

# Assessment Of The Effectiveness Of Secondary Education Management Through The Lens Of Public Trust

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**Abstract:** The article examines the relationship between the quality of managerial activities in secondary educational institutions and the level of public trust. The public trust index is used as an indicator of the effectiveness and transparency of school management. The study is based on survey methods, expert assessment, and statistical analysis. The findings make it possible to identify key factors influencing parental and societal trust in educational institutions, as well as to develop recommendations for improving managerial effectiveness.

**Keywords:** Secondary education management, quality of management, public trust index, educational policy, effectiveness of management processes, public participation, transparency of governance, evaluation of educational institutions.

**Introduction:** Effective management of secondary educational institutions is one of the key factors in ensuring the quality of education and the sustainable development of society. In recent years, the global pedagogical community has observed a shift in emphasis from traditional indicators of effectiveness, such as students' academic achievement and teachers' qualifications, toward indices of parental and public trust in educational organizations. Public trust is viewed as a comprehensive indicator that reflects not only perceptions of the quality of educational services, but also the degree of transparency of management processes, the professionalism of leadership, and the level of involvement of all stakeholders.

In the context of modernization of the education system of the Republic of Uzbekistan, the importance of public trust in schools is increasing. According to data from the Ministry of Public Education and recent studies (I.Karimov, 2022; N.K.Nazarova, 2021), the transparency of managerial decision-making, active communication with parents, and the use of information technologies have a direct impact on satisfaction and trust in educational institutions. At the same time, regional differences in levels of trust indicate that a unified management policy does not

always ensure an even perception of school effectiveness across different regions of the country.

The scientific significance of the study is determined by the need to develop comprehensive approaches to assessing the effectiveness of school management through the lens of public trust. Such an approach makes it possible to identify latent problems in managerial practice, determine priority areas for improving the quality of the educational process, and strengthen social support for educational initiatives.

The purpose of this study is to assess the level of parental and public trust in secondary educational institutions in Uzbekistan and to identify the factors influencing this indicator. To achieve this goal, the following objectives were set:

1. To analyze existing approaches to assessing the effectiveness of school management and methods for measuring public trust.
2. To identify key indicators of transparency and leadership competence that influence the trust of parents and the local community.
3. To conduct a comparative analysis of the public trust index across different regions of Uzbekistan.
4. To develop recommendations for improving

the effectiveness of secondary education management through enhanced communication and greater openness of managerial procedures.

**METHODOLOGY**

To assess the effectiveness of secondary school management through the lens of public trust, a comprehensive empirical study was conducted in various regions of Uzbekistan.

The research was carried out in 30 secondary schools located in Tashkent, Samarkand, Fergana, and Khorezm. A total of 300 parents, 150 teachers, and 30 school principals participated in the study.

Data collection methods included surveys and interviews with school principals. The surveys of parents and teachers consisted of 20 scaled questions covering aspects such as leadership competence, transparency of managerial decision-making, quality of communication, and the level of public involvement. Interviews with school principals were aimed at analyzing official documentation, including school regulations, reports, and strategic plans.

For data analysis, a public trust index was calculated on a 100-point scale, along with a correlation analysis of management factors and trust levels, as well as a comparative analysis of regional differences.

**LITERATURE REVIEW**

In recent years, there has been growing interest in the social aspects of educational management in both pedagogical and administrative research, particularly in parental and public trust as an indicator of management quality.

I. Karimov examines the experience of Uzbekistan and emphasizes that the effectiveness of school management is directly linked to the transparency of procedures, the use of information technologies, and parental involvement. His study confirms that high

levels of trust ensure greater stability in the educational system.

N. K. Nazarova focuses on innovative mechanisms for increasing trust, such as interactive platforms for communication with parents, open reports on school activities, and public participation in management. She argues that these measures enhance satisfaction and strengthen the legitimacy of managerial decisions.

E. A. Ivanova and M. V. Petrova explore the role of transparency and leadership competence in building trust in educational organizations. They emphasize that even with highly qualified leadership, the lack of open communication and public participation reduces the level of trust.

J. Smith, in an international context, confirms the universality of these patterns: transparency, engagement with parents, and the professionalism of leaders are key factors in forming public trust in schools, regardless of the country.

The Ministry of Public Education of the Republic of Uzbekistan, in its Strategy for the Development of Secondary Education 2022–2026, identifies public trust as a priority indicator of the success of reforms and the improvement of school education quality. The document highlights the need for open procedures, parental and public involvement, and the implementation of modern management technologies.

**RESULTS AND DISCUSSION**

Within the framework of the study, data were collected from 30 secondary schools located in different regions of Uzbekistan (the city of Tashkent, Samarkand, Fergana, and Khorezm regions).

The average public trust index across all surveyed schools was 72.5 points, indicating a relatively high level of trust, though with noticeable differences between regions (see Table 1).

**Table 1.**

**Average Public Trust Index by Regions of Uzbekistan**

Region	Number of Schools	Average Trust Index	Notes
Tashkent	10	78.2	High transparency, active communication with parents
Samarkand	6	71.5	Moderate openness, limited parental involvement
Fergana	8	69.8	Low public involvement, limited information sharing

Khorezm	6	73.1	High leadership competence, moderate transparency
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According to the research results, schools in the city of Tashkent demonstrated the highest level of public trust, with an average index of 78.2 points. The high level of trust is explained by the active use of information technologies for communication with parents and monitoring the educational process, the transparency of decision-making procedures, and the regular provision of information to all stakeholders. This confirms that modern digital tools and an open management policy directly enhance public trust.

In the Khorezm region, schools showed an average trust index of 73.1 points. Here, trust was above average due to the high professional competence of school leadership, although the transparency of managerial procedures was somewhat lacking. This indicates that competent leadership can compensate for insufficient parental and community involvement; however, the potential for higher trust can be enhanced through open communication and increased public participation.

For schools in the Samarkand region, with a trust index of 71.5 points, a moderate level of openness and parental awareness is characteristic, which affects the perception of managerial processes. The main issue is the limited involvement of parents in decision-making

and the insufficient regularity of feedback. In these schools, increasing transparency and organizing regular meetings with parents could significantly enhance the trust index.

Schools in the Fergana region demonstrated the lowest trust index at 69.8 points. The primary reason for this low level of trust is the insufficient involvement of the public and limited communication with parents regarding school activities and development plans. Additionally, the professional competence of school leadership varies, which further reduces trust. For these schools, it is recommended to implement a systematic communication program with parents, utilize electronic gradebooks and interactive platforms, and enhance the professional development of school principals.

Regional differences indicate that even with a high level of leadership competence, trust remains moderate or low without transparent communication and public participation. The greatest potential for increasing the trust index is observed in regions with low parental involvement and limited transparency, such as Fergana and Samarkand.

To identify the factors influencing the trust index, a correlation analysis was conducted (see Table 2).

**Table 2.**

**Correlation of Management Factors with the Trust Index.**

Management Factor	Correlation Coefficient	Significance
Transparency of managerial decisions	0.82	High
Leadership competence	0.74	Moderate
Active communication with parents	0.79	High
Public/community involvement in management	0.85	Very high

The data analysis showed that parental and community involvement has the greatest impact on trust (0.85), highlighting the importance of interactive participation. Transparency of decisions and active communication with parents also significantly enhance trust, while the competence of school principals influences the perception of decisions and the overall effectiveness of school management.

Based on the research results, the following

conclusions can be drawn:

1. Schools in Tashkent demonstrated the highest level of public trust due to the active use of information technologies, transparent decision-making procedures, and regular communication with parents.
2. Schools in the Khorezm region have a relatively high trust index (73.1), which is explained by the high professional competence of school principals; however, the transparency of managerial processes is

limited.

3. Schools in the Samarkand region showed a trust index of 71.5 points. The main issues are insufficient parental involvement and irregular feedback.

4. Schools in the Fergana region, with a trust index of 69.8, face the greatest challenges: low involvement of parents and the local community, varying levels of leadership competence, all of which reduce trust.

The findings confirm that public trust is an important indicator of management quality. Schools with a higher trust index demonstrate the following characteristics:

- open and transparent decision-making procedures;
- regular communication with parents and their involvement in discussions of managerial issues;
- continuous professional development of school leaders and teachers.

Regional differences indicate that even with a high level of principal competence, trust remains moderate or low without transparent communication and parental involvement. The greatest potential for increasing trust is observed in regions with low parental engagement, such as Fergana and Samarkand.

These findings are consistent with the work of both international and domestic researchers (J.Smith, 2020; E.A.Ivanova, 2021; M.V.Petrova, 2019), who emphasize the importance of transparency and leadership competence in building trust in educational institutions.

## CONCLUSION

Thus, the public trust index in Uzbekistan serves as a reliable indicator of the quality of managerial activities in secondary schools. Effective management practices are directly linked to the transparency of processes, leadership competence, and community involvement.

To improve the quality of management in secondary educational institutions and increase the public trust index, it is recommended to:

1. Implement open and interactive decision-making mechanisms involving parents and the community.
2. Systematically enhance the competence of school leaders and teachers through trainings, workshops, and retraining programs.
3. Actively use modern communication and information systems to inform parents and the public, as well as to ensure the transparency of school operations.

4. Involve the public in monitoring the quality of educational services, for example, through parent councils and regular meetings with the administration.

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