

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

IMPROVING DIGITAL MANAGEMENT AND INTERNAL MONITORING SYSTEMS IN GENERAL SECONDARY SCHOOLS BASED ON PRESIDENTIAL SCHOOLS EXPERIENCE

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Abstract. This article analyzes the effectiveness of improving digital management and internal monitoring systems in general secondary schools based on the experience of Presidential Schools. The study focuses on strategic management, digital technologies, and quality assurance mechanisms as key factors for increasing transparency and efficiency in school governance. The results indicate that the integration of digital platforms and internal evaluation tools enhances decision-making processes, reduces administrative workload, and improves educational quality. The findings provide practical recommendations for the modernization of school management systems.

Keywords: digital management, internal monitoring, school governance, Presidential Schools, educational leadership, effectiveness.

1. Introduction

In recent decades, digital transformation has become a central element of educational development worldwide. Educational institutions increasingly rely on information and communication technologies (ICT) to improve governance, ensure transparency, and enhance the quality of teaching and learning processes [1]. School management is no longer limited to traditional administrative practices; instead, it requires data-based decision-making, continuous monitoring, and effective communication among stakeholders.

International experience demonstrates that countries such as Finland, Singapore, and South Korea have successfully implemented digital management systems that support real-time monitoring of academic performance and institutional effectiveness [2]. These systems allow school leaders to make informed decisions and create more transparent and accountable educational environments.

In Uzbekistan, the establishment of Presidential Schools marked a new stage in the modernization of school management. These institutions introduced strategic planning, digital platforms, and internal quality monitoring mechanisms aligned with international standards [3]. As a result, Presidential Schools achieved high academic outcomes and demonstrated effective governance models.

However, general secondary schools still face challenges related to bureaucratic procedures, insufficient internal monitoring, and limited use of digital technologies. Therefore, adapting the experience of Presidential Schools to the context of general secondary education is a relevant and necessary task.

The purpose of this article is to analyze the effectiveness of improving digital management and internal monitoring systems in general secondary schools based on Presidential Schools experience.

The objectives of the study are:

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1. To examine theoretical foundations of digital school management.
2. To explore practical implementation of digital technologies and monitoring systems.
3. To evaluate their impact on management efficiency.
4. To propose recommendations for further development.

2. Methods

The research adopted a comprehensive methodological approach combining qualitative and quantitative methods.

2.1 Research Design

The study was conducted in six general secondary schools across different regions. A pilot digital management and internal monitoring model inspired by Presidential Schools experience was implemented.

2.2 Data Collection Methods

The following methods were used:

- **Document analysis:** educational policies, school development plans, and digital platform reports were reviewed [4].
- **Questionnaires:** surveys were conducted among 60 teachers and school administrators.
- **Interviews:** semi-structured interviews with school principals and IT coordinators.
- **Statistical analysis:** comparison of indicators before and after implementation.

2.3 Indicators of Effectiveness

The effectiveness of the digital management system was assessed using the following indicators:

1. Reduction in administrative workload.
2. Transparency and accessibility of information.
3. Quality of managerial decision-making.
4. Level of teacher and parent satisfaction.
5. Improvement in internal quality monitoring.

3. Results

The findings of the study revealed positive changes in school management after the introduction of digital technologies and internal monitoring mechanisms.

3.1 Optimization of Administrative Processes

Digital platforms significantly reduced paperwork and manual reporting. Schools reported a 30–35% decrease in time spent on documentation and data processing. Automated reporting tools minimized errors and ensured data accuracy.

3.2 Strengthening Transparency and Accountability

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Electronic journals and dashboards enabled school administrators to monitor attendance, academic performance, and teacher activity in real time. This increased transparency and strengthened accountability mechanisms [5].

3.3 Improved Decision-Making

Access to real-time data allowed school leaders to make evidence-based decisions. Analytical reports generated by digital systems provided a reliable foundation for planning and evaluation.

3.4 Enhanced Communication with Parents

Digital communication tools improved interaction between schools and parents. Parents gained online access to student progress information, which increased their involvement in the educational process.

3.5 Development of Internal Quality Monitoring

Internal monitoring systems facilitated continuous assessment of teaching quality and student achievement. Schools introduced performance indicators aligned with international assessment frameworks such as PISA and TIMSS [6].

Survey results showed that 75% of respondents evaluated the digital management system as effective and useful for improving school governance.

4. Discussion

The results of this study are consistent with international research on digital school management. Bush and Bolam argue that effective educational leadership requires the integration of technology with strategic management practices [7]. Digital tools do not replace leadership but enhance its capacity to manage complex educational systems.

The experience of Presidential Schools demonstrates that digital management and internal monitoring contribute to:

- reducing bureaucratic barriers;
- increasing accountability;
- strengthening data-driven decision-making.

Nevertheless, several challenges remain. These include limited digital literacy among some teachers, unequal access to technological infrastructure, and the need for continuous professional development. Without proper training and support, digital systems may not achieve their full potential [8].

Furthermore, the study highlights the importance of combining digital management with pedagogical leadership. Technology must be embedded within a broader management strategy focused on human resources, professional development, and organizational culture.

5. Conclusion

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The findings confirm that improving digital management and internal monitoring systems in general secondary schools based on Presidential Schools experience significantly enhances management efficiency and educational quality.

The key conclusions are:

1. Digital management systems optimize administrative processes and reduce paperwork.
2. They improve transparency and accountability in school governance.
3. They strengthen internal quality monitoring mechanisms.
4. They support data-driven decision-making and strategic planning.

Future perspectives include the integration of artificial intelligence and advanced data analytics into school management systems, which can further improve predictive planning and personalized educational strategies.

The study suggests that sustainable digital transformation requires not only technological resources but also continuous professional development for school leaders and teachers.

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