



Article

The Role of Historical Sources in Analyzing Trends in the Management of Educational Institutions

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Abstract

The study aimed to examine educational management in the Kyrgyz Republic with a focus on its historical evolution, current trends and key issues in the management of educational institutions. The study analyzed the theoretical foundations of educational management, historical stages of development of educational management in Kyrgyzstan, and conducted a statistical analysis reflecting the dynamics of changes in the higher education system. The methodological basis of the study was the comparative and historical-analytical methods, as well as the analysis of statistical data. Theoretical sources on educational management, archival materials, official regulations and data from the National Statistical Committee of the Kyrgyz Republic were used. This comprehensive approach identified key trends and factors influencing the development of educational management. The results of the study demonstrated that educational management in Kyrgyzstan has undergone several stages of transformation: from the centralized management system of the Soviet era to decentralized models that provide for the autonomy of educational institutions. The study also revealed that educational management in Kyrgyzstan has transformed from a centralized model to a decentralized one with increased autonomy of universities. In recent years, digitalization, strategic planning and international cooperation have become increasingly important. As of the 2023-2024 academic year, there were 58 universities in the country with about 223,000 students, of whom 25% were foreigners. Most foreign students were citizens of Uzbekistan, India, Pakistan, Russia, Kazakhstan, China and Turkey.

Keywords: digitalization, efficiency, HR policy, reform, strategic planning

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Introduction

Management in education is the most important factor determining the quality and efficiency of the educational process. In the context of global transformations driven by digitalization, economic changes, and reform of educational systems, the management of educational institutions requires new strategies and approaches. As a country with a developing education system, Kyrgyzstan faces the need to adapt to modern requirements in the field of educational management. The historical development of management models in educational institutions of Kyrgyzstan and their current state and prospects for modernization are a relevant area of scientific research.

The research relevance is determined by the need to analyze the evolution of educational management in Kyrgyzstan, considering national characteristics and global trends. From 2010 to 2024, the processes of digitalization of education, university management reform, and changes in educational institutions' development strategies were present. However, there is no comprehensive analysis of how the education management system in Kyrgyzstan has historically developed, what models have been used, and how they have changed under the influence of various factors. At the same time, existing studies address specific aspects of educational management, but do not provide a complete picture of its development and current challenges. The problem of the study is related to the insufficient systematization of knowledge about the management of educational institutions in Kyrgyzstan. There is a need to identify the key stages of its evolution, analyze the factors that influenced the development of management models, and assess their effectiveness in the current environment. In addition, the question of the impact of digitalization on the educational management system, as well as the mechanisms for adapting domestic experience to international standards of educational management, is becoming relevant.

The management of educational institutions in Kyrgyzstan has undergone significant changes under the influence of social, economic, and technological factors (Garira, 2024; Shumilova, 2024). The issue of the effectiveness of university management was considered by Ryskulova (2024), who concluded that the competence of managers plays a crucial role in the development of higher education institutions. The study demonstrated that successful leaders of educational institutions can adapt management strategies to changing conditions and introduce innovative approaches. The issue of developing a management training system in the education sector was analyzed by Chiftchi et al. (2022). The study determined that, despite the reforms, there is still a shortage of qualified specialists, and educational programs do not always meet the labor market requirements. The study emphasized the need to

improve training courses and strengthen the practical training of future administrators.

Koshoeva et al. (2023) studied the digitalization of the educational process. The study proved that introducing digital technologies contributes to the efficiency of university management, but its pace remains uneven. The study demonstrated that successful digital transformation requires technical equipment and staff development. The impact of digitalization on the sustainable development of regions was examined by Kulueva et al. (2023). The study demonstrated that modern technologies contribute to the development of the educational system, expand access to education, and improve the quality of teaching. The study noted the need for strategic planning of digitalization at the state level.

The historical, political, and economic aspects of the interaction between universities and society were studied by Krawchenko et al. (2021). The study concluded that the governance of higher education institutions in Kyrgyzstan is closely linked to the country's political and economic processes. The study highlighted the importance of state regulation and financial support for universities. Merrill et al. (2021) analyzed the reaction of teachers to educational reforms. The study determined that the perception of changes among the teaching staff depends on the level of involvement in the reform process. The study noted that the successful implementation of innovations requires management transparency and teachers' active participation in decision-making. The development of education in Kyrgyzstan in the late 19th and early 20th centuries was studied by Osmonova et al. (2021). The study determined that the first educational institutions were formed during this period, and their management was based mainly on traditional administration methods. The study traced the origins of modern management models and identified the continuity of educational practices.

Trends in educational migration were considered by Isabekov et al. (2025). The study determined that Kyrgyzstan is becoming an attractive destination for international students, which requires adapting educational management to new conditions. The study emphasized the need to improve the quality of educational services and create favorable conditions for international students. Prospects for the development of higher education in Kyrgyzstan were studied by Momunalieva et al. (2020). The study demonstrated that students' perception of educational institutions is shaped by educational policy, teaching quality, and the level of administrative management. The study noted the importance of students' opinions when developing strategies for the modernization of universities.

Thus, the analysis of existing studies shows that educational management in Kyrgyzstan has been studied from different perspectives, from digitalization and development history to educational migration and teachers' response to reforms. However, there remains a need for a comprehensive study of the evolution of management strategies and their impact on the modern education system. Existing works address certain aspects, but do not provide a holistic view of the development of management models and their impact on the modern education system.

The study aimed to conduct a comparative analysis of the evolution of management of educational institutions in Kyrgyzstan, identifying key trends and their impact on modern education management. To achieve this goal, the following objectives were set: to study the theoretical foundations of educational management; to analyze the historical evolution of educational management in Kyrgyzstan; to conduct a statistical analysis of trends in educational management in Kyrgyzstan.

Methodology

The research methodology was based on comparative analysis and statistical data analysis. The study drew on theoretical sources, historical research, national statistics, and methodological materials from Kyrgyz universities. The study covered three key areas: the theoretical foundations of educational management, its historical evolution in Kyrgyzstan, and a statistical analysis of trends in the management of educational institutions.

The conceptual framework of educational management was studied as part of the theoretical analysis. Morgan (1989) identified the metaphors of an organization as a machine, an organism, a culture, and a political system, each of which reflects different management approaches and models of functioning of educational institutions. This source is a fundamental work in organizational theory, as it offers a multifaceted understanding of the management and adaptation of educational structures to changing conditions. Morgan's ideas were applied in the context of educational management to analyze educational institutions as systems subject to the influence of both external and internal factors. The study by Hoy et al. (2012) was analyzed, and approaches to strategic planning, structural organization, education leadership, and mechanisms for assessing management effectiveness were used to analyze educational management in Kyrgyzstan.

Analytical and historical sources were used to study the historical evolution of educational management in Kyrgyzstan. The article *"Historical milestones in the development of the national education system of Kyrgyzstan"* (2024) analyzed the formation of educational structures in the country and the key stages of their reform. Similar material was analyzed in the *"Textbook on the history of Kyrgyzstan"* (Jakishev & Dyatlenko, 2021), which provides information on changes in the management of educational institutions, considering the historical and political context. This data

traced the main trends in the development of educational management and its impact on the system of higher and secondary education.

Official data from the National Statistical Committee of the Kyrgyz Republic were used for statistical analysis. In particular, the indicators presented by the KG Analytics Intellectual Fund (2022) and the report by the National Statistical Committee of the Kyrgyz Republic (2020) were considered. This data included information on the number of educational institutions, the number of students and teachers, the level of funding, and trends in the management of educational resources. The analysis identified the dynamics of changes in educational management and determined the patterns of its transformation from the 1990s to the 2020s.

Results

Theoretical Foundations of Educational Management

Educational management is a set of principles, methods, and strategies to function educational institutions effectively. In scientific literature, this term is considered a system for managing educational processes, including the organization, control, planning, and coordination of educational institutions. The main goal of educational management is to ensure high-quality education through the optimal use of resources and the implementation of effective management decisions. Educational management is based on key management functions: strategic planning, organizational management, control, evaluation of the effectiveness of educational processes, and personnel policy (Figure 1).

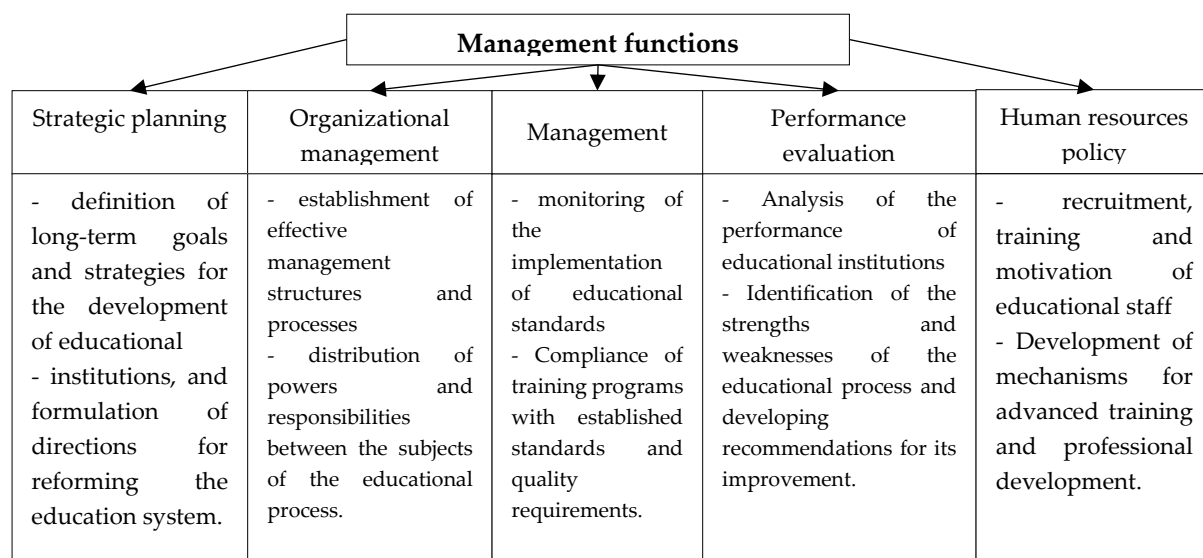


Figure 1. Management Functions in Educational Management

Source: compiled by the authors based on Lynch et al. (2020), Boni et al. (2023).

In contrast to traditional administration, educational management implies flexibility, adaptability, and results orientation. Educational institutions are managed

at several levels: national, regional, and institutional, requiring a comprehensive approach to analyzing management models. The development of educational management is associated with changes in approaches to the organization of the educational process (Järvis et al., 2022; Vasiuk & Vyhovska, 2023). Modern research emphasizes the importance of leadership, innovative management methods, digitalization, and the involvement of all participants in the educational process in decision-making. In this regard, the study of management models requires access to historical sources that trace the evolution of management approaches and identify patterns of their transformation (Lynch et al., 2020).

The analysis of educational management requires using historical sources that determine the dynamics of changes in the management of educational institutions, identify factors that influence management decision-making, and address successful practices. Historical documents, archival materials, official regulations, and scientific research provide information on the mechanisms of education management in different historical periods. Historical analysis is important because management models are formed in the context of socio-economic, political, and cultural conditions. The study of historical sources can be used not only to systematize knowledge about the development of educational management, but also to identify the reasons for changes in management strategies.

In the educational systems of many countries, historical sources are used to analyze the effectiveness of educational reforms (Pancer-Cybulska & Zlenko, 2024; Lokhvytska et al., 2023). For instance, in studies of the educational systems of countries such as the United States, Finland, Canada, Singapore, Japan, Germany, and South Korea, archival materials were used to identify key stages of educational reform and analyze the transition from traditional administrative methods to more flexible and result-oriented management models. The study of educational management requires access to fundamental works on the theory of organization and management in education. G. Morgan (1989) presented an innovative view of the management of educational institutions using metaphorical analysis. According to the concept, organizations can be viewed through various metaphors that help them understand their internal structure, functioning mechanisms, and adaptation to changing conditions. G. Morgan's ideas were applied to educational management to analyse educational institutions such as machines, organisms, cultures, and political systems (Table 1).

Table 1. Models of educational management according to Morgan and their application in the educational environment

Management model	Description	Educational environment example
Machines	Management is based on clear regulations, and efficiency is achieved through strict hierarchy and control. In the educational environment, this approach is implemented through strict administrative regulation and standardization of educational processes.	State schools have strict regulations, uniform curriculum standards, and strict control by the Ministry of Education.
Organisms	Educational institutions are regarded as dynamic systems capable of development and transformation under external and internal factors. This approach emphasizes the need for flexible management and strategic planning.	Universities that implement digital technologies, adapt curricula to labor market requirements, and develop partnerships with employers.
Crops	Values, traditions, and ideological attitudes that influence educational processes play an important role. In educational management, this is reflected in the formation of the organizational culture of universities and schools.	Private schools and universities with unique educational mission shape corporate culture and specific value orientations among students and teachers.
Political systems	Governance depends on the distribution of power, the interests of different groups, and decision-making mechanisms. This approach is relevant for analyzing education reforms and their impact on education policy.	Government reforms in the education sector include reforms to the university funding system, university autonomy, and the participation of students and teachers in management processes.

Source: compiled by the authors based on Morgan (1989) and Liu (2023).

Morgan's methodology is analytical for evaluating educational institutions and their management strategies, identifying factors that determine management effectiveness. Hoy et al. (2012) proposed a systematic approach to managing educational institutions based on scientific research and educational administration practice. The concept includes several key areas: education leadership, where the competence of managers ensures effective management, their ability to build a team and implement innovative management methods; organizational structure, including a clear division of functions between administrative bodies, teachers and staff of educational institutions; strategic planning aimed at achieving the long-term goals of educational institutions, improving the quality of education and the efficiency of resource management; control and evaluation of effectiveness, including mechanisms for monitoring educational processes, analyzing learning outcomes and adjusting management strategies. The approach of Hoy et al. can be used to analyze educational management in terms of the effectiveness of management decisions and the identification of areas for improvement. Introducing these principles in educational institutions in Kyrgyzstan can contribute to developing more adaptive and effective management practices.

Educational management is a multifaceted management system that includes various methods and approaches (Nurakenova & Nagymzhanova, 2024; Petrenko & Kokareva, 2023). Historical analysis traced the dynamics of changes in the management of educational institutions, identified patterns of their development, and assessed the impact of various factors. Educational management requires a comprehensive approach to analysis, including the study of its theoretical foundations, historical context, and management models used in practice. It identified effective strategies and adapted them to modern conditions, contributing to educational institutions' development and improving the quality of the educational process.

Key Stages in the Development of Education Management in Kyrgyzstan

The development of the education management system in Kyrgyzstan has passed through several key stages, each characterized by changes in organizational structure, approaches to administration, and strategic priorities. The most important periods were the Soviet stage, post-Soviet transformation, and modern reforms to modernize educational management (Historical milestones in ..., 2024).

During the Soviet period (1924-1991), the education management system in Kyrgyzstan was based on a centralized model typical of the entire education system of the Union of Soviet Socialist Republics (USSR). The basic principles of educational management were determined by decisions of the Communist Party and implemented through republican authorities, such as the Ministry of Public Education of the Kyrgyz SSR. Educational institutions were managed within a rigid hierarchical structure, with key decisions made at the union and republican levels. During this period, the network of schools, secondary specialized educational institutions, and universities was actively developing. In 1951, the Kyrgyz State University, now the Kyrgyz National University named after Jusup Balasagyn, was founded and became the leading higher education institution in the country. Ministerial decrees were substantial in the university governance system, defining educational programs, personnel policy, and the funding structure. Compulsory schooling was expanded, and by the 1970s, almost all children of school age were enrolled in education in the republic. An important feature of Soviet education management was planning the student population and distributing graduates by profession following state economic needs. Thus, educational management trained personnel for state-owned enterprises and institutions (Gül, 2024).

With the collapse of the Soviet Union, Kyrgyzstan's education management system faced substantial challenges related to funding shortages, a lack of qualified personnel, and the need to revise educational standards (Lailieva et al., 2025; Muratalieva et al., 2025). In 1992, the Ministry of Education and Science of the Kyrgyz Republic was established to take over the management of the education system under the new conditions. One of the key changes was the introduction of market mechanisms into the education system. In 1993, the first private educational

institutions were established, forming a multi-sector education system. Higher education institutions began transitioning to a multi-level system of training specialists in line with international standards. In 1996, a reform of school education was launched, providing for updating curricula and introducing subjects reflecting national specificities. Education funding was reorganized to include state subsidies, grant programs, and paid educational services. In 2000 Kyrgyzstan joined the Bologna Process, marking a new stage in integrating national education into the global system. Universities gained greater autonomy in developing educational programs and managing internal resources (Musaev, 2020).

The current educational management development stage in Kyrgyzstan is characterized by transitioning to a decentralized management model, introducing digital technologies, and increased international cooperation (Ibatov et al., 2021; Ahmed, 2024). In 2012, a new concept for education development was adopted, aiming to improve its accessibility and quality.

The introduction of digital tools in the management of educational institutions has become a key area of reform. In 2018, the State Program for the Digital Transformation of Education was developed, including the introduction of electronic journals, distance learning platforms, and automated systems for monitoring educational processes. In 2020, the Sanarip Mugalim (Digital Teacher) project was launched to improve the digital literacy of teachers (Orlova, 2020).

In the management of higher education, a key area of focus has been increasing universities' academic autonomy. In 2019, Kyrgyz State University named after I. Arabaev and Kyrgyz National University named after Jusup Balasagyn introduced new strategic planning mechanisms to improve training quality. As part of cooperation with international organizations, exchange programs for teachers and students are being implemented, which contribute to integrating the Kyrgyz educational system into the global scientific space (National Statistical Committee of the Kyrgyz Republic, 2020).

Kyrgyz State University named after I. Arabaev actively develops international cooperation in educational management, relying on partnerships with foreign universities and international organizations. The university has signed over 90 agreements with educational institutions in China, South Korea, Japan, Iran, Russia, Belarus, Kazakhstan, and Uzbekistan. These agreements facilitate the university's integration into the international educational space, exchange students and teachers, and implement joint educational programs. An important area of international activity is participation in significant academic associations, such as the Association of Asian Universities, the Central Asian Association of Universities, and the Silk Road University Alliance. Being a member of these organizations allows the university to introduce advanced educational technologies, adapt international training standards, and improve educational management quality. From 2018 to 2024, the university implemented several international projects to develop educational technologies, digitalize education, and improve food security. The university participates in national

digitalization initiatives, such as the concept “*Digital Kyrgyzstan 2019-2023*” (2023) and the Education Development Program in the Kyrgyz Republic for 2021-2040, which prioritize the development and implementation of digital technologies in higher education (NORRAG Global Education Centre, 2021).

Introducing digital solutions in managing educational processes has become a priority under international grants. Academic mobility is central to the university’s development strategy (Mokliak & Tarelko, 2023; Chunayev, 2024). Students and teachers regularly undergo internships in China, Korea, Russia, Kazakhstan, and other countries, facilitating the exchange of experience and professional development of staff. The university also has a significant number of international students, resulting from targeted efforts to attract foreign applicants. International cooperation of the Kyrgyz State University named after I. Arabaev is an important factor in the development of educational management, contributing to the modernization of curricula, digitalization of the educational process, and increasing the university’s competitiveness on a global level.

Kyrgyz National University, named after Jusup Balasagyn, actively develops international cooperation to improve the management of educational institutions. The university participates in international projects such as the International Science and Technology Centre, the Program for Cooperation in Science and Technology with Eastern Europe, Central Asia, and the Caucasus, the Regional Education and Knowledge Exchange Initiative, and the Trans-European Mobility Program for University Studies, which facilitates the university’s integration into the global educational space. Within the framework of the Network University of the Commonwealth of Independent States (CIS) and the Kyrgyz National University named after Jusup Balasagyn, the university maintains relations with universities in the USA, China, Korea, Japan, Malaysia, and Indonesia. This cooperation facilitates the exchange of experience in the management of educational institutions and the introduction of best practices.

The structure of the Kyrgyz National University named after Jusup Balasagyn includes the Department of International Cooperation, which is responsible for coordinating international projects and programs. The Department’s primary goals include developing international exchange programs for students and specialists, attracting highly qualified specialists from foreign universities, and expanding cooperation with international organizations. The university also participates in joint educational programs to improve the management of educational institutions. For example, in cooperation with Russian universities, it is planned to launch a master’s degree program in Law with a specialization in International Civil Procedure and Alternative Dispute Resolution. In addition, Kyrgyz National University named after Jusup Balasagyn is actively involved in organizing international scientific and practical conferences, seminars, and roundtables with the participation of leading experts. These events facilitate the exchange of experience and the implementation of best practices in the management of educational institutions. Thus, the international

cooperation of Kyrgyz National University named after Jusup Balasagyn is central in improving the management of educational institutions, ensuring the integration of the best international practices, and improving the quality of education in Kyrgyzstan.

The evolution of educational management in Kyrgyzstan has covered several key stages of development. During the Soviet period, management was centralized and subject to state planning. In the post-Soviet period, the management system was transformed, elements of market regulation were introduced, and the autonomy of educational institutions was expanded. Current reforms aim to digitalize management, increase international cooperation, and develop strategic planning in educational organizations.

The evolution of the organization and management of educational institutions in Kyrgyzstan reflects the complex processes of adapting the education system to changing socio-economic conditions. To understand these changes, it is helpful to consider the management structure in specific universities, such as Bishkek State University, which was named after Academician Kusein Karasaev. It is a multidisciplinary educational institution, including three institutes, nine faculties, a college, and a lyceum. Specialists, bachelors, and masters are trained in 28 specialties. The educational process is based on the State Educational Standard and the relevant license.

An important structural unit of the university is the Quality, Practice, and Career Department (QPC), which is responsible for coordinating the educational process and ensuring the quality of education. The coordination of the activities of the university's departments in the field of education quality management is related to the need to coordinate strategies and procedures within the educational institution. The QECM ensures the interaction of faculties, departments, and administrative structures, providing a unified approach to developing educational programs and introducing modern teaching methods. Such coordination contributes to creating a flexible educational management system capable of responding quickly to changes in the external environment.

The development, implementation, and improvement of the education quality management system is one of the priority areas of QEPC's activities (Brovin & Sallaku, 2025; Lukashevych & Popozohlo, 2024). In educational management, this process includes the development of criteria for evaluating study programs, analyzing feedback from students and teachers, and implementing internal quality control mechanisms. Therefore, the university can meet national and international standards, facilitating its integration into the global educational space. Preparation for an independent assessment of the university and its educational programs is important in ensuring its competitiveness. In a modern environment, educational institutions are subject to external evaluation procedures, such as state accreditation, international certification, and rating studies (Nurueva, 2024). The QAAC is responsible for systematic data collection, analysis of the effectiveness of educational programs, and preparation of the university for independent examinations. It contributes not only to

improving the quality of education but also to strengthening the university's reputation. Promotion of graduate employment and monitoring their professional activities are aimed at ensuring that the curricula meet the real needs of the labor market. Educational management is substantial to training specialists in demand in the national economy (Kovtun et al., 2024; Varyvoda & Gordenko, 2024). The OCCC analyses the career trajectories of graduates, maintains contact with employers, and organizes events to help students adapt to professional activities. This approach helps build an effective interaction system between the university and the labor market, an important element of educational management. The organization of various types of internships for students is substantial in ensuring the applied orientation of education. As the higher education system is modernizing, there is a growing need to integrate theoretical knowledge with practical skills. The UCPC supervises students' internships at leading enterprises, educational institutions, and research organizations, which helps to develop professional competencies and increase the competitiveness of graduates.

Thus, the activities of the QEC in the educational management system aim to ensure the quality of education, compliance of educational programmes with the labor market requirements, and improving the efficiency of educational process management. These functions are an integral part of the modern university management model focused on developing the competitiveness of the educational institution and its integration into the international academic community. The UCEC also provides career counselling to students and graduates, interacts with employers, and conducts research to improve the quality of the educational process.

For the analysis of the evolution of the management of educational institutions in Kyrgyzstan, it is necessary to employ analytical and historical research methods.

The textbook edited by Jakishev and Dyatlenko (2021) examines the key stages of development of the country's educational system in the context of historical, political, and social processes. The textbook presents information on the formation of the first educational institutions, the development of the public education system in the pre-revolutionary period, the Soviet education reform, and the transformations that took place after Kyrgyzstan gained independence. The book addressed the influence of historical figures and politicians on the education system's development. The book analysed the reforms conducted in different eras and their impact on the structure of the educational process's structure and the educational institutions' management. For instance, the reforms implemented during the Soviet period, when a centralized education management system was formed, ensuring universal schooling and the development of higher education in the republic, are discussed. In addition, the book provides information on current trends in educational management in Kyrgyzstan, including the reform of school and higher education, the introduction of digital technologies, and the adaptation of educational standards to international requirements. The study analyzed how educational institutions' management forms have changed in different periods, what factors have influenced these processes, and

how historical changes have affected the country's educational policy. The textbook is not only a reference but can also be used by teachers and researchers to analyze the evolution of educational management in Kyrgyzstan. It presents methodological approaches to studying the history of education, which allows for the development of logical links between historical stages and current trends in the management of educational institutions. The inclusion of materials on various forms of management of educational institutions in different periods contributes to awareness of the educational system's transformation processes and mechanisms for its adaptation to new socio-economic realities.

“An overview: School education in Kyrgyzstan: What is to be done?” by KG Analytics Intellectual Fund (2022) is a comprehensive analysis of the country's educational management structure, identifying key management issues and offering recommendations for their solution. The document examines the interaction of state, regional, and institutional education authorities and highlights the trend towards decentralizing the system to increase educational institutions' autonomy. Among the problems identified is the limited autonomy of educational institutions, which reduces their ability to adapt and innovate. Insufficient funding negatively impacts infrastructure and human resources policy, affecting the quality of education (An et al., 2024).

There is also a mismatch between educational programs and labor market requirements, which leads to an imbalance between the training of specialists and their demand in the country's economy (KG Analytics Intellectual Fund, 2022). The absence of a unified system for assessing the quality of education makes it challenging to accredit educational institutions and internationally recognize diplomas. The review proposes measures to improve educational management, including expanding academic autonomy, increasing funding transparency, adapting curricula to modern requirements, and integrating digital technologies into management processes. The introduction of independent mechanisms for assessing the quality of education, international accreditation standards, and digital monitoring tools will improve the efficiency of education management (Matkivskyi & Taras, 2024). The analytical review identifies problems and outlines ways to solve them, emphasizing the need to reform educational management in Kyrgyzstan in line with international trends and modern requirements. Based on the reviewed sources, several stages of the evolution of management organization in educational institutions in Kyrgyzstan can be identified (Table 2).

Table 2. Evolution of Management of Educational Institutions in Kyrgyzstan

Period	Control characteristics	Key changes	Key challenges	Current trends
Soviet period (until 1991)	Centralized management system, rigid administrative	Standardization of curricula, expansion of the network of educational	Limited autonomy of educational institutions, low	Lack of autonomy of universities, strict regulation

	structure, and control of educational processes at the state level.	institutions, and compulsory schooling.	adaptability to change, and a focus on training personnel for the planned economy.	of educational processes, and a single educational policy.
Post-Soviet period (1991-2000s)	Transition to decentralized governance, weakening of state control, and the emergence of new forms of financing.	Privatization of educational institutions, expansion of academic freedom, changes in teaching standards, and transition to a multi-level higher education system.	Insufficient funding, a mismatch of educational programs with labor market requirements, and a lack of a unified system for assessing the quality of education.	Establish independent accreditation agencies, adapt curricula, and develop partnerships with employers.
Modern stage (2010-present)	Flexible management models, a combination of state regulation and academic autonomy, and the digitalization of educational processes.	Integration into the international educational space, introduction of distance learning technologies, and expansion of academic mobility programs.	Insufficient digitalization of management, lack of staff, and uneven funding of educational institutions.	Strengthening academic autonomy, introducing digital tools, international accreditation, and partnerships with foreign universities.

Source: compiled by the authors based on Gül (2024), Musaev (2020), Jakishev and Dyatlenko (2021).

The evolution of management organization in Kyrgyzstan's educational institutions reflects the desire to adapt to changing conditions, improve education quality, and meet international standards.

Statistical Analysis of Trends in Educational Management in the Kyrgyz Republic

Significant changes in the management of educational institutions, funding, student numbers, and staffing accompany the development of the higher education system in Kyrgyzstan. The statistical data analysis provided by the National Statistical Committee of the Kyrgyz Republic identified the main trends in educational management. It assessed the reforms' effectiveness (National Statistical Committee of the Kyrgyz Republic, 2019).

At the beginning of the 2023/2024 academic year, there were 58 higher education organizations in Kyrgyzstan, of which 42 were state-owned and 16 were private. About 223,000 students were enrolled in higher education institutions, with the majority of 190,600 attending state educational institutions. The number of students has increased by 21.3%, indicating an increased demand for higher education. At the same time, the share of students in private universities is increasing in the

2019/2020 academic year, it was 13.2%, and in 2023/2024 it reached 14.5% (National Statistical Committee of the Kyrgyz Republic, 2020; Marchenko & Chynybaev, 2023). It indicates the expansion of alternative forms of higher education and increased competition among educational institutions. An analysis of the financing of the higher education system shows that the share of students studying on a fee basis remains high. In the academic year 2023-2024, 88.6% of students paid for their education independently, while budget funding covered only 25.5 thousand students (about 11%). In state universities, the share of tuition paid was 86.6%, which confirms the trend of decreasing access to free higher education. An important feature of the education system remains the prevalence of full-time education, which covers 59% of students at state universities and over 75% of students at private educational institutions. However, the share of part-time students also remains significant, especially among students studying on a contract basis.

One of the key aspects of the development of educational management is the attraction of international students. At the beginning of the 2023/2024 academic year, about 56,000 international students were enrolled in Kyrgyzstan's universities, accounting for 25% of the total students. Among them, 30,000 students (13.5%) were citizens of the CIS countries, and about 26,000 students (11.6%) were from other countries. Statistics show that most students from the CIS are citizens of Uzbekistan (82%), Russia (9%), and Kazakhstan (8%). The number of students from the CIS countries has increased 1.4 times, which indicates that Kyrgyz universities are becoming more attractive. At the same time, the share of students from Kazakhstan decreased from 10% in 2019 to 8% in 2023. Among students from non-CIS countries, 56% are citizens of India, 37% of Pakistan, and 2% each of China and Turkey. Most international students study at medical universities and mostly pay for their education (88%). It is evidence of the commercialization of higher education and the focus of several universities on attracting foreign applicants.

The quality of educational institutions largely depends on their staffing. At the beginning of the 2023/2024 academic year, there were more than 12,000 teachers in higher education institutions, which is 1.3% higher than in 2019. However, the proportion of teachers with academic degrees remains relatively low: 7% have a doctorate, and 29% have a candidate's degree. The proportion of part-time staff was 18%, which has remained unchanged. At the same time, there has been an increase in the proportion of part-time teachers, which may indicate that universities do not have enough permanent staff. The average workload per teacher is 18 students, which correlates with international standards but requires further analysis to improve the quality of education.

From 2019 to 2024, the number of university graduates increased by 20%, driven by an increase in students and the expansion of educational programs. In 2023, 40.2 thousand specialists graduated, with 87% of them studying on a paid basis. Public universities graduated 33.7 thousand specialists, and private universities 6.5 thousand, which indicates the continued dominance of public educational institutions. The

structure of admission to higher education institutions shows a decline in applicants: in 2023, 38.6 thousand students were admitted to universities, 17% less than in 2019. It is determined by demographic factors and changes in the conditions for financing higher education. At the same time, the number of state-funded places increased by 11%, especially in natural sciences, pedagogy, and medicine (Marchenko & Chynybaev, 2023).

Statistical data analysis shows that the educational management system in Kyrgyzstan is undergoing significant changes. From 2019 to 2024, there was an increase in the number of students, an increase in the share of private universities, the commercialization of higher education, and the active attraction of international students. However, challenges remain in funding, staffing, and the quality of education. The key trends are the expansion of academic mobility, integration into the international educational space, and digitalization management processes. To improve the effectiveness of educational management, it is necessary to develop independent quality assessment mechanisms, increase the availability of state-funded education, and strengthen support for teaching staff.

Discussions

The study of educational management in Kyrgyzstan has identified key trends in its development, including the digitalization of management, strengthening of academic autonomy, and the impact of government policy and international cooperation. These aspects can be used to assess managerial changes in educational institutions from a historical and institutional perspective. Comparison of the results of this study with the works of other authors revealed similarities and differences in the interpretation of educational management processes.

The analysis of educational management demonstrated that education quality management is an important element of the effective functioning of educational institutions. The study examined the evolution of management strategies aimed at improving the quality of educational services and adapting educational institutions to new requirements. A similar problem was considered by Abbas (2020), who studied service quality in universities through the prism of student satisfaction. In the study, educational management was analyzed from the perspective of the perception of educational quality, while in this study, the focus was on management mechanisms for quality assurance. The difference is that J. Abbas emphasized the perception of educational services, while this study addressed institutional change and strategic management.

The evolution of the educational management structure was considered in the context of changes in the organizational structure of higher education institutions, and the transition from a centralized system to decentralized management models. The study emphasized the importance of reforms that increased the autonomy of universities and introduced new management strategies. Similarly, Edilkhanova (2024) studied the organizational structure of educational institutions, focusing on the

role of administrative management and the interaction between different levels of educational management. However, the historical aspect was outside the scope of the study, which was a key element of the present article.

The issue of educational management effectiveness was analyzed in the context of management reforms aimed at increasing the productivity of educational institutions. The study examined the mechanisms of strategic planning, the improvement of personnel policy, and the introduction of digital management tools. Bbosa et al. (2023) also analyzed the management of the effectiveness of educational managers, including the development of systems for monitoring and evaluating management decisions. The main difference is that Bbosa et al. studied local management practices, while this study analyzed long-term trends and evolutionary changes in educational management.

The impact of government policy on educational administration was one of the key aspects of this study. The analysis of the reforms in Kyrgyzstan showed that managerial changes in the educational system largely depended on macroeconomic factors, decisions of government agencies, and international agreements. A similar approach was used by Niah (2022), who examined educational administration in terms of policy and government decisions' impact on educational institutions' development. Both studies confirmed the importance of public policy in education administration. However, the difference is that Niah analyzed this process globally, while this study focused on the historical transformations of educational management in Kyrgyzstan.

The role of sustainable development and digital technologies in educational management was considered in this study by analyzing the introduction of digital management tools, the development of international cooperation, and the integration of educational institutions into global processes. These aspects were reflected in the study by Atthakorn et al. Atthakorn et al. (2024) addressed strategic approaches to educational management aimed at sustainable development. The difference is that Atthakorn et al. considered educational management in terms of global trends, while this study examined the regional peculiarities of the management of educational institutions in Kyrgyzstan.

Historical analysis of educational management identified key stages of its evolution in Kyrgyzstan, starting from the Soviet period and ending with modern reforms. A similar approach was used by Shamatov et al. (2020), who studied the impact of demographic and geographical factors on the educational system of Kyrgyzstan. However, the study analyzed language policy and its impact on educational outcomes, while this study focused on management models and the transformation of educational strategies.

The analysis of historical sources traced long-term changes in educational management, identifying patterns of reforming educational institutions and assessing the impact of various factors on the development of the management system. In this aspect, this study is close to the work of Osmonova et al. (2021), who studied the education system of Kyrgyzstan in the late XIX–early XX centuries, analyzing the

management approaches of that period. In contrast to the present study, Osmonova et al. emphasized the early stage of education development, while this study analyzed later historical periods and the impact on modern educational management.

The quality of education and students' perception of it have become one of the aspects of this study, as management reforms in educational institutions aim to improve the quality of educational services and adapt to new challenges. Momunalieva et al. (2020) studied the perception of the quality of higher education by students in Kyrgyzstan, focusing on satisfaction with the learning process and opportunities provided. In contrast to the present study, their research was a subjective assessment of the quality of educational services, while the present study analyzed managerial factors influencing this process, including strategic planning and personnel policy.

The reform of educational management in the context of digital transformation was considered in this study by analyzing the introduction of information technology in the management of educational institutions. Zhang (2024) studied educational management in the context of big data and concluded that it is necessary to transform traditional management models using analytical digital tools. Both studies emphasize the importance of digitalization but differ in their methodological approach: Zhang analyzed technological solutions, while this study analyzed digitalization in the context of the overall management strategy.

Educational institution management methods were considered in the study from the perspective of the constructivist approach and the system management theory. Salazar et al. (2024) studied educational management from the perspective of a constructivist approach, which focuses on improving the teaching process through the development of management strategies. The main similarity lies in the emphasis on the importance of modernizing management, but this study looked at the management process more broadly, analyzing historical changes in educational systems.

A comparative analysis of educational management models was conducted in this study concerning the development of educational institutions in Kyrgyzstan. Ritonga et al. (2024) also conducted a comparative analysis of educational models, but their study analyzed differences in approaches to resource management in different countries. In contrast to the work, this study examined educational management through the prism of the evolution of management strategies in one country, highlighting the features of educational reforms in the national context.

Considering educational institutions' management functions has become an important aspect of this study, since educational management includes strategic planning, control, and organizational management. Savvidou et al. (2023) also analyzed the management functions and the role of managers in educational institutions, emphasizing the importance of managerial competencies for effective administration. In contrast to the study, this analysis emphasized the historical development of management functions, not just their current structure.

The theoretical analysis of the functions of educational management in this study was based on conceptual management models, including the systemic approach and strategic management. Rohaemi et al. (2024) also studied the theoretical aspects of educational management, focusing on the management function in educational institutions. Both studies are similar in that they consider management functions as the basis for effective educational administration but differ in the analysis methods. This study considered management functions in a historical context, and their work was conducted within the framework of modern educational structures.

The basic concepts of educational management, including administrative management and strategic planning, were analyzed in this study. Nurcahya et al. (2024) studied the fundamental concepts of educational management, emphasizing the importance of coordination and planning in educational processes. In contrast to this study, their research did not include historical analysis, and the approaches presented in this study are more comprehensive.

The introduction of innovative management methods in educational institutions was considered in this study as one of the key aspects of the modernization of educational management. Fu (2022) studied innovative management techniques, proposing a methodological framework for introducing modern educational technologies. In contrast to the study, this research not only analyzed innovations in management but also considered their impact on the long-term development of educational institutions.

The philosophical aspects of educational management were touched upon in this study in the context of the evolution of management strategies. Das et al. (2023) analyzed philosophical approaches to educational management, studying the influence of values and ideology on managing educational institutions. Both studies consider educational management a multi-level system, but this study emphasized the practical application of management strategies rather than philosophical aspects.

The analysis of existing scientific works demonstrated that the main areas of research in educational management include the study of organizational structures, digitalization of management, the impact of public policy, and the development of international cooperation.

Conclusions

The research conducted as part of this work has led to several important findings related to social justice, equality, and redistribution of resources in modern society. The analysis of the respondents' answers showed that most citizens consider the problems of inequality in access to resources, including education, economic opportunities, and digital technologies, to be relevant. Most respondents believe the current social structure does not ensure a fair distribution of benefits, confirming the relevance of redistribution theories in social and economic inequalities.

It has been found that education and socio-economic status directly affect perceptions of justice. People with higher education consider equal opportunities more

important than those with secondary education. This result is consistent with the theory of individual rights and property, but most respondents with lower socio-economic statuses support the redistribution of resources. It indicates a significant role of state intervention in social justice issues, an important finding for contemporary social policies.

Particular attention should be paid to the impact of globalization and digitalization on inequality. Most respondents noted that access to technology is uneven across different social groups, creating new barriers to equal access to economic and social opportunities. It requires adapting the concepts of justice to the conditions of digital inequality.

The main areas for further research are analyzing the impact of digital technologies on social equality, studying new forms of social inequality in the context of globalization, and developing effective mechanisms for redistributing resources that can reduce existing social and economic barriers.

Limitations of the study include the sample size, which may affect the overall representativeness of the results, as well as possible distortions of answers due to the socially desirable behavior of respondents.

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