



Article

## Conceptual Model of Management Strategies Aimed at Improving The Quality of Education

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**Abstract:** This article develops a conceptual model of management strategies aimed at improving the quality of education. The study analyses the concept of education quality, the theoretical foundations of management strategies and the mechanisms of their practical application. It also proposes a conceptual model that, through the organisation of effective management in educational institutions, serves to improve student outcomes.

**Keywords:** education quality, management strategy, conceptual model, education management, effectiveness, monitoring, innovation.

### 1. Introduction

Improving the quality of education is one of the principal priorities of the modern education system. Education quality is determined not only by the level of students' knowledge but also by the effectiveness of the educational process, the management system and the environment [1], [2], [3].

Under contemporary conditions, the effective management of educational institutions calls for a strategic approach. For this reason, developing a conceptual model of management strategies is significant both in scientific and practical terms.

#### Literature Review

Issues of management strategies and education quality have been studied by many scholars. In particular, Peter F. Drucker links managerial effectiveness with strategic planning.

Michael Armstrong emphasises that organisational performance can be enhanced through human resource management [4], [5], [6], [7].

Studies conducted by the OECD also show that the quality of education is directly dependent on management strategies [8], [9], [10].

### 2. Materials and Methods

The following methods were used in the course of the research:

- a systems approach;
- comparative analysis;
- modelling;
- statistical analysis.

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## Main Part

### 1. The concept of education quality and its criteria

Education quality is a complex indicator determined by the level of students' knowledge, skills and competencies [11], [12], [13], [14], [15], [16].

Its principal criteria are:

- academic outcomes;
- the formation of competencies;
- social adaptation;
- innovative thinking.

### 2. The substance of management strategies

A management strategy is a system of plans and decisions aimed at ensuring the long-term development of an educational institution.

Its main strategies are:

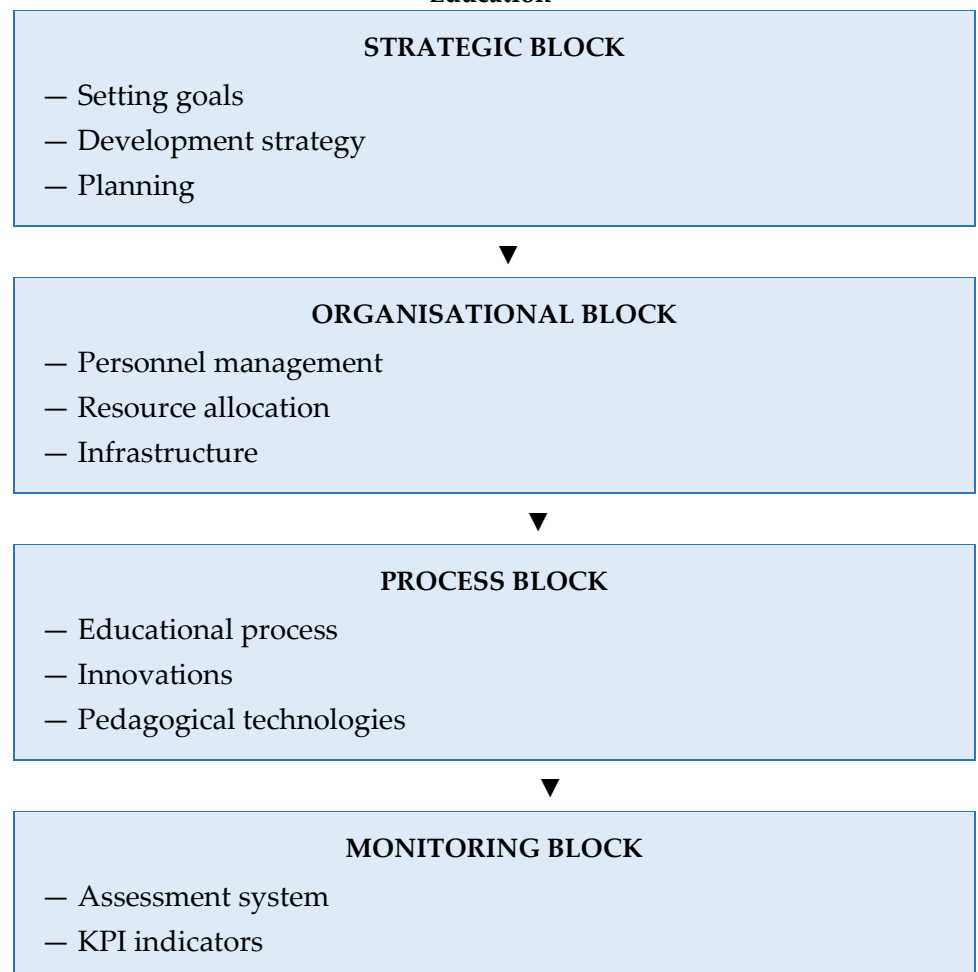
- strategic planning;
- resource management;
- personnel policy;
- innovative development.

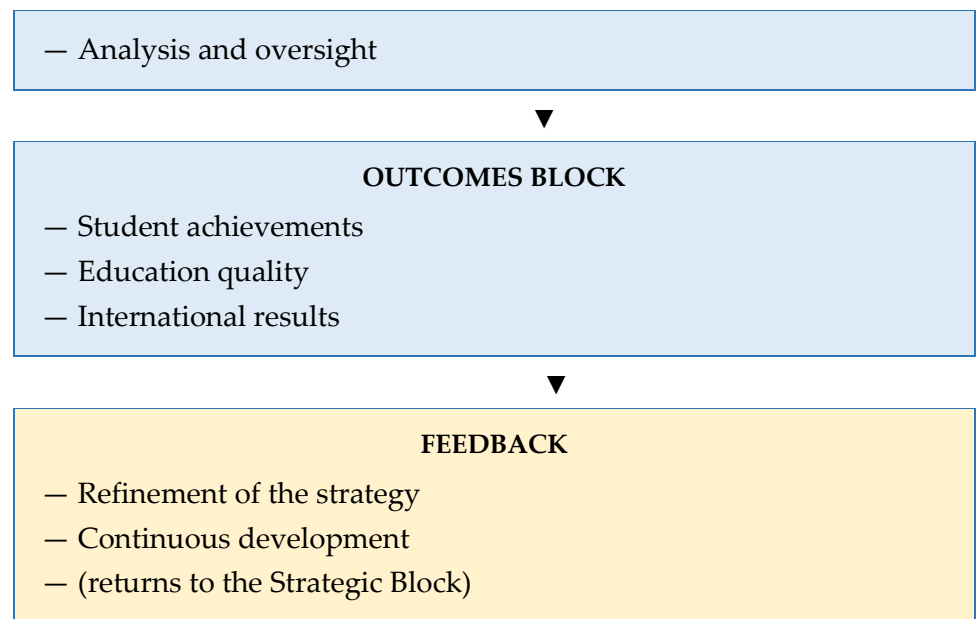
### 3. Factors influencing the improvement of education quality

- management effectiveness;
- the qualifications of the teaching staff;
- the educational environment;
- the monitoring system.

### 4. The conceptual model

#### Conceptual Model of Management Strategies Aimed at Improving the Quality of Education





Description of the diagram

This model represents a systemic and continuous management cycle. In it:

- the Strategic Block defines goals and directions;
- the Organisational Block mobilises resources and personnel;
- the Process Block implements the educational process;
- the Monitoring Block evaluates outcomes;
- the Outcomes Block reflects final effectiveness;
- the Feedback loop refines the system.

The model corresponds to the PDCA (Plan–Do–Check–Act) cycle and ensures continuous development.

**Proposed model:**

**“Strategic Management → Effective Educational Environment → High Outcomes”**

**Components of the model:**

**1. Strategic block**

- setting goals;
- development strategy;
- planning.

**2. Organisational block**

- personnel management;
- resource allocation;
- infrastructure.

**3. Process block**

- organisation of the educational process;
- introduction of innovations;
- pedagogical technologies.

**4. Monitoring block**

- assessment system;
- KPI indicators;
- analysis.

**5. Outcomes block**

- student achievements;
- education quality;
- international results.

**5. Advantages of the model**

- systemic character;

- flexibility;
- measurability;
- practical orientation.

### 3. Results and Discussion

The proposed model:

- enhances managerial effectiveness;
- improves the quality of education;
- raises student outcomes.

#### **Strategies for Improving Student Outcomes through the Development of Leaders' Competence**

1. Theoretical basis: the link between managerial competence and educational outcomes

As emphasised in scholarly research, in particular in the works of Richard E. Boyatzis and Peter F. Drucker, organisational performance is directly dependent on the leader's capacity for strategic decision-making.

In the education system, this is manifested as follows:

- if the leader is competent → the pedagogical process is effective;
- an effective process → student outcomes improve.

Hence, the leader's competence is a system-controlling factor of education quality.

2. Strategy 1: Developing strategic management competence

The leader should:

- set clear goals;
- manage on the basis of KPIs;
- draw up a long-term development plan.

**Outcome:**

- the school's activities become orderly;
- resources are used purposefully;
- learning outcomes are stabilised.

3. Strategy 2: Data-driven leadership

In modern school management:

- student outcomes are analysed;
- a monitoring system is established;
- decisions are made on the basis of assessment results.

**Scientific basis:**

According to OECD studies, data-driven management can improve the quality of education by 20–30%.

4. Strategy 3: Competence in developing the teaching staff

The leader:

- regularly trains teachers;
- establishes a mentoring system;
- supports professional development.

**Outcome:**

- the quality of lessons improves;
- students' level of knowledge rises;
- innovative methods spread.

5. Strategy 4: Creating a motivational and psychological environment

The leader's competence in this area covers:

- creating a positive school climate;
- incentivising students and teachers;
- a stress-reduction system.

**Outcome:**

- students' interest in learning increases;
- attendance and engagement rise;
- academic outcomes improve.

## 6. Strategy 5: Innovative management competence

The leader:

- introduces digital technologies;
- uses electronic learning platforms;
- supports innovative methods.

**Outcome:**

- an individual approach is strengthened;
- the learning process becomes effective;
- alignment with global standards increases.

## 7. Strategy 6: Competence in cooperation with parents

The leader:

- involves parents in the educational process;
- establishes a system of regular communication;
- launches partnership projects.

**Outcome:**

- home-school integration is reinforced;
- students' discipline improves;
- outcomes are stabilised.

## 8. Strategy 7: Monitoring and assessment system (based on KPIs)

An important component of a leader's competence is:

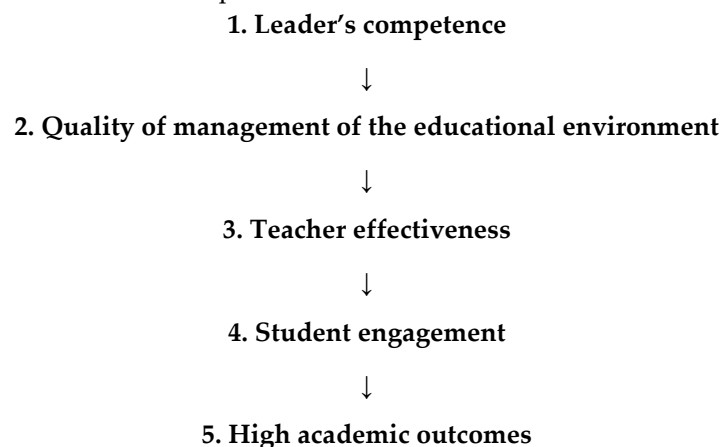
- continuous analysis of student outcomes;
- evaluation on the basis of KPI indicators;
- tracking the dynamics of development.

**Outcome:**

- problems are identified swiftly;
- corrective measures are applied promptly;
- quality is continuously improved.

## 9. Integrative model: "Leader's Competence → Educational Process → Student Outcome"

This model operates as follows:

**4. Conclusion**

In improving the quality of education, the conceptual model of management strategies is of essential importance. A management system organised on the basis of this model makes it possible to enhance educational effectiveness substantially.

### Scientific Recommendations

- introducing strategic management in educational institutions;
- developing a KPI-based assessment system;
- applying digital management technologies;
- upgrading teachers' qualifications;
- incorporating international experience.

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