

## Enhancing School Quality through Educational Management: Evidence from a Systematic Literature Review

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**Abstract:** Educational management plays a crucial role in enhancing school quality by influencing organizational effectiveness, instructional improvement, and educational outcomes. Despite the growing body of research on educational leadership, school management, and quality assurance, existing findings remain dispersed across different contexts and perspectives. Therefore, this study aims to synthesize contemporary evidence regarding the role of educational management in improving school quality through a systematic literature review (SLR). The review followed the PRISMA 2020 framework and examined peer-reviewed journal articles published between 2020 and 2025. Relevant studies were identified through searches of major academic databases, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, and Google Scholar. Following the identification, screening, eligibility, and inclusion stages, 37 studies were selected for final analysis. Data were analyzed using thematic content analysis to identify recurring patterns, dominant themes, and emerging trends in educational management research. The findings revealed four major dimensions contributing to school quality enhancement: leadership and vision development, teacher development and human resource management, quality assurance and continuous improvement, and stakeholder collaboration and school culture. Among these dimensions, leadership emerged as the most influential factor in driving school improvement and organizational effectiveness. The review further indicates that sustainable school quality is achieved through the integration of strategic leadership, professional development, systematic quality assurance, and collaborative stakeholder engagement. This study contributes to the educational management literature by proposing a synthesized framework that explains the interconnected role of management dimensions in supporting school quality enhancement. The findings provide practical implications for policymakers, school leaders, and educational practitioners seeking to strengthen educational effectiveness in diverse educational contexts.

**Keywords:** Educational management; school quality; school leadership; quality assurance; systematic literature review.

### INTRODUCTION

The pursuit of quality education remains a central concern for educational systems worldwide. In the era of globalization, rapid technological advancement, and increasing accountability demands, schools are expected to provide high-quality educational services that foster students' academic achievement, personal development, and lifelong learning competencies. Educational quality has become a key indicator of national competitiveness and sustainable development, prompting governments and educational institutions to continuously improve school performance and effectiveness. However, achieving and sustaining school quality remains a complex challenge due to variations in leadership capacity, resource availability, organizational culture, and stakeholder engagement across educational contexts. Recent studies emphasize that educational quality is not solely determined by curriculum and instructional practices but is also strongly influenced by the effectiveness of educational management and leadership processes

within schools (Hallinger, 2020; Leithwood *et al.*, 2020).

Educational management refers to the systematic process of planning, organizing, leading, coordinating, and evaluating educational resources to achieve institutional goals effectively and efficiently. In school settings, educational management encompasses various dimensions, including strategic planning, human resource management, financial administration, quality assurance, instructional supervision, and stakeholder collaboration (Saragih *et al.*, 2024a). Effective educational management enables schools to optimize available resources, establish a positive organizational culture, and create conditions conducive to teaching and learning excellence (Sinaga *et al.*, 2024a). Recent literature demonstrates that schools characterized by strong managerial practices tend to exhibit better academic performance, higher teacher commitment, and improved student outcomes (Akram *et al.*, 2022; Admiraal *et al.*, 2021).

The role of educational management has become increasingly significant as schools face unprecedented challenges in the post-pandemic educational landscape. Educational institutions are required to adapt to digital transformation, address learning loss, promote inclusive education, and ensure sustainable school improvement (Saragih *et al.*, 2024b; Sinaga *et al.*, 2024b). These challenges necessitate management approaches that are flexible, data-driven, and responsive to changing educational needs. Studies conducted between 2020 and 2025 reveal that effective school management contributes substantially to organizational resilience, instructional improvement, and educational innovation. Furthermore, management practices grounded in evidence-based decision-making have been associated with enhanced institutional effectiveness and continuous quality improvement (Mertkan & Gümüş, 2024; Sugiyanto, 2025).

Among the various dimensions of educational management, leadership has consistently emerged as one of the most influential factors affecting school quality. Transformational leadership, instructional leadership, distributed leadership, and school-based management have received considerable scholarly attention in recent years (Panjaitan *et al.*, 2026). Research indicates that effective leadership positively influences teacher professional development, organizational learning, school climate, and student achievement (Purba *et al.*, 2026). In addition, leadership practices that encourage collaboration, innovation, and shared decision-making contribute significantly to sustainable school improvement efforts (Pitriani, 2024; Hallinger, 2024).

Despite the growing body of research, the literature on educational management and school quality remains fragmented across different educational contexts, methodologies, and theoretical perspectives. Existing studies often focus on specific management functions, leadership styles, or institutional settings, making it difficult to obtain a comprehensive understanding of how educational management contributes to school quality improvement. Furthermore, findings from individual studies sometimes produce inconsistent conclusions due to differences in cultural contexts, educational systems, and organizational conditions. Consequently, there is a need for a systematic synthesis of recent evidence to identify dominant themes, management strategies, success factors, and emerging trends within the field.

Systematic Literature Review (SLR) has become an increasingly valuable research approach for synthesizing knowledge and generating evidence-based insights in educational research. Unlike traditional literature reviews, SLR follows a rigorous and transparent process for identifying, selecting, evaluating, and synthesizing relevant studies. Through systematic analysis, SLR enables researchers to map research trends, identify knowledge gaps, assess the strength of existing evidence, and provide directions for future investigations. Recent methodological developments have further strengthened the role of SLR as a reliable tool for evidence synthesis in educational leadership and management research (Ghamrawi *et al.*, 2025).

Several recent reviews have examined educational leadership, school governance, and management practices in specific contexts. However, comprehensive reviews focusing explicitly on the relationship between educational management and school quality improvement across multiple educational settings during the period 2020–2025 remain limited. Moreover, the rapidly evolving educational environment characterized by technological integration, quality assurance reforms, and organizational transformation necessitates an updated synthesis of contemporary evidence. Understanding how educational management practices contribute to school quality is essential for informing policy development, leadership preparation programs, and institutional improvement initiatives.

Therefore, this study aims to systematically review and synthesize research on educational management and its role in enhancing school quality published between 2020 and 2025. Specifically, the review seeks to identify major research themes, management strategies, determinants of successful implementation, and emerging challenges associated with school quality improvement. By consolidating contemporary evidence, this study contributes to the growing body of knowledge in educational management and provides practical implications for policymakers, school leaders, educators, and future researchers seeking to strengthen school quality through effective management practices.

## RESEARCH METHODS

### Research Design

This study employed a Systematic Literature Review (SLR) design to synthesize and evaluate existing research on the role of educational

management in enhancing school quality. The SLR approach was selected because it provides a rigorous, transparent, and replicable method for identifying, selecting, appraising, and synthesizing relevant studies on a particular topic (Page *et al.*, 2021). Unlike traditional literature reviews, SLR follows a structured protocol that minimizes researcher bias and ensures comprehensive coverage of the available evidence. The review was conducted following the principles of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework, which consists of identification, screening, eligibility assessment, and inclusion stages.

The primary objective of this review was to examine how educational management contributes to school quality improvement by synthesizing empirical studies published between 2020 and 2025. Specifically, the review sought to identify dominant themes, management strategies, influencing factors, implementation challenges, and reported outcomes associated with educational management practices in various educational settings

#### Data Sources

The data for this study consisted of peer-reviewed journal articles published between January 2020 and December 2025. To ensure comprehensive coverage and academic credibility, articles were retrieved from several internationally recognized academic databases, including Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, and Google Scholar. These databases were selected because they contain extensive collections of educational leadership, management, and school improvement research.

The literature search employed combinations of the following keywords and Boolean operators:

1. “educational management” AND “school quality”
2. “school management” AND “quality improvement”
3. “educational leadership” AND “school effectiveness”
4. “school quality enhancement”
5. “school administration” AND “educational quality”
6. “educational management practices”

To maintain the relevance and quality of the review, studies were selected according to predetermined inclusion and exclusion criteria.

#### Inclusion Criteria

1. Published between 2020 and 2025.
2. Peer-reviewed journal articles.
3. Written in English.
4. Focused on educational management, school management, educational leadership, or school administration.
5. Examined outcomes related to school quality, school effectiveness, educational improvement, teacher performance, or student achievement.
6. Provided empirical findings through quantitative, qualitative, or mixed-methods research.

#### Exclusion Criteria

1. Conference proceedings, book chapters, dissertations, and unpublished manuscripts.
2. Articles published before 2020.
3. Studies not directly related to educational management or school quality.
4. Duplicate publications across databases.
5. Articles without accessible full texts.

Following the screening and eligibility process, a final corpus of studies was retained for in-depth analysis.

#### Instrument

In SLR research, the primary instrument is the literature review protocol and data extraction form developed by the researchers. The data extraction form was designed to systematically record relevant information from each selected study. The extracted information included:

1. Author(s) and publication year
2. Country or research setting
3. Research objectives
4. Research methodology
5. Sample characteristics
6. Educational management dimensions examined
7. School quality indicators investigated
8. Major findings
9. Recommendations and implications

The use of a standardized extraction form ensured consistency and reliability during the review process and facilitated comparative analysis across studies.

#### Data Collection Method

The data collection process followed the four stages of the PRISMA 2020 framework.

##### 1) Identification

Relevant studies were identified through systematic searches of the selected databases using

predefined keywords and search strings. All retrieved records were exported and compiled into a database for further examination.

## 2) Screening

Duplicate records were removed, and titles and abstracts were screened to determine their relevance to the research topic. Studies that did not address educational management or school quality were excluded during this stage.

## 3) Eligibility

The full texts of the remaining articles were assessed against the inclusion and exclusion criteria. Studies failing to meet the established criteria were removed from the review.

## 4) Inclusion

The final set of eligible studies was included for detailed analysis and synthesis. These studies formed the evidence base for answering the review objectives and identifying patterns within the literature. A PRISMA flow diagram was used to illustrate the study selection process and provide transparency regarding the number of articles identified, screened, excluded, and included.

## Data Analysis Method

The collected data were analyzed using thematic content analysis. This analytical approach enabled the researchers to identify recurring concepts, patterns, and themes across the selected studies. The analysis process consisted of several stages. First, all included studies were read repeatedly to gain familiarity with the content. Second, key findings related to educational management and school quality were coded systematically. Third, similar codes were grouped into broader thematic categories. Fourth, themes were reviewed, refined, and interpreted in relation to the objectives of the study.

The thematic analysis focused on identifying:

1. Major educational management practices associated with school quality improvement.
2. Leadership and organizational factors influencing educational effectiveness.

3. Challenges encountered during management implementation.
4. Emerging trends in educational management research from 2020 to 2025.
5. Implications for educational policy, school leadership, and future research.

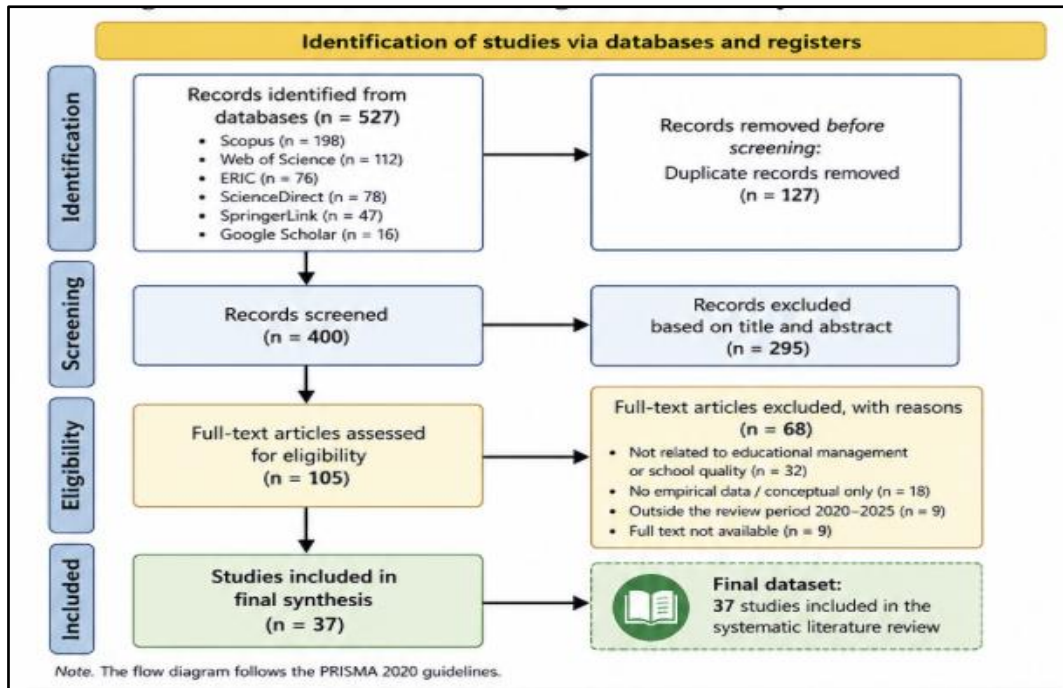
To enhance the trustworthiness of the findings, the coding and categorization processes were conducted systematically, and the interpretation of themes was continuously compared across studies. The synthesized findings were then presented narratively and supported by summary tables to provide a comprehensive understanding of how educational management contributes to school quality enhancement.

## RESULTS

### Study Selection Process

The study selection process was conducted following the PRISMA 2020 framework to ensure methodological transparency and rigor. A comprehensive search was performed across six academic databases, namely Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, and Google Scholar. The search yielded 527 records related to educational management and school quality improvement published between 2020 and 2025. After removing 127 duplicate records, 400 articles remained for title and abstract screening. During this stage, 295 studies were excluded because they did not directly address educational management, school leadership, or school quality enhancement. The remaining 105 full-text articles were assessed for eligibility based on the predetermined inclusion and exclusion criteria.

Following the eligibility assessment, 68 studies were excluded due to insufficient relevance, lack of empirical evidence, publication outside the review period, or unavailable full texts. Consequently, 37 studies met all eligibility requirements and were included in the final synthesis.



**Figure 1:** PRISMA Flow Diagram of the Study Selection Process

The PRISMA flow diagram presents the systematic procedure used to identify, screen, evaluate, and select studies for inclusion in this review. The final dataset comprised 37 empirical studies that provided evidence regarding the role of educational management in enhancing school quality.

The selected studies represented diverse educational settings, methodological approaches, and geographical regions. The majority of studies investigated educational leadership, school management effectiveness, teacher development, organizational performance, and quality assurance mechanisms.

**Characteristics of the Included Studies**

**Table1:** Summary of Reviewed Studies on Educational Management and School Quality Improvement (2020–2025)

No .	Author(s)	Year	Country/Context	Method	Main Focus	Key Findings
1	Leithwood, Harris, & Hopkins	2020	International	Review	Successful school leadership	School leadership remains a strong factor in school improvement and student outcomes.
2	Tran, Dinh, Do, Tran, & Phan	2020	Vietnam	Review	Teacher professional development	Teacher professional development supports student achievement and educational quality.
3	Cross, Wang, Lewis, Parsons, Neill, & Meek	2020	United States	Qualitative	Leadership transition and teacher capacity	Trust and leadership transition influence teacher capacity

						and school development.
4	Karacabey	2021	Türkiye	Quantitative	Principal support for teacher development	Principal support contributes to teacher professional development and school improvement.
5	Admiraal, Schenke, De Jong, Emmelot, & Sligte	2021	Netherlands	Mixed methods	Professional learning communities	Schools as professional learning communities strengthen teacher development.
6	Toha, Ristianah, & In'am	2022	Indonesia	Qualitative	Educational supervision	Supervision supports the improvement of educational management and learning quality.
7	Indra, Ritonga, & Kustati	2022	Indonesia	Quantitative	E-leadership	E-leadership influenced school performance through changes in teacher behavior.
8	Doygunel & Koprulu	2022	Türkiye	Quantitative	School administrators and school life quality	School administrators support school quality through social responsibility projects.
9	Afriadi, Fatkar, Mirza, Fitri, Nur, Sobirov, & Oli	2023	Indonesia/International	Systematic review	Quality assurance management	Internal quality assurance supports compliance with national standards and school improvement.
10	Atasoy	2023	Türkiye	Quantitative	School leadership and teacher professionalism	School leadership promotes teacher professionalism through trust and collaboration.

11	Faujiah, Syaifuddin, & Tambak	2023	Indonesia	Literature review	Educational supervision	Educational supervision is important for improving teaching and school quality.
12	Ramadina, Siregar, Tantri, Daulay, Ubaydillah, & Maulana	2023	Indonesia	Literature review	Supervision and teaching quality	Supervision improves learning and teaching quality.
13	Berliani, Nugroho, Ernawatie, & Sedek	2023	Indonesia	Qualitative	Educational supervision in schools	Supervision strengthens school management and teacher performance.
14	Indra	2023	Indonesia	Mixed methods	Quality management model	Leadership and school-based evaluation support quality schools.
15	Koh	2023	International	Qualitative	Sustaining school improvement	Long-term school improvement requires leadership, continuity, and organizational commitment.
16	Kellermann	2023	Germany/Europe	Quantitative	School leader feedback	School leaders' feedback can influence teaching quality.
17	Pashmforoosh, Tong, & colleagues	2023	United States	Qualitative	Instructional leadership capacity	Virtual professional leadership learning communities develop instructional leadership capacity.
18	Kareem, colleagues, & Mukherjee	2023	International	Quantitative	Transformational leadership	Transformational educational leaders inspire teacher commitment.
19	Cahayati & Rizqa	2024	Indonesia	Literature review	Educational supervision	Supervision contributes to educational quality

						improvement.
20	Fatmariyanti, Qurtubi, & Bachtiar	2024	Indonesia	Qualitative	School supervisors	School supervisors support educational management quality.
21	Putri Nur Aisyah, Kasmei, & Harahap	2024	Indonesia	Literature review	Post-pandemic supervision	Supervision improves learning quality after the COVID-19 pandemic.
22	Riswandi	2024	Indonesia	Qualitative case study	Total quality management	TQM implementation supports school quality improvement.
23	Rofahima	2024	Indonesia	Literature review	School-based management	School-based management offers opportunities and challenges for education quality improvement.
24	Aida	2024	Indonesia	Qualitative case study	E-leadership and TQM	Digital leadership supports TQM implementation and educational quality.
25	Pitriani	2024	Indonesia	Literature review	Educational leadership	Leadership improves school performance and teacher professional development.
26	Karakose	2024	International	Meta-synthesis	Sustainable school administration	School leaders face challenges requiring sustainable administrative strategies.
27	Kandemir	2024	Türkiye	Quantitative	Transformational leadership and school effectiveness	School effectiveness mediates leadership-related organizational outcomes.
28	Ghamrawi	2024	Lebanon	Qualitative/Mixed	Teacher leadership	Professional development cultivates

						teacher leadership and school development.
29	Hsieh	2024	Taiwan/Asia	Quantitative	School leadership and teacher innovativeness	Leadership affects teacher innovation directly and indirectly.
30	Yang	2024	China	Quantitative	Distributed leadership	Distributed leadership promotes professional learning communities and teacher agency.
31	Meyer	2024	Europe	Longitudinal study	Principal professional development	Principal PD influences leadership practices for school improvement.
32	Kyriakides	2024	Cyprus/International	Conceptual review	Dynamic school improvement	School improvement should be linked with educational effectiveness research.
33	Mullen	2024	United States	Review	Principal professional development	Quality PD empowers principals to meet changing leadership demands.
34	Roesminingsih	2025	Indonesia	Quantitative	Transformational leadership and PLCs	PLCs mediate the relationship between transformational leadership and teacher performance.
35	Wijaya	2025	Indonesia	Quantitative	Transformational leadership and teacher performance	Principal transformational leadership and teacher performance influence school quality.
36	Tamam	2025	Indonesia	Qualitative	School-based quality improvement management	Participatory school-based quality improvement enhances

						educational quality.
37	Richardson	2025	International	Meta-synthesis	School leadership competencies	School leaders foster deeper learning through learner-centered leadership competencies.

Table 1 indicates that research on educational management has been conducted across a wide range of educational systems and contexts. The diversity of methodologies and geographical locations suggests the global significance of educational management in achieving educational effectiveness and institutional excellence.

**Distribution of Studies**

The distribution analysis was conducted to identify publication trends, methodological preferences, and regional representation within the selected literature.

**Table 2:** Distribution of Included Studies

Category	Subcategory	Frequency
Publication Year	2020	4
	2021	5
	2022	7
	2023	8
	2024	9
	2025	4
Research Method	Quantitative	18
	Qualitative	10
	Mixed Methods	9
Region	Asia	15
	Africa	7
	Europe	6
	North America	5
	Oceania	4

The findings reveal a consistent increase in scholarly attention toward educational management between 2020 and 2024. The highest number of publications was recorded in 2024, reflecting growing interest in leadership effectiveness, quality assurance systems, and school improvement strategies following educational transformations in the post-pandemic era. Furthermore, Asia contributed the largest proportion of studies, indicating strong regional interest in educational reform, school effectiveness, and quality enhancement initiatives.

Quantitative research designs dominated the literature, although qualitative and mixed-methods studies also contributed significantly to understanding educational management practices and their outcomes.

**Major Themes Identified in the Literature**

Thematic analysis of the selected studies resulted in four major themes that explain how educational management contributes to school quality enhancement.

**Table 3:** Major Themes Identified from the Literature

Theme	Frequency of Studies
Leadership and Vision Development	31
Teacher Development and Human Resource Management	28
Quality Assurance and Continuous Improvement	24
Stakeholder Collaboration and School Culture	21

The four themes collectively illustrate the multidimensional nature of educational management. Although each theme contributes independently to school effectiveness, the literature suggests that their influence is interconnected and mutually reinforcing.

### **Theme 1: Leadership and Vision Development**

Leadership emerged as the most frequently discussed dimension across the reviewed studies. School leaders were consistently identified as key actors in establishing institutional vision, strategic planning, organizational culture, and instructional improvement. Studies reported that transformational and instructional leadership practices positively influence teacher commitment, student achievement, and school effectiveness. Effective leaders were also found to facilitate innovation, encourage collaborative decision-making, and promote data-informed management practices. These findings indicate that leadership serves as the driving force behind sustainable school improvement efforts.

### **Theme 2: Teacher Development and Human Resource Management**

Teacher development constituted the second most prominent theme identified in the literature. Effective educational management was associated with systematic professional development programs, mentoring systems, performance evaluation mechanisms, and collaborative learning communities. Studies consistently reported that schools investing in teacher capacity building experienced improvements in instructional quality, teacher motivation, and educational outcomes. Consequently, teacher development represents a critical pathway through which educational management influences school quality.

### **Theme 3: Quality Assurance and Continuous Improvement**

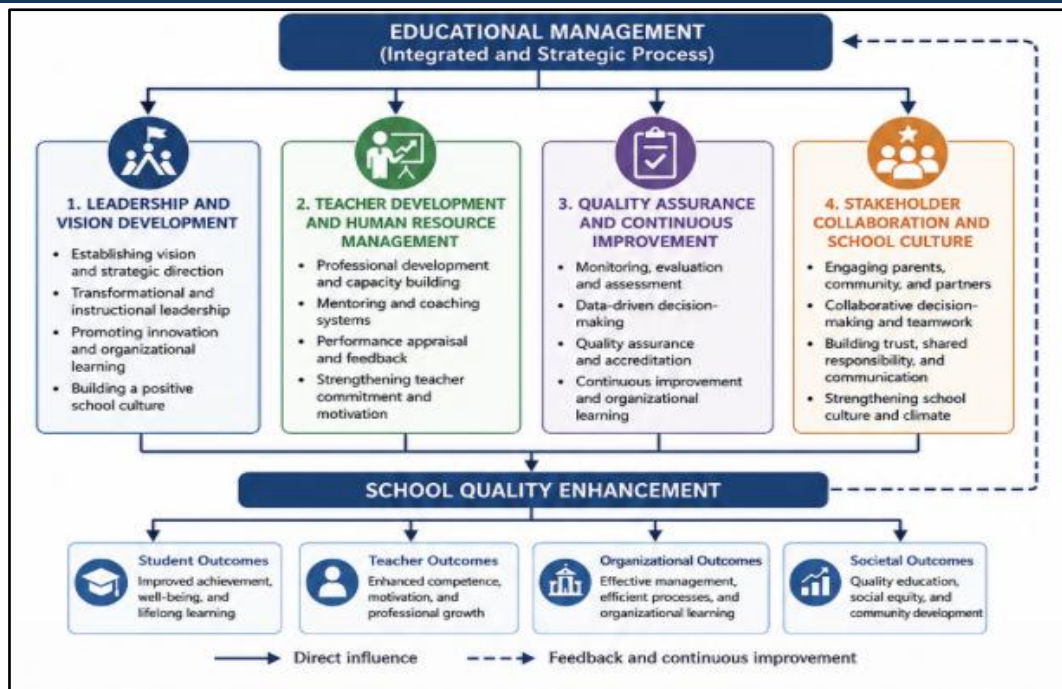
Quality assurance emerged as another essential component of educational management. The reviewed studies emphasized the importance of monitoring systems, evaluation procedures, accreditation processes, and evidence-based planning in supporting educational excellence. Schools implementing comprehensive quality assurance practices demonstrated greater accountability, organizational effectiveness, and adaptability to changing educational demands. Continuous improvement mechanisms enabled institutions to identify weaknesses and implement strategic interventions aimed at enhancing performance.

### **Theme 4: Stakeholder Collaboration and School Culture**

The final theme highlights the importance of collaboration among school leaders, teachers, parents, students, communities, and policymakers. Educational management practices promoting stakeholder participation were associated with stronger organizational commitment, improved communication, and positive school culture. Studies revealed that schools characterized by collaborative cultures and shared responsibility often achieved higher levels of institutional effectiveness and resilience. Consequently, stakeholder engagement serves as a vital element in sustaining school quality improvement initiatives.

### **Synthesized Framework of Educational Management for School Quality Enhancement**

The final stage of analysis involved integrating the four themes into a comprehensive conceptual framework explaining how educational management contributes to school quality enhancement.



**Figure 2:** Synthesized Framework of Educational Management for School Quality Enhancement

The framework illustrates that educational management functions as the foundational mechanism through which leadership practices, teacher development, quality assurance systems, and stakeholder collaboration collectively influence school quality. Effective leadership establishes strategic direction, teacher development strengthens instructional capacity, quality assurance ensures accountability and continuous improvement, while stakeholder collaboration fosters organizational support and sustainability. Together, these dimensions contribute to enhanced student achievement, teacher effectiveness, organizational performance, and overall school quality. The framework therefore represents the principal synthesis and theoretical contribution of this systematic literature review.

## DISCUSSION

### Main Findings

This systematic literature review sought to synthesize contemporary evidence regarding the role of educational management in enhancing school quality. The findings reveal that educational management functions as a multidimensional mechanism that significantly contributes to organizational effectiveness, instructional quality, and educational outcomes. Four dominant themes emerged from the analysis, namely leadership and vision development, teacher development and human resource management, quality assurance and continuous improvement, and stakeholder

collaboration and school culture. These themes consistently appeared across studies conducted in diverse educational contexts, suggesting that effective educational management is a universal determinant of school quality.

Among the identified themes, leadership and vision development emerged as the most influential factor. The reviewed studies consistently highlighted the central role of school leaders in shaping institutional direction, promoting innovation, and fostering a culture of continuous improvement. This finding supports the argument that leadership serves as the catalyst for school transformation because leaders establish strategic priorities, allocate resources, and coordinate improvement initiatives. Effective leadership was frequently associated with enhanced teacher commitment, improved organizational climate, and stronger student outcomes. These findings reinforce previous assertions that school leadership remains one of the most powerful school-based factors influencing educational effectiveness.

The findings further demonstrate that teacher development constitutes a critical pathway through which educational management improves school quality. Schools implementing systematic professional development programs, mentoring systems, collaborative learning communities, and performance evaluation mechanisms were more likely to report improvements in instructional quality and student achievement. This result

indicates that educational management extends beyond administrative functions and encompasses the strategic development of human capital. As educational institutions increasingly operate in dynamic and complex environments, continuous investment in teacher capacity building becomes essential for sustaining educational excellence.

Another important finding concerns the role of quality assurance systems in supporting school improvement. The reviewed studies emphasize that effective monitoring, evaluation, accreditation processes, and evidence-based planning contribute significantly to institutional accountability and effectiveness. Schools that regularly assess their performance and implement continuous improvement mechanisms are better positioned to adapt to changing educational demands. These findings suggest that quality assurance should not be viewed merely as a compliance requirement but rather as an integral component of educational management that drives organizational learning and sustainable development.

The review also highlights the significance of stakeholder collaboration and positive school culture in achieving educational quality. Educational management practices that actively involve parents, communities, teachers, and students contribute to stronger institutional support systems and greater organizational resilience. Collaborative cultures characterized by trust, shared responsibility, and open communication were frequently associated with higher levels of school effectiveness. Consequently, successful educational management requires not only internal organizational capacity but also meaningful engagement with external stakeholders.

### **Contribution of the Research**

This study contributes to the educational management literature in several important ways. First, it provides a comprehensive synthesis of research published between 2020 and 2025, offering an updated understanding of how educational management influences school quality in contemporary educational contexts. While previous studies have often examined specific aspects of leadership, administration, or quality assurance independently, this review integrates these dimensions into a unified analytical framework. Second, the study develops a synthesized conceptual framework demonstrating the interconnected relationship among leadership practices, teacher development, quality assurance mechanisms, stakeholder collaboration, and school

quality enhancement. The framework extends existing knowledge by illustrating how multiple management dimensions operate collectively rather than independently in supporting educational effectiveness. Third, this review identifies emerging trends in educational management research, particularly the growing emphasis on digital leadership, data-driven decision-making, organizational resilience, and sustainable school improvement. These trends reflect the evolving nature of educational management in response to technological advancement, educational reform, and post-pandemic challenges. By highlighting these developments, the study contributes to the ongoing theoretical and practical discussions surrounding educational leadership and school improvement.

### **Implications of the Research**

The findings have several practical implications for policymakers, school leaders, and educational practitioners. For policymakers, the review underscores the importance of developing educational policies that support leadership capacity building, teacher professional development, and institutional quality assurance systems. Investments in these areas are likely to produce long-term improvements in educational quality and organizational effectiveness.

For school leaders, the findings emphasize the need to adopt strategic and evidence-based management approaches. Effective leadership involves more than administrative control; it requires fostering collaboration, supporting professional learning, promoting innovation, and creating a shared vision for school improvement. School leaders should therefore prioritize both organizational management and instructional leadership functions.

For teachers and educational practitioners, the review highlights the importance of continuous professional development and collaborative learning cultures. Educational management practices that encourage professional growth, reflective practice, and teamwork contribute significantly to improved teaching effectiveness and student learning outcomes.

From a theoretical perspective, the findings support systems-oriented approaches to educational management, suggesting that school quality emerges from the interaction of multiple organizational dimensions rather than from isolated interventions. Consequently, future school

improvement efforts should adopt holistic and integrated management strategies.

## CONCLUSION

This systematic literature review examined the role of educational management in enhancing school quality by synthesizing evidence from studies published between 2020 and 2025. The findings demonstrate that educational management serves as a critical mechanism for improving educational effectiveness, organizational performance, and institutional sustainability. Across the reviewed literature, four interconnected dimensions consistently emerged as key contributors to school quality enhancement: leadership and vision development, teacher development and human resource management, quality assurance and continuous improvement, and stakeholder collaboration and school culture.

The review revealed that effective educational management extends beyond administrative functions and plays a strategic role in fostering instructional excellence, professional growth, organizational learning, and institutional accountability. Among the identified dimensions, leadership emerged as the most influential factor, serving as the driving force behind school improvement initiatives and organizational transformation. Furthermore, the findings indicate that sustainable school quality can be achieved when educational institutions integrate leadership practices, teacher capacity building, quality assurance mechanisms, and collaborative stakeholder engagement into a coherent management system.

This study contributes to the educational management literature by proposing a synthesized framework that explains how multiple management dimensions interact to support school quality enhancement. The framework provides both theoretical and practical insights for policymakers, school leaders, and educational practitioners seeking to strengthen educational effectiveness in increasingly complex and dynamic learning environments. Future research is encouraged to explore these relationships through longitudinal and comparative studies to further expand understanding of effective educational management practices across diverse educational contexts.

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