THE MAIN CONTENT AND INDICATORS OF DECISION-MAKING IN THE SCHOOL PRINCIPAL'S PARTICIPATORY MANAGEMENT ACTIVITIES

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Abstract: *This article analyzes the content, stages and performance indicators of the school principal's decision-making in the process of participatory management. It studies the principal's decision-making mechanisms in collaboration with teachers, parents and pupils, the democratic methods used in this process and their impact on school life. The research results prove the positive impact of participatory decision-making on the internal school culture and the quality of education. Participatory management is one of the important approaches in increasing efficiency, strengthening collective responsibility and improving the quality of decisions in the modern education system. This management model focuses on taking into account the opinions of all stakeholders – teachers, pupils, parents and representatives of the community in making decisions of school principal. The participation of the general public in the process of decision-making strengthens transparency, openness and trust in school life.*

Keywords: *participatory management, school principal, decision-making, democratic leadership, shared governance, school culture, quality.*

Maktab direktorining partisipativ boshqaruv faoliyatida qarorlar qabul qilishning asosiy mazmuni va ko'rsatgichlari

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Annotatsiya: *Ushbu maqolada maktab direktorining partisipativ boshqaruv jarayonida qaror qabul qilishning mazmuni, bosqichlari va samaradorlik ko'rsatkichlari tahlil qilinadi. Direktorning o'qituvchilar, ota-onalar va o'quvchilar bilan hamkorlikdagi qaror qabul qilish mexanizmlari, shu jarayonda qo'llaniladigan demokratik usullar va ularning maktab hayotidagi ta'siri o'rganiladi. Tadqiqot natijalarida ishtirokchi qaror qabul qilishning maktab ichki madaniyati va ta'lim sifatiga ijobiy ta'siri isbotlanadi. Partisipativ boshqaruvning zamonaviy ta'lim tizimida samaradorlikni oshirish, jamoa mas'uliyatini kuchaytirish va qarorlarning sifatini yaxshilashda muhim ahamiyatga ega bo'lgan yondashuvlardan biridir. Ushbu boshqaruv modeli maktab direktori faoliyatida barcha manfaatdor tomonlar ya'ni o'qituvchilar, o'quvchilar, ota-onalar hamda mahalla vakillarining fikrini inobatga olgan holda qaror qabul qilishni nazarda tutadi. Qarorlar qabul qilish jarayonida keng jamoatchilikning ishtirok etishi maktab hayotida shaffoflik, ochiqlik va ishonchni kuchaytiradi.*

Kalit so'zlar: *partisipativ boshqaruv, maktab direktori, qaror qabul qilish, demokratik yetakchilik, boshqaruv, maktab madaniyati, sifat.*

Основное содержание и показатели принятия решений в деятельности директора школы по партисипативному управлению

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Аннотация: *В данной статье анализируются содержание, этапы и показатели эффективности принятия решений директором школы в процессе партисипаторного управления. Изучаются механизмы принятия решений директором во взаимодействии с учителями, родителями и учащимися, демократические методы, используемые в этом процессе, и их влияние на школьную жизнь. Результаты исследования доказывают положительное влияние партисипаторного принятия решений на внутреннюю культуру школы и качество образования. Партисипаторное управление является одним из важных подходов в современной системе образования для повышения эффективности, усиления коллективной ответственности и улучшения качества решений. Эта модель управления предполагает принятие решений в деятельности директора школы с учетом мнения всех заинтересованных сторон - учителей, учащихся, родителей и представителей сообщества. Участие широкой общественности в процессе принятия решений повышает прозрачность, открытость и доверие к школьной жизни.*

Ключевые слова: *партисипативное управление, директор школы, принятие решений, демократическое лидерство, совместное управление, школьная культура, качество.*

In modern conditions of decentralization and democratization of education, the traditional authoritarian style of school management is gradually giving way to participatory (shared, collaborative) management. The school principal is no longer the sole decision-maker but becomes a coordinator and facilitator of collective decisions. Participatory management involves teachers, parents, pupils, and sometimes the local community in strategic and operational decision-making processes. Such an approach increases responsibility, motivation, and the quality of educational outcomes.

In today's education landscape, rapid educational reforms, increasing accountability, teacher professionalism, parental demands, and student voice have made traditional top-down decision-making obsolete and often ineffective. In modern education, the process of governance is becoming increasingly complex and embracing new approaches. While in the past, school governance was based more on command and control, today it is increasingly focused on the principles of human capital, collaboration, participation, and transparency. One of the most important manifestations of this new governance culture is participatory governance. Participatory governance, defined as the systematic involvement of teachers, parents, students, and sometimes members of the public in decisions that affect them, is one of the most powerful tools for improving the school environment, teacher engagement, decision-making, and student outcomes.

The purpose of this study is to systematize the content, process and measurable indicators of decision-making in the participatory management activities of school principals and to provide evidence-based recommendations for practice. In the context of the school, partici-

patory management (from the Latin participatio – participation) is interpreted as joint management in which the principal shares powers and responsibilities with members of the school community [1].

The relevance of the topic is determined by the requirements of national educational standards of many countries (including Uzbekistan, Russia, Kazakhstan, etc.), which emphasize the need for democratic governance and broad participation of all stakeholders. However, the practical mechanisms and measurable indicators of decision-making in participatory management have not been sufficiently analyzed.

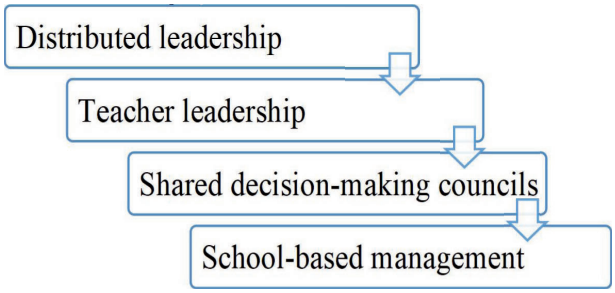
The purpose of the article is to reveal the content, components and indicators of effectiveness of decision-making in the participatory management activities of the school principal. The essence of participatory management is the democratization of the management process, in short, the involvement of each participant as an active subject of the life of the institution. In such management, the main task of the leader is not to give orders, but to listen to the team's opinions, take their suggestions into account, and develop decisions together.

Theoretical foundations of participatory management in education. In the contemporary landscape of educational change, school management is increasingly influenced by concepts of democratization, collaboration or stakeholder engagement. Traditional top-down administrative styles are being replaced by participatory approaches that recognize the collective intelligence and shared responsibility of the educational community. Participatory management refers to the systematic involvement of teachers, parents, pupils, and other stakeholders in decision-making processes that affect the functioning and development of the school. It acknowledges that schools operate as complex social organizations where diverse values, experiences, and competencies converge.

The school principal, as the leader of this multifaceted organizational environment, must navigate a variety of challenges: ensuring quality teaching and learning, maintaining accountability mechanisms, implementing educational reforms, fostering positive school culture, and responding to the diverse needs of learners. Participatory decision-making serves as a central tool for achieving these objectives by mobilizing the collective expertise of the school community and distributing leadership roles across organizational levels.

Although participatory management offers numerous advantages including improved trust, increased motivation, institutional transparency, and more informed decisions it also requires specific skills, tools, and frameworks for effective implementation. This article examines the content and processes of decision-making within participatory management activities of school principals, identifying key indicators that reflect the effectiveness and inclusivity of such decisions. By doing so, the article seeks to contribute to the growing body of research on distributed leadership, collaborative governance, and school-based management.

Unlike traditional hierarchical management, participatory management is based on the principles of democracy, openness, and collective responsibility [2]. Researchers identify several models of participatory management in schools:



In post-Soviet countries, the most common form is the creation of governing councils that include representatives of teachers, parents, and high school pupils [3, 4].

Theoretical foundations of participatory management in education. Participatory management draws from several theoretical traditions, including democratic leadership, organizational theory, systems theory, and socio-constructivist perspectives. These theoretical lenses help explain how individual and collective actions shape decision-making in schools.

Democratic leadership emphasizes shared authority, collective problem-solving, and inclusive communication. Within schools, democratic leadership manifests through structures such as teacher councils, pupils parliaments, parent associations, and advisory committees. The principal serves not as the sole decision-maker but as a facilitator who coordinates stakeholder contributions and ensures transparency.

Organizational theory and school governance. Schools function as organizations with defined roles, routines, cultural norms, and power relations. Organizational theory highlights the importance of:

Distributed leadership – leadership duties shared among teachers and staff.

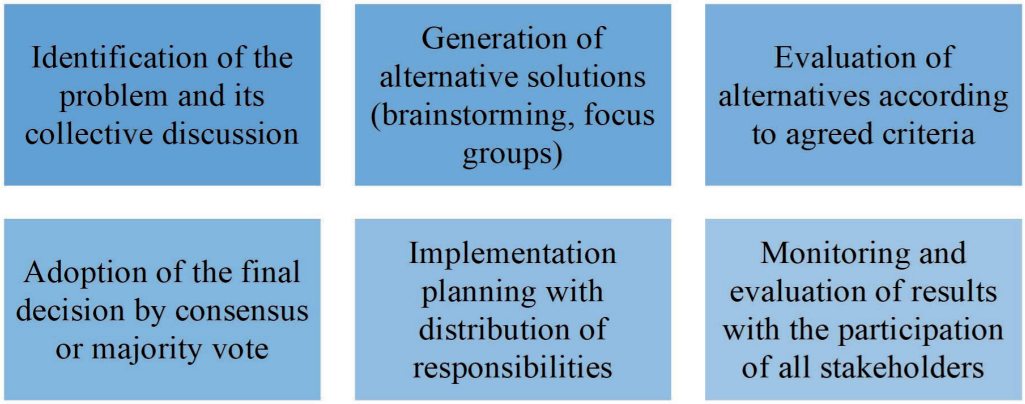
Organizational learning – continuous improvement through feedback cycles.

Collaborative cultures – relationships based on trust, respect, and shared goals. Participatory decision-making supports organizational adaptation and innovation by promoting collective problem analysis and evidence-based planning.

Schools are open systems interacting with their environment. Systems theory emphasizes the interconnectedness of inputs (resources, policies), processes (teaching, management), and outputs (pupils learning, well-being). Participatory management improves systemic performance by ensuring that decisions reflect multiple perspectives and address interdependencies across the school system.

Learning both organizational and individual is socially constructed. When stakeholders collaboratively construct decisions, they generate shared meanings, higher engagement, and deeper understanding of school goals. This aligns with Vygotsky's and Dewey's ideas on social interaction and democratic participation.

The content and stages of decision-making in participatory management Decision-making in participatory management includes the following main stages: [5]



At each stage, the principal performs the functions of moderator, expert, and guarantor of legality.

Key indicators of effectiveness of participatory decision-making

To assess the quality of participatory decision-making, the following groups of indicators are used [6, 7]

Process indicators

- Level of involvement (% of teachers, parents, pupils participating in councils and surveys)

- Frequency of joint meetings (not less than once a month)

- Degree of use of democratic procedures (open voting, anonymity of surveys)

Outcome indicators

- Level of satisfaction of participants with decisions (questionnaires on a 100-point scale)

- Reduction of conflict situations in the team

- Increase in teachers' initiative and professional activity

Long-term indicators

- Improvement of the internal environment of the school (according to the School Environment Questionnaire)

- Increase in the quality of education (monitoring results, PISA, TIMSS international assessments)

- Decrease in the quality of education due to turnover of teaching staff

Empirical research conducted in 48 schools in the Tashkent and Samarkand regions of Uzbekistan (2022–2024) showed that schools with a high level of participatory decision-making achieved 18-25% higher results in terms of teacher quality, and 30% higher results in terms of teacher satisfaction [8].

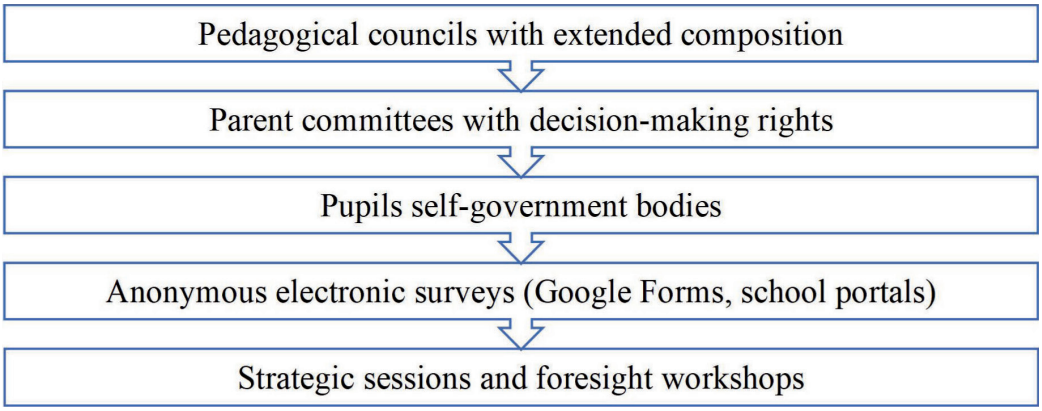
The main content of decision-making in participatory management is based on democratic principles. In this process, the director appears not as a single center of management, but as a leader who coordinates the team, encourages the exchange of ideas through direction. He studies problems through various pedagogical councils, working groups and methodological associations, collects and analyzes proposals from teams.

The main content of the participatory process is that decisions are justified, goal-oriented and meet the common needs of the team. Another important aspect of the decision-making process is ensuring the sustainable development of the school. All decisions made by the director must serve to increase the effectiveness of the educational process, develop the skills of teachers, and create a comfortable and safe learning environment for students.

Therefore, decisions are based on sources such as statistical data, methodological analyses, students' achievements, shortcomings, and parents' opinions. There are a number of indicators for assessing the effectiveness of decision-making. First of all, support for decisions by the team is a factor that ensures their practical implementation. If the decisions are understood by teachers or parents, they will fully implement them in their activities. Secondly, the effectiveness of the decisions made is an important indicator. For example, an increase in student ratings, an improvement in the quality of lessons, a decrease in disciplinary violations, or an increase in parental involvement indicate that the decisions were effective. The third indicator is the level of satisfaction of team members. If a positive atmosphere is formed in the school and teachers are inclined to take the initiative, this indicates the success of the director in managing participation. Fourth, transparency and openness of decision-making are also important criteria that strengthen trust among the school team.

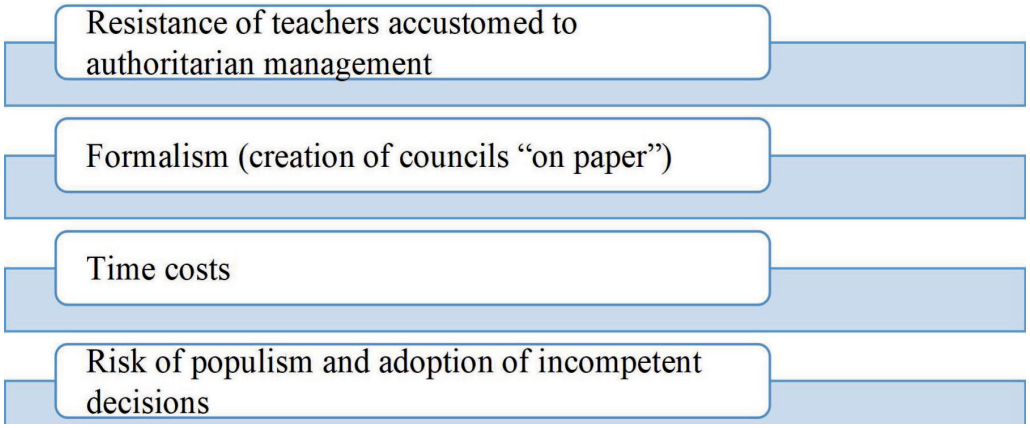
The decision-making process in the participatory management activities of the school director is considered one of the main manifestations of democratic governance, which significantly affects the quality and overall development of the school. Decisions made through broad public participation and consideration of their opinions will be not only effective, but also sustainable and appropriate.

Practical mechanisms of participatory decision-making used by school principals. The most common tools:



An important role is played by the principal's competence in facilitation and conflict management [9].

Difficulties and risks of participatory management. Despite the advantages, the transition to participatory decision-making faces the following problems: [10]



To overcome these difficulties, systematic training of principals in democratic leadership technologies is necessary.

In conclusion, it is worth noting that participatory decision-making in the activities of a school principal is a complex structured process that includes the identification, discussion, assessment, adoption, implementation and evaluation of decisions with the broad participation of the school community.

The main indicators of its effectiveness are the level of participation of the participants, their satisfaction, reduction of conflicts and improvement of the quality of education. The implementation of participatory management requires the possession of communicative and adaptive skills, as well as systematic support from educational organizations. The experience of schools that successfully implement participatory decision-making demonstrates significant improvements in international culture and educational outcomes, which confirms the prospects of this approach in modern conditions.

Participatory management is a central part of modern educational leadership, allowing schools to effectively respond to complex problems, develop a culture of collaboration, innovation and shared responsibility. The role of the school principal in this process is multifaceted, serving as a communicator, strategist and evaluator.

Effective participatory decision-making requires a structured process, evidence-based

approaches, clear communication, and inclusive mechanisms that ensure stakeholders are meaningfully involved. Key indicators such as participation rates, diversity of representation, process transparency, leadership competencies, and school performance outcomes help evaluate the effectiveness of decisions.

As s continue to evolve, participatory decision-making will remain a cornerstone of democratic school governance. By cultivating capacity, strengthening institutional frameworks, and using contemporary tools, school principals can create sustainable participatory cultures that empower communities and enhance educational quality.

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