



STRUCTURE OF DECISION-MAKING IN PARTICIPATORY MANAGEMENT ACTIVITIES

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Annotation: *This thesis analyzes the structure of decision-making in participatory management activities within educational institutions. Participatory management is considered an effective approach that ensures collective involvement of stakeholders in managerial processes. The study highlights the theoretical foundations, structural components, and practical mechanisms of participatory decision-making. Special attention is paid to the interaction between school leadership, teachers, students, and parents in the decision-making process. The results show that participatory decision-making enhances organizational efficiency, improves communication within the educational community, and contributes to sustainable institutional development.*

Keywords: *Participatory management, decision-making structure, educational leadership, school management, collaborative governance, stakeholders, educational management.*

Аннотация: *В данной статье анализируется структура принятия решений в условиях партисипативного управления в образовательных учреждениях. Партисипативное управление рассматривается как эффективный подход, обеспечивающий коллективное участие заинтересованных сторон в управленческих процессах. В исследовании раскрываются теоретические основы, структурные компоненты и практические механизмы принятия решений в рамках партисипативного управления. Особое внимание уделяется взаимодействию администрации школы, учителей, учащихся и родителей в процессе принятия решений. Результаты исследования показывают, что партисипативное принятие решений повышает эффективность управления, улучшает коммуникацию в образовательном сообществе и способствует устойчивому развитию образовательных организаций.*

Ключевые слова: *партисипативное управление, структура принятия решений, образовательное руководство, управление школой, коллективное управление, заинтересованные стороны, педагогический менеджмент.*



INTRODUCTION

Modern educational institutions operate in a rapidly changing social and organizational environment. Under these conditions, effective management requires not only administrative authority but also active cooperation between all participants of the educational process. Traditional centralized management models are gradually being replaced by participatory approaches that emphasize collaboration and collective responsibility in decision-making processes.

Participatory management is defined as a management approach that involves employees and stakeholders in decision-making processes affecting the organization. According to Simonov, participatory management increases the effectiveness of educational leadership by encouraging cooperation and shared responsibility among members of the pedagogical community [1]. Similarly, Slastenin notes that modern educational management requires democratic leadership practices that promote collaboration between administrators and teachers [2]. In educational organizations, particularly schools, decision-making processes are closely connected with pedagogical, organizational, and strategic management activities. Therefore, the study of the structure of decision-making within participatory management becomes particularly relevant in improving school governance and ensuring sustainable development.

Participatory management is based on the principle that effective decisions are achieved through collective discussion and cooperation among organizational members. According to Vikhansky and Naumov, the decision-making process in modern organizations includes several interconnected stages such as problem identification, information analysis, development of alternatives, and selection of the most appropriate solution [3].

In educational institutions, participatory decision-making is closely related to distributed leadership. Spillane argues that leadership functions in schools should be distributed among teachers and administrators rather than concentrated only in the hands of a single leader [4]. This approach allows schools to create a collaborative environment in which teachers actively participate in solving organizational and pedagogical problems.

The concept of distributed leadership is also supported by Harris, who emphasizes that collaborative leadership practices increase teacher motivation and improve the quality of educational decision-making processes [5]. Such approaches contribute to the development of democratic management systems in schools. Participatory decision-making also plays an important role in strategic management. Kaplan and Norton highlight that organizations achieve higher effectiveness when employees are actively involved in strategic planning and decision-making processes [6]. In educational institutions, this approach allows school leaders to align management decisions with the needs of teachers, students, and parents.

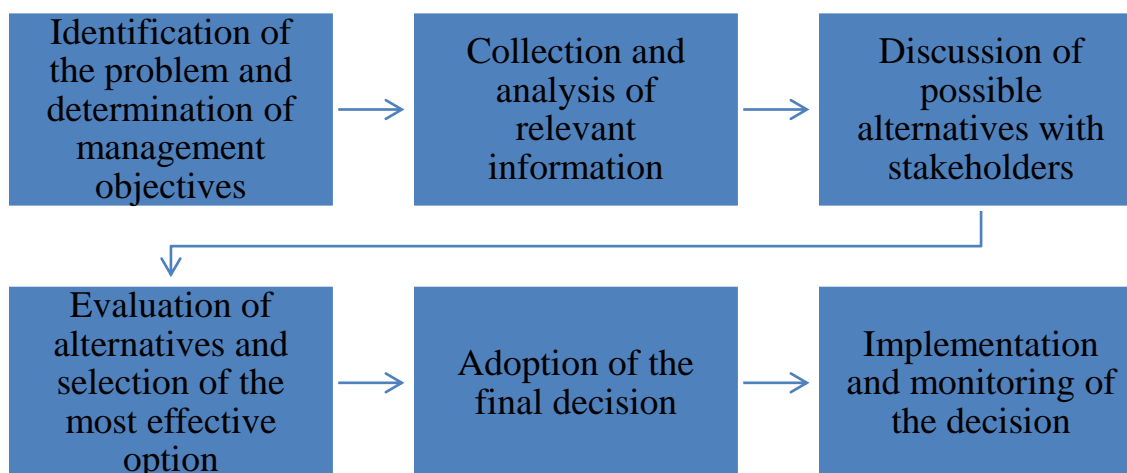


According to Bush, participatory leadership is one of the most important principles of modern educational management because it encourages transparency and shared responsibility in school governance [7]. This approach allows school leaders to involve teachers and other stakeholders in discussing important institutional issues, which in turn strengthens trust and cooperation within the educational community. Participatory leadership also promotes democratic management practices where decision-making is not concentrated solely in the hands of administrators but is shared among members of the organization. As a result, educational institutions become more open, inclusive, and responsive to the needs of both teachers and students.

Similarly, Leithwood notes that collaborative leadership practices significantly improve organizational performance and contribute to the improvement of student learning outcomes [8]. When teachers participate in decision-making processes, they develop a stronger sense of professional responsibility and commitment to institutional goals. Collaborative leadership also creates opportunities for professional dialogue, exchange of pedagogical experience, and joint problem-solving, which positively influences the quality of teaching and learning processes. In this context, the active participation of teachers in school governance becomes an important factor in improving educational effectiveness.

In practice, the structure of participatory decision-making in schools involves several key actors such as school principals, deputy principals, teachers, students, parents, and community representatives. Each of these participants plays a specific role in the decision-making process and contributes to the development of effective management solutions. Their interaction forms a participatory governance system that supports collective decision-making, transparency, and accountability in educational management [9]. Such a governance model allows schools to consider the interests and perspectives of different stakeholders, thereby ensuring more balanced and well-founded management decisions. Furthermore, the involvement of various stakeholders strengthens institutional cooperation and contributes to the sustainable development of educational organizations.

The structure of participatory decision-making in educational institutions can be presented through several interconnected stages:



Such a structured approach ensures transparency, accountability, and effectiveness in educational management processes [10]. The clear definition of decision-making stages and the involvement of various stakeholders make it possible to create a more democratic and open governance environment within educational institutions. In this context, participatory decision-making not only improves the quality of managerial decisions but also strengthens institutional trust among members of the educational community. When teachers, students, parents, and community representatives participate in discussing and evaluating management decisions, the implementation of these decisions becomes more effective and sustainable. Furthermore, such an approach allows school leaders to consider diverse perspectives and experiences, which ultimately contributes to more balanced and evidence-based management decisions.

In addition, modern research emphasizes that participatory governance significantly improves communication within educational organizations and strengthens cooperation between school administration and the pedagogical community [11]. Effective communication plays a crucial role in building a collaborative organizational culture where teachers feel valued and motivated to contribute to institutional development. Participatory governance mechanisms create opportunities for regular dialogue, exchange of ideas, and joint problem-solving among stakeholders. As a result, teachers become more actively involved in the management process, which positively influences their professional engagement and organizational commitment. Strengthening collaboration between school administration and the pedagogical staff also promotes innovation and supports the development of more effective teaching and learning strategies.

As noted by Sammut-Bonnici, collaborative management practices contribute not only to internal organizational effectiveness but also to the strategic development and competitiveness of institutions operating in complex and dynamic environments [12]. In the context of educational institutions, participatory management enables school leaders to respond more flexibly to external challenges such as educational reforms, technological changes, and evolving societal expectations. By involving different stakeholders in the decision-making



process, schools are better able to develop adaptive strategies and maintain institutional stability. Moreover, participatory governance supports long-term institutional development by encouraging strategic thinking, collective responsibility, and continuous improvement within the organization.

Thus, participatory decision-making represents an important component of modern educational management. The implementation of participatory management structures in schools strengthens collaboration among stakeholders, improves the quality and legitimacy of management decisions, and supports sustainable institutional development. Through participatory approaches, educational institutions can create a more inclusive governance system that enhances organizational effectiveness, fosters professional cooperation, and contributes to the overall improvement of educational quality.

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