# The Influence of Educational Management on School Performance: A Literature Analysis

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***Abstract –*** *Educational management serves as a critical factor in determining school performance amid demands for enhanced educational quality and the challenges of digital transformation. However, numerous studies indicate that the implementation of educational management in schools still faces obstacles, such as weak leadership, low resource management effectiveness, and suboptimal technology integration. This study aims to systematically analyze the influence of educational management on school performance through a review of recent scientific literature. The method employed is a Systematic Literature Review (SLR), analyzing 32 national and international articles published between 2020 and 2025. Data were collected via article search and selection based on inclusion criteria, and analyzed using thematic analysis. The findings reveal that educational management—particularly school principal leadership, instructional leadership, school-based management, and digital leadership— significantly impacts teacher performance, learning quality, and student academic achievement. Furthermore, digital leadership emerges as an increasingly relevant management approach for enhancing school performance in the technology era. The novelty of this study lies in its comprehensive synthesis of various educational management approaches within an integrated analytical framework. Theoretically, this research contributes to advancing educational management scholarship; practically, it serves as a reference for school administrators and policymakers in fostering sustainable school performance improvements.*

***Keywords –*** *educational management, school performance, educational leadership, digital leadership, literature review*

## INTRODUCTION

In recent years, school performance has emerged as a strategic issue in global educational development, driven by escalating demands for learning quality, institutional accountability, and adaptation to rapid technological and social changes. School performance is no longer understood solely in terms of student academic achievements but also encompasses teacher performance, learning process quality, management effectiveness, and the school's capacity for sustainable innovation. However, various studies indicate that many schools continue to face fundamental challenges, including weak educational management systems, non-adaptive leadership, and low

technology integration in school management practices (Rostini et al., 2022;Donkoh et al., 2023).

Field observations reveal that ineffective educational management directly impacts declining teacher performance, low learning quality, and stagnation in student academic achievements. Several empirical studies highlight that school principals and management teams have yet to fully execute planning, organizing, implementing, and supervising functions optimally (Michael & Mhando, 2024;Siregar, 2024) This situation is exacerbated by digital-era challenges, where schools are compelled to integrate technology,

artificial intelligence, and digital learning systems without adequate managerial readiness (Zeng et al., 2025 ; Akhmad, 2025). Therefore, research on the influence of educational management on school performance represents an urgent academic and practical imperative to ensure educational quality sustainability.

In response to these issues, modern educational management offers approaches emphasizing effective leadership, quality-based management, and digital technology integration in school systems. Digital leadership, instructional leadership, and school-based management are viewed as strategic solutions for comprehensively enhancing school performance (Obied, 2025;Zhu et al., 2025;Ngatini et al., 2025). These approaches are believed to strengthen school principals' managerial capacity, enhance teacher professionalism, and foster adaptive, innovative learning environments. The primary rationale for adopting these approaches lies in their ability to address the complex challenges of 21st-century education, which conventional management paradigms cannot resolve.

Although research on educational management, school leadership, and school performance has been extensive, significant research gaps persist. First, most prior studies focus on isolated dimensions of management or leadership—such as principal leadership or curriculum management—without integrating diverse educational management forms into a cohesive analytical framework (Aprianto et al., 2023;Ginting, 2023). Second, these studies are predominantly empirical and localized, lacking comprehensive synthesis across contexts and approaches (Savvidou et al., 2023;Pitriani, 2024) Third, explicit examinations linking modern educational management, including digital leadership, to multidimensional school performance remain limited (Karakose et al., 2024 ;Uzorka & Kalabuki, 2025).

Building on these gaps, the novelty of this study lies in constructing a comprehensive literature analysis that systematically examines the influence of educational management on school performance by integrating diverse management perspectives, from traditional leadership to digital leadership. This research not only maps prior findings but also identifies relational patterns, emerging trends, and developmental directions for educational management relevant to contemporary educational challenges, including technology and artificial intelligence integration in schools (Zeng et al., 2025;Obied, 2025).

Accordingly, the general objective of this study is to systematically analyze the influence of educational management on school performance based on recent research findings. It is expected to contribute theoretically by enriching educational management scholarship through integrated conceptual synthesis and practically by providing insights for policymakers and school leaders in designing effective, sustainable management strategies. Academically, the results are anticipated to serve as a reference for developing responsive educational management models attuned to 21st-century educational dynamics.

## OBJECTIVES OF THE STUDY

### General Objective

This study aims to systematically analyze the influence of educational management on school performance through a review of recent scientific literature, examining various educational management and leadership approaches that contribute to enhancing teacher performance, learning quality, and student academic achievement.

### Specific Objectives

Specifically, this study aims to:
1. Identify dominant forms of educational management used in prior research, including school management, educational leadership,

instructional leadership, school-based management, and digital leadership.

2. Analyze the relationship between educational management and school performance based on indicators of teacher performance, learning process quality, and student learning outcomes.

3. Classify the impact of educational management on school performance according to educational contexts (elementary, secondary, and higher education).

4. Identify current trends and developments in educational management studies, particularly the shift toward quality-based management and digital leadership.

5. Uncover persisting research gaps in studies on educational management and school performance to guide future research.

6. Formulate theoretical and practical implications for developing effective and sustainable educational management policies and practices.

## MATERIALS AND METHODS

### Research Methodology
Type of Research

This study employs a Systematic Literature Review (SLR) with a qualitative-descriptive approach, aimed at comprehensively synthesizing and analyzing findings from prior research on the influence of educational management on school performance.

### Research Subjects/Objects

The subjects of this research are not individuals but relevant national and international scientific articles on the research topic. A total of 32 articles published between 2020 and 2025 serve as the units of analysis, encompassing contexts in elementary, secondary, and higher education.

### Research Location

This study is not bound to a specific geographic location, as it constitutes a literature-based investigation. The analyzed articles originate from diverse countries and global educational contexts, providing a broad and comprehensive perspective.

### Data Collection Techniques
Data collection was conducted through:

1. Searching scientific databases (e.g., reputable international journals and accredited national journals),

2. Selecting articles based on predetermined inclusion and exclusion criteria,

3. Identifying articles that explicitly address educational management, school leadership, and school performance.

### Research Instruments

The research instrument consists of a data extraction form used to gather key information from each article, including:
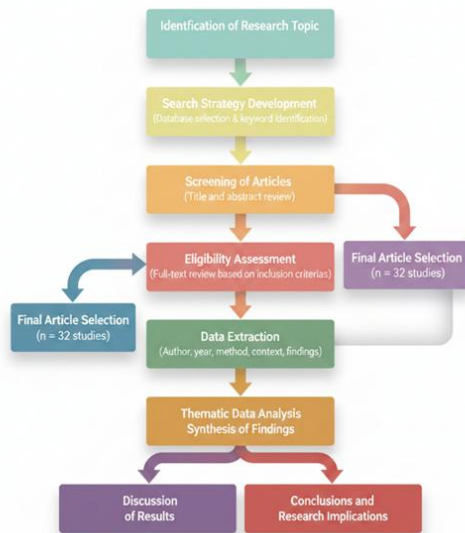
1. Author(s) and publication year,
2. Type and approach of educational management,
3. Educational context and level,
4. Research methodology,
5. Key findings related to school performance.

### Data Analysis Techniques

Data were analyzed using thematic analysis and descriptive-comparative analysis, involving the following stages:

1. Grouping articles by educational management focus,
2. Identifying patterns in the relationship between educational management and school performance,
3. Comparing findings across studies,
4. Drawing synthesized conclusions to address the research objectives.

**Research Flow**



## RESULTS AND DISCUSSION

The table below presents a comprehensive synthesis of the 32 articles reviewed in this Systematic Literature Review (SLR). It categorizes key elements including authors and publication years, management/leadership focus, research methods, and impacts on school performance, confirming the significant role of educational management in enhancing teacher performance, learning quality, and student outcomes.

| No. | Authors & Year | Management/Leadership Focus | Research Method | Impact on School Performance |
|---|---|---|---|---|
| 1 | Obied, (2025) | Academic digital leadership | Systematic literature review | Enhances organizational effectiveness and innovative culture |
| 2 | Zhu et al., (2025) | Digital leadership | Systematic review | Strengthens institutional performance and school digital readiness |
| 3 | Lasrin et al., (2025) | Transformational leadership & technology literacy | Quantitative | Improves teacher innovativeness |
| 4 | (Yi & Julius Gat-eb, (2025) | Digital leadership | Quantitative | Enhances learning effectiveness |
| 5 | Arnold & Sangrà, (2018) | E-leadership | Literature review | Optimizes educational technology |
| 6 | Shen, (2022) | Technology-based teacher leadership | Systematic review | Boosts teacher professional capacity |
| 7 | Awais, 2023) | Online educational leadership | Scoping review | Improves learning management efficiency |
| 8 | Uzorka & Kalabuki, (2025) | Digital leadership | Literature review | Transforms school leadership practices |

| | | | | |
|---|---|---|---|---|
| 9 | Zeng et al., (2025 | School principal digital leadership & AI | Systematic thematic review | Increases teacher competencies in AI integration |
| 10 | Karakose et al., (2024) | Evolution of digital leadership research | Bibliometric review | Strengthens school management conceptual frameworks |
| 11 | Yuting et al., (2021) | Educational technology leadership | Visual analysis (CiteSpace) | Identifies educational leadership trends |
| 12 | Akhmad, (2025) | Digital leadership practices | Narrative review | Enhances technology-based school management effectiveness |
| 13 | Rostini et al. (2022) | School principal management | Quantitative | Improves teacher performance and learning quality |
| 14 | Michael & Mhando (2024) | School team management | Quantitative | Boosts student academic achievement |
| 15 | Siregar, (2024) | Principal role | Quantitative | Enhances science teacher performance |
| 16 | Erlangga et al., (2024) | Leadership & quality administration | SEM | Teacher performance via work motivation |
| 17 | Donkoh et al., 2023 | Educational management | Mixed-methods | Improves educational quality |
| 18 | Takengon & Tengah, 2025 | Student affairs management | Qualitative | Student discipline and learning achievement |
| 19 | Ngatini et al., (2025) | Instructional leadership | Quantitative | Improved learning quality |
| 20 | Aprianto et al., (2023) | Managerial skills & charisma | Quantitative | Teacher professionalism and performance |
| 21 | Ginting, (2023) | Curriculum management | Quantitative | Enhanced educational quality |
| 22 | Nugroho & Sulaeman, (2023) | School management | Survey | Improved teacher performance |
| 23 | Chandra Kasih & Muswapi, (2024) | Management performance evaluation | Literature review | School performance evaluation instruments |
| 24 | Rohma et al., (2020) | School-based management | Quantitative | Improved teacher performance |
| 25 | Savvidou et al., (2023) | Educational organizational management | Literature review | School performance and quality |

| 26 | Qingyan et al., (2023) | Teacher quality management | Literature review | Improved student achievement |
|---|---|---|---|---|
| 27 | Rawis et al., (2024) | Student management | Quantitative | Student learning achievement |
| 28 | Nayya Uswa Qonita Rahman & Lukman Hakim, (2025) | SBM & leadership | Quantitative | Student academic achievement |
| 29 | Pitriani, (2024) | Educational leadership | Literature review | School performance & teacher development |
| 30 | Khuntia & Sahoo, (2025) | Classroom management | Quantitative | Student academic performance |
| 31 | Ferdinandi & Kiwonde, (2023) | Educational leadership | Case study | Student academic achievement |
| 32 | Ashkanani et al., (2020) | Crisis-time educational management | Descriptive | Learning sustainability image.jpg |

Analysis of the literature reveals a strong and consistent relationship between educational management and school performance, encompassing teacher performance, learning quality, and student academic achievement. These findings align with fundamental educational management concepts that emphasize planning, organizing, actuating, and controlling functions as key drivers of organizational goals in educational settings. Thus, this study confirms the theoretical assumption that effective educational management directly contributes to enhanced school performance.

Specifically, the reviewed studies identify school principal leadership as a primary determinant of successful educational management. Empirical evidence from Rostini et al. (2022), Siregar (2024), and Michael & Mhando (2024) demonstrates that effective school management and leadership positively impact teacher performance and student learning outcomes. These results reinforce educational leadership theory, positioning principals as both instructional and managerial leaders who optimally direct school resources.

Beyond conventional leadership, the findings highlight the growing importance of technology-based management and digital leadership in elevating school performance. Systematic studies by Obied (2025), Zhu et al.(2025), and Zeng et al. (2025) show that technology integration via digital leadership enhances teacher competencies, learning effectiveness, and school readiness for digital transformation. These insights align with modern management frameworks stressing adaptability and innovation as prerequisites for sustainable educational performance.

However, the analysis also uncovers variations in educational management's impact on school performance based on context and approach. Some studies indicate suboptimal effects when lacking adequate managerial competencies or supportive organizational cultures (Donkoh et al., 2023; Savvidou et al., 2023). Such differences contrast with research

reporting significant influences and stem from variations in geographic contexts, educational levels, and methodologies.

Additionally, analyses of student affairs and classroom management demonstrate that effective learner management contributes to improved student discipline and academic performance (Takengon & Tengah, 2025;Rawis et al., 2024). These findings extend understanding that school performance depends not only on principal leadership but also on integrated management of all educational components.

Overall, the discussion underscores strong alignment between the findings and core educational management principles, largely consistent with prior research despite contextual variations in implementation. This affirms that educational management's influence on school performance is contextual, multidimensional, and dynamic.

## Research Implications
### Theoretical Implications

Theoretically, this study strengthens educational management scholarship by demonstrating school performance as an outcome of interacting management approaches, including traditional leadership, instructional leadership, school-based management, and digital leadership. It provides a conceptual foundation for developing more integrative and adaptive educational management models responsive to 21st-century challenges.

### Practical Implications

Practically, the results offer key guidance for school principals, educational administrators, and policymakers. Schools must bolster managerial and leadership capacities, particularly in leveraging digital technologies for learning and administration, alongside systematic, sustainable teacher and student management to holistically improve performance.

### Policy Implications

The findings inform educational policies prioritizing school management and leadership strengthening as core quality enhancement strategies. Professional development policies for principals and teachers focusing on digital leadership and quality-based management are highly relevant for implementation.

### Social Implications

Socially, effective educational management-driven school performance improvements can elevate service quality, equity, and public trust in educational institutions, yielding long-term human resource quality gains and positive societal development contributions.

### Implications for Future Research

Future studies should pursue empirical investigations using quantitative or mixed-methods approaches to test causal links between educational management and school performance. Deeper explorations of digital leadership and artificial intelligence roles in educational management remain ripe for investigation.

## CONCLUSION AND RECOMMENDATION

Based on the literature analysis conducted, educational management exerts a significant influence on school performance. Effective educational management, through school principal leadership, teacher management, curriculum management, student affairs management, and quality- and technology-based approaches, provenly contributes to enhanced teacher performance, learning quality, and student academic achievement.

The findings highlight school principal leadership as a central factor in successful educational management. Principals who optimally execute managerial and leadership functions create conducive school environments, foster teacher professionalism, and improve learning process effectiveness. Additionally, digital leadership emerges as an

increasingly relevant management approach for boosting school performance amid digital transformation, particularly in supporting instructional innovation and educational technology integration.

Although most studies demonstrate alignment between educational management and improved school performance, findings vary due to educational contexts, managerial competencies, and organizational readiness. This underscores that educational management's impact on school performance is multidimensional and contextual, necessitating adaptive and sustainable approaches.

## Recommendations

### Practical Recommendations

- School principals should strengthen managerial and leadership competencies, including strategic planning, human resource management, and school performance evaluation.
- Schools must implement quality and technology based educational management by integrating digital leadership into learning and administrative processes.
- Continuous teacher professional development should occur through training, academic supervision, and needs-based mentoring tailored to school realities.

### Policy Recommendations

- Governments and educational policymakers should prioritize school management and leadership strengthening as key strategies for educational quality improvement.
- Principal development programs should focus on innovative and digital leadership to enable schools to adapt to technological changes and 21st-century educational demands.
- School performance evaluation policies should extend beyond academic outcomes to encompass management effectiveness and learning process quality.

## Recommendations for Future Research

- Subsequent studies should conduct quantitative or mixed-methods empirical research to test causal relationships between educational management and school performance.
- In-depth investigations into digital leadership and artificial intelligence roles in educational management warrant further development.
- Comparative studies across contexts and educational levels are needed for a more comprehensive understanding of educational management effectiveness.

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