each of which has its own mission and goals, and macro policies and orientations should be specified as guidelines for educational institutions.
2. Designing a system of educational planning, curriculum planning, and educational evaluation in the country that is consistent with the country's national model and has its own goals, principles, and framework, and a roadmap for it.
3. Capacity building for the education and training of specialized and skilled human resources in the field of education in all specialties, considering the introduction of information and communication technology in the field of education, especially computer arts, digital arts, and animation.

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