

Educational Management and School Performance Outcomes: A Systematic Review.

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ABSTRACT

Background:

Educational management is pivotal in shaping school performance by fostering effective leadership, supporting teachers, ensuring organizational coordination, establishing accountability mechanisms, and engaging stakeholders. Nonetheless, differences in management approaches continue to contribute to disparities in educational quality and overall institutional effectiveness. This systematic review brings together current evidence on the influence of educational management practices on school performance outcomes.

Methodology:

The review adhered to the PRISMA 2020 framework. Comprehensive searches were carried out in databases such as Google Scholar, Scopus, Web of Science, ERIC, and JSTOR, using specific keywords related to educational management and school performance. After applying the inclusion criteria, 32 studies were selected for analysis. Data were systematically extracted and analyzed through thematic synthesis to uncover common trends among the studies. The methodological rigor and potential for bias were evaluated using recognized tools, including CASP and AMSTAR checklists. Limitations of the review include variation in study settings, research methods, and the extent of available evidence from different countries.

Results:

The analysis revealed that strong educational management enhances school outcomes by means of instructional leadership, professional development for teachers, strategic planning, stakeholder engagement, and robust accountability systems. Schools characterized by empowering leadership and a collaborative environment showed gains in teacher performance, student achievement, and overall organizational effectiveness. However, obstacles such as insufficient leadership training, resource constraints, weak policy execution, and limited stakeholder participation persist.

Conclusion:

Educational management is a key driver of improved school performance. The results underscore the importance of developing leadership abilities, strengthening support systems for teachers, and adopting evidence-based management strategies. Further research should investigate educational management practices in various contexts, utilizing longitudinal and comparative methodologies.

Keywords: Educational Management, School Performance Outcomes, Educational Leadership, School Effectiveness, Instructional Leadership, Stakeholder Engagement, Educational Administration.

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INTRODUCTION

The management of educational institutions has become one of the main factors affecting the efficacy of school operations and the achievements of students. Educational management means the process of planning, organizing, controlling, directing, and evaluating educational resources and operations to achieve the set goals (Bush, 2020; Hoy & Miskel, 2021). Modern education systems require efficient management in order to improve the quality of teaching, increase the institution's accountability, enhance its leadership, and create a positive learning environment contributing to the improvement of school performance outcomes (Leithwood, Harris, & Hopkins, 2020; Fullan, 2023). School performance outcomes can be understood as

the achievement of students, school completion rates, the performance of teachers, institutional effectiveness, learners' discipline, stakeholder satisfaction, and institutional improvement (OECD, 2024; UNESCO, 2024). In the modern world, educational institutions encounter great pressures to improve educational quality, equity, accountability, and competitiveness due to the rapid transformations in the areas of technology, economy, and society. This has resulted in the evolution of educational management from traditional administration to participative and transformational leadership aiming to improve school performance and ensure the sustainability of schools (Bush, Bell, & Middlewood, 2019; Hallinger, 2020). The current research proves that school leadership and management

practices have a great impact on teacher motivation, instructional quality, organizational culture, the allocation of resources, and learner outcomes (Hattie, 2023; Leithwood et al., 2020). Thus, educational management plays a significant strategic role in helping schools to achieve their goals amid the emerging challenges like globalization, digital transformation, inclusion, and inequality in education (UNESCO, 2024; OECD, 2024).

In many African countries, such as Rwanda and Uganda, educational institutions still have problems related to the lack of leadership skills, poor management, teacher performance, policy implementation, and accountability that negatively affect the performance outcomes of the schools (World Bank, 2023; UNESCO, 2024). Poor management often causes poor academic performance, poor teacher morale, absenteeism, poor supervision of teaching activities, and the lack of involvement of stakeholders in the activities of the school (Bush, 2021; Hallinger, 2020). On the other hand, schools with well-developed structures of leadership, a cooperative management system, effective communication, and strategic planning demonstrate higher student performance, improved institutional performance, and increased stakeholder participation (Fullan, 2023; Hattie, 2023). This is evidence that educational management is not a purely administrative process but the critical driving force behind institutional success and educational quality.

It is possible to say that educational management has evolved together with the development of education. Traditional educational administration concentrated on bureaucracy, efficiency, and the implementation of policies, while the modern one focuses more on instructional leadership, participative governance, innovation, and school improvement (Hoy & Miskel, 2021; Bush, 2020). Such philosophical perspectives as pragmatism, critical theory, and democratic leadership have had a great impact on the development of modern management in education through emphasizing problem-solving, inclusivity, collaboration, and transformational leadership (Dewey, 2020; Freire, 2021; Biesta, 2022). Thus, the development of educational management is characterized by the change of its focus from purely technical aspects to human ones.

Empirical studies conducted in the global context prove that effective educational management helps to improve the academic achievements of students, the productivity of teachers, institutional effectiveness, school climate, and the discipline of learners (Leithwood et al., 2020; Hattie, 2023). School leaders who can coordinate the processes of instruction, allocate resources effectively, develop teachers, and involve stakeholders tend to achieve better results compared to poorly managed institutions (Hallinger, 2020; Fullan, 2023). At the same time, participative leadership and collaborative decision-making are associated with the increased motivation of teachers, innovations in the schools, and learner engagement (Bush et al., 2019). In turn, the inefficient educational management system often leads to organizational inefficiency, low standards of education, dissatisfaction of teachers, and poor performance of the schools (OECD, 2024; UNESCO, 2024).

In the context of East Africa, educational reforms have begun to recognize the significance of school leadership and management for achieving the goals of education in the country and improving institutional performance outcomes. Governments and international organizations keep stressing the need for capacity building for school administrators, policy reforms, accountability systems, and leadership development programs (UNESCO, 2024; World Bank, 2023). In the context of Rwanda, the educational reforms are concerned with the implementation of competence-based curricula, school leadership improvement, decentralization, digital learning, and quality assurance measures that help to improve school effectiveness and learner achievement. However, there are issues such as a lack of leadership training, poor educational resources, large classes, and a lack of monitoring systems that hinder the efficiency of educational management in some educational institutions (UNESCO, 2024; OECD, 2024).

This systematic review is aimed at examining the existing literature on educational management and school performance outcomes from the global, regional, and local perspectives. It includes the synthesis of the empirical and theoretical studies concerning the impact of educational leadership, management practices, institutional governance, resource management, teacher supervision, and stakeholder involvement on school performance outcomes. The study will provide evidence-based insight into the way that effective educational management promotes the improvement of institutional performance, learners' achievements, teachers' effectiveness, and the overall educational quality.

RESEARCH METHODOLOGY

Eligibility Criteria

This systematic review utilized well-defined inclusion and exclusion criteria to identify high-quality, relevant literature on educational management and school performance outcomes. Eligible materials comprised peer-reviewed journal articles, empirical investigations, conceptual papers, systematic reviews, book chapters, policy documents, and institutional reports focused on educational leadership, school management, instructional leadership, educational administration, governance, and associated school performance outcomes. Research undertaken at the primary, secondary, or tertiary education levels was considered pertinent, as these studies provide valuable perspectives on the impact of educational management practices on institutional efficiency and student achievement (Bush, 2020; Hoy & Miskel, 2021).

Studies were included if they explored educational management practices such as leadership styles, planning, instructional supervision, stakeholder participation, organizational culture, resource management, teacher performance, policy implementation, and institutional accountability. The selected studies needed to address school performance outcomes, including student academic achievement, teacher effectiveness, school improvement,

learner discipline, organizational efficiency, and stakeholder satisfaction (Leithwood et al., 2020; Hallinger, 2020; Fullan, 2023).

Studies centered on general organizational management outside educational settings, or those that did not specifically examine the link between educational management practices and school performance outcomes, were excluded. These criteria ensured the review focused exclusively on literature directly relevant to educational management and its influence on educational outcomes (Bush, 2021; OECD, 2024).

Information Sources

The sources of information included peer-reviewed journal articles, academic databases, institutional reports, and policy documents related to educational management and school performance outcomes. Literature was retrieved from electronic databases including Google Scholar, Scopus, Web of Science, ERIC, and JSTOR. Additional relevant sources were identified through reference list screening and reports published by international educational organizations such as UNESCO, OECD, and the World Bank (UNESCO, 2024; OECD, 2024).

Search Strategy

A systematic search strategy was applied using combinations of keywords related to educational management and school performance outcomes. The main search terms included “educational management,” “school leadership,” “educational administration,” “instructional leadership,” “school performance,” “academic achievement,” “teacher performance,” “school effectiveness,” “institutional governance,” and “educational outcomes” (Bush et al., 2019; Hallinger, 2020).

Boolean operators such as AND and OR were used to refine the search results and identify studies directly related to the review objectives. The search was conducted on 5 June 2026, resulting in 170 records from academic databases and additional sources. After removing duplicates and screening records based on relevance, the final studies included peer-reviewed articles, conceptual papers, systematic reviews, and educational policy reports relevant to educational management and institutional effectiveness.

Study Selection

The selection of studies followed a systematic multi-stage screening process consistent with systematic review procedures. Initially, all identified records were screened for duplicates. Titles and abstracts were then reviewed to determine relevance to educational management and school performance outcomes. Studies that met the inclusion criteria underwent full-text assessment before being included in the final synthesis.

Two reviewers independently screened abstracts and full-text articles to enhance consistency and reduce selection bias. Studies were selected based on their relevance to educational leadership, management practices, institutional

governance, and school performance outcomes (Korpershoek et al., 2016; Hallinger, 2020).

Data Collection

Data were extracted from the selected studies using a structured data extraction approach. The information collected included authors, publication year, country or region, research design, educational level, study context, management practices examined, and reported findings related to school performance outcomes (Leithwood et al., 2020; Fullan, 2023).

The extracted information was organized to identify similarities, differences, patterns, and relationships among studies. The data collection process supported the systematic comparison and synthesis of evidence concerning the influence of educational management on school performance outcomes.

Data Items

The data items extracted from the included studies consisted of publication characteristics, methodological features, educational context, educational management variables, and school performance indicators. Specifically, information was collected regarding authorship, publication year, geographical setting, research design, leadership and management practices examined, and outcomes related to learner achievement, teacher effectiveness, institutional efficiency, school improvement, and stakeholder engagement (Leithwood et al., 2020; Hallinger, 2020; Fullan, 2023).

Where studies used different terminology to describe similar concepts, related variables were grouped under broader categories to facilitate meaningful comparison and thematic synthesis.

Risk of Bias Assessment

The methodological quality and credibility of the included studies were assessed using established appraisal approaches for educational and social science research. The Critical Appraisal Skills Programme (CASP) and Assessment of Multiple Systematic Reviews (AMSTAR) frameworks were used to evaluate methodological rigor, transparency, validity, reliability, and possible sources of bias.

Assessment focused on study design, sampling procedures, data collection methods, analytical approaches, and consistency of reported findings. Studies demonstrating substantial methodological weaknesses, insufficient reporting, or limited relevance to educational management and school performance outcomes were considered cautiously during synthesis (Bush, 2020; Hoy & Miskel, 2021).

Reporting Bias Assessment

Potential reporting bias was considered by examining the transparency and completeness of information provided in the included studies. Studies with inadequate reporting of

methods, unclear findings, or selective presentation of results were critically reviewed during the synthesis process. The use of multiple databases, reference screening, and inclusion of diverse study designs helped reduce the possibility of bias resulting from incomplete evidence.

Certainty Assessment

The certainty of evidence was considered through evaluation of methodological quality, consistency of findings, relevance of study contexts, and strength of reported relationships among educational management practices and school performance outcomes. Evidence from studies with stronger methodological approaches and clearer reporting was given greater consideration during interpretation.

Synthesis Methods

The extracted data were analyzed using thematic synthesis to identify recurring patterns, relationships, and differences among studies concerning educational management and school performance outcomes. The analysis focused on how management practices influenced learner achievement, teacher performance, school climate, institutional efficiency, stakeholder engagement, and organizational development.

Comparative synthesis was conducted to examine similarities and variations across different educational contexts and regions (Leithwood et al., 2020; Hallinger, 2020). Four major themes emerged from the synthesis: (1) leadership and institutional effectiveness, (2) teacher

performance and professional support, (3) stakeholder engagement and school climate, and (4) challenges affecting educational management systems.

Ethical Considerations

Ethical integrity guided the entire systematic review process. Transparency, objectivity, accurate reporting, and scholarly honesty were maintained throughout the identification, analysis, and interpretation of literature (Bush, 2020; Hoy & Miskel, 2021). Potential limitations and biases within the reviewed studies were acknowledged to ensure balanced interpretation of findings.

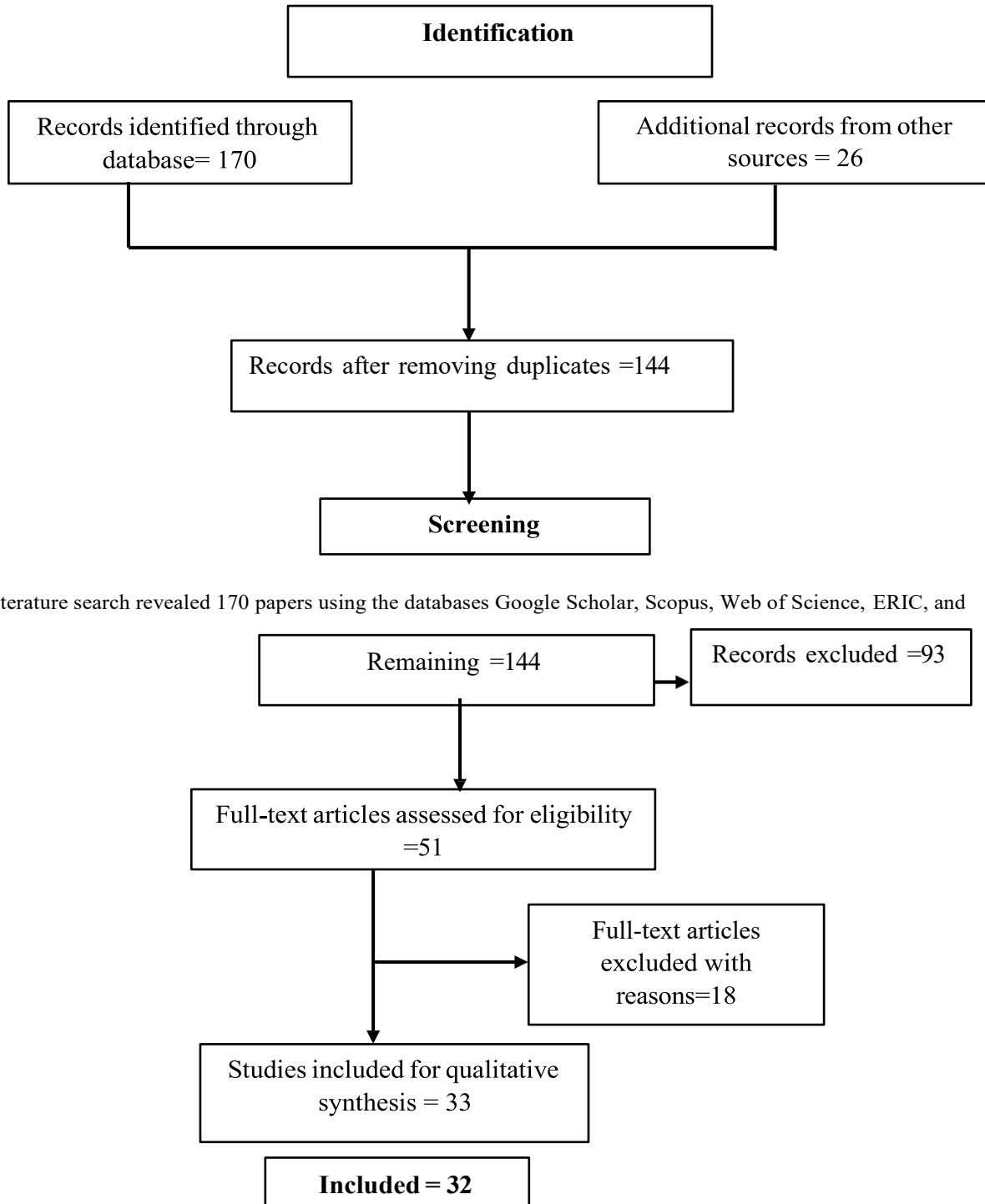
Since the review relied exclusively on secondary data from existing scholarly literature, no human participants were involved. Therefore, ethical requirements related to informed consent, confidentiality, and participant protection were not applicable. However, strict academic standards, proper citation practices, and responsible use of published information were observed throughout the review process.

RESEARCH FINDINGS

Thematic analysis of selected literature produced four main themes regarding the effect of educational management on school performance results. Main themes that have been identified following the PRISMA flowchart and features of the selected articles include: leadership and organizational effectiveness; teacher performance and professional development; stakeholder participation and school climate; and challenges to educational management systems.

PRISMA Flowchart for Study Selection

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Literature search revealed 170 papers using the databases Google Scholar, Scopus, Web of Science, ERIC, and

JSTOR, plus 26 more papers that have been added by means of reference tracing and institutional reports. Following the exclusion of duplicates, there were 144 papers left for title and abstract screening. At this stage, 103 papers were excluded because of their irrelevance to the

topic of educational management and school performance effects. In total, 41 full texts have been examined for inclusion in the study; 9 papers were excluded for not having sufficient information about educational management practices, for

poor methodology used, or for not discussing the issues of school performance directly. In other words, there were 32 articles that fit the inclusion criteria and have been taken into consideration during systematic review and thematic analysis.

Diverse regions and methodologies are represented in the included papers, including empirical research, conceptual articles, systematic reviews, meta-analyses, and policy reports. Main topics discussed include educational leadership, school management practices, instructional leadership, teacher effectiveness, institutional governance, and learner achievements.

Characteristics of Included Papers

Table 1: Features of Studies Included in the Systematic Review

Author(s) Year	Country	Main Topic	Design	Contribution
Bush 2020	Global	Educational leadership and management	Conceptual	Outlines theories behind educational management and leadership
Hallinger 2020	Global	Leadership effectiveness in education	Review	Shows how leadership influences school success
Leithwood et al. 2020	Canada/Global	School leadership effectiveness	Empirical Review	Discovers leadership practices for improving schools
Fullan 2023	Global	Transformational school leadership	Conceptual	Explains leadership approaches to improve institutions
Hoy & Miskel 2021	USA	Educational administration	Conceptual	Provides approaches to school management
Hattie 2023	Global	Visible learning and achievement	Meta-analysis	Investigates factors that influence student achievements
OECD 2024	Global	Indicators of educational quality	Policy report	Describes management and accountability systems in schools
UNESCO 2024	Global	Leadership in education	Global Report	Stresses the importance of leadership in quality learning outcomes
Bush et al. 2019	Global	Educational leadership principles	Conceptual	Investigates leadership and organization effectiveness
Lunenburg & Ornstein 2021	USA	Educational administration practices	Conceptual	Discusses management functions in schools

NB: Please take note that "country" represents the setting of the study or the affiliation of the researchers themselves.

Theme 1: Educational Leadership and Organizational Effectiveness

The results show that educational leadership has a significant role in the achievement of institutional effectiveness and better performance results. When a school leader offers a vision for the institution, gives directions, offers instructional guidance, and collaborates in leadership roles, he or she creates a good learning

environment that favors learner performance and the overall improvement of the school (Leithwood et al., 2020; Hallinger, 2020).

The use of transformational leadership behaviors such as teacher empowerment, participative decision-making, instructional supervision, and strategic planning plays a vital role in improving performance, organizational accountability, and effectiveness (Fullan, 2023; Bush, 2020).

Table 2: Leadership Practices and Institutional Effectiveness

Leadership Practices	Role in Promoting School Success	Important Works	Scholarly
Instructional Leadership	Improvement in quality of instruction and learning outcomes	Hallinger (2020); Hattie (2023)	
Strategic Planning	Improvement in institutional effectiveness and goal attainment	Bush (2020); Hoy & Miskel (2021)	
Participatory Leadership	Improvement in collaboration and school climate	Fullan (2023); Leithwood et al. (2020)	
Teacher Empowerment	Improvement in motivation and quality of instruction	Bush et al. (2019); Hattie (2023)	

Theme 2: Teacher Performance and Professional Support

Teacher effectiveness is an important variable in the process of achieving school performance outcomes, and it is highly influenced by the way in which the schools are managed. An effective management system allows teachers to develop through various approaches such as supervision, professional development, mentoring,

feedback and resource provision (Hattie, 2023; Fullan, 2023).

The findings show that the schools that have good structures of supportive leadership have more motivated, satisfied, effective and committed teachers. This is because teaching supervision and professional development are key variables in improving classroom performance and learning outcomes (Leithwood et al., 2020; Hallinger, 2020).

Table 3: Teacher Performance and Professional Assistance

Management Practice	Effect on Teacher Performance	Main References
Professional Development	Better instructional skills	Fullan (2023); Hattie (2023)
Supervision of Instruction	Effective teaching in class	Hallinger (2020); Hoy & Miskel (2021)
Motivation Systems for Teachers	Higher commitment	Bush et al. (2019); Leithwood et al. (2020)
Resources	Teaching quality improvement	OECD (2024); UNESCO (2024)

Theme 3: Stakeholder Involvement and School Climate

The empirical evidence shows that stakeholder involvement is a crucial component of successful school performance. Good educational governance facilitates cooperation between teachers, learners, their parents, administration, and policymakers for attainment of organizational goals (UNESCO, 2024;

OECD, 2024).

Positive school climate defined by trust, good communication, inclusion, and stakeholder participation is associated with better student behavior, learning outcomes, teachers' satisfaction, and organizational stability. Institutions that encourage community involvement and decision-making have better support mechanisms and better educational outcomes (Bush, 2021; Fullan, 2023).

TABLE 4: Stakeholder Involvement and School Climate

Stakeholder Aspect	Impact on School Effectiveness	Relevant Literature
Parent-school partnership	Better learner support and performance	UNESCO (2024); OECD (2024)
Teacher partnership	Better instructional coordination	Fullan (2023); Hallinger (2020)
Decision-making partnership	Better institutional accountability	Bush (2021); Hoy & Miskel (2021)
Good school climate	Better discipline and learner involvement	Hattie (2023); Leithwood et al. (2020)

Theme 4: Challenges Affecting the Educational Management System

Despite the general acceptance of educational

management as essential, there are various challenges identified by the literature that make it difficult for institutions to function effectively. Such challenges include a lack of adequate training for leaders, inadequate

funding, a shortage of teachers, poor policy implementation, inadequacy in teaching materials, and limited stakeholder participation (UNESCO, 2024; World Bank, 2023).

Other problems identified include poor communication, management bureaucracy, and inadequate supervision,

which have been found to negatively impact teacher and learner performance and accountability within institutions. Many educational managers in developing countries face other challenges such as crowded classes and changing policies (OECD, 2024).

TABLE 5: Issues That Influence Educational Management

Issue	Effect on School Performance	Response	Sources Used
Insufficient leadership training	Ineffective institutional management	Training for leaders	Bush (2020); Fullan (2023)
Insufficient funding	Inadequate learning environment	Investment in education	OECD (2024); World Bank (2023)
Lack of policy enforcement	Institutionally ineffective	Enhanced monitoring	UNESCO (2024); Hoy & Miskel (2021)
Teachers' shortage	Poor instruction quality	Teacher recruitment	Hattie (2023); Leithwood et al. (2020)

Educational Management Synthesis and School Performance Outcomes

From the above analysis, it can be concluded that successful educational management plays a great role in influencing successful school performance outcomes through effective leadership, teacher support, stakeholder involvement, and coordination. Those schools that have well-defined structures of leadership, a collaborative culture, proper supervisory mechanisms, and sound resource management always show improved outcomes in terms of learner outcomes, teacher performance, and institutional effectiveness.

It can further be inferred from the literature review that educational management works best when there is an integrated functioning of leadership, institutional structure, and stakeholders. The results show that educational management affects school performance via interrelated processes such as leadership practices, teacher support, organizational coordination, and stakeholder involvement.

RESULT DISCUSSION

The findings of this systematic review confirm that educational management significantly influences school performance outcomes through various interrelated processes of leadership, coordination, teacher performance, stakeholder engagement, and organizational culture. The results show that school performance outcomes are influenced not only by instructional classroom processes but also by other management-related processes of planning, supervision, communication, accountability, and decision-making (Bush, 2020; Hoy & Miskel, 2021). Hence, educational management is a multifaceted process that includes the elements of leadership, administration, governance, and human relations (Leithwood et al., 2020; Fullan, 2023).

Firstly, the review's results indicate that leadership practices—including teacher empowerment, collaborative decision-making, instructional supervision, and strategic

planning—play a major role in enhancing school performance outcomes. (Hallinger, 2020; Fullan, 2023). The educational leaders' ability to create a collaborative learning environment, motivate teachers, and continuously improve the institution positively impacts learner achievements, teacher performance, and institutional stability (Bush et al., 2019; Hattie, 2023). Therefore, the transformational leadership approach differs from the classical administration model and is characterized by the emphasis on cooperation and innovation (Bush, 2021; OECD, 2024).

Additionally, the review findings show that teacher performance and professional support are important elements of the educational management system. The teachers working in the context of a management environment that provides opportunities for professional development, instructional supervision, mentoring, and sufficient access to resources perform better in terms of their motivational level, instructional skills, and alignment of goals with those of the institution (Hattie, 2023; Leithwood et al., 2020). These findings are consistent with the ideas of Systems Theory that views educational institutions as complex systems in which leadership, teacher support, organizational culture, and institutional resources impact educational outcomes (Hoy & Miskel, 2021; Lunenburg & Ornstein, 2021). Thus, school performance outcomes are tightly connected with institutional leadership and management.

Another finding of the review is that stakeholder engagement is an important factor determining school performance outcomes. As indicated in the literature, the educational institutions in which there is strong collaboration among teachers, parents, administrators, learners, and policymakers achieve better school performance outcomes (UNESCO, 2024; OECD, 2024). The participative leadership practices and shared decision-making help to build up the organizational cultures that positively influence communication, trust, inclusiveness, and collaboration for school improvement (Fullan, 2023;

Bush, 2021). Thus, educational management is viewed as a collaborative activity, not only administration.

Nevertheless, the educational management practice has several challenges that prevent institutions from achieving effectiveness and successful school performance outcomes. Those challenges include the lack of preparation of the leaders, insufficient finances and instructional resources, weak policy implementation mechanisms, classroom overcrowding, teachers' shortage, and low stakeholder participation (World Bank, 2023; UNESCO, 2024). Such problems negatively impact instructional effectiveness, organizational efficiency, teacher motivation, and learner achievements, especially in developing educational environments. Consequently, the improvement of educational management requires not only good leadership practices but also efficient support systems of the institution, policy coherence, and investment in education.

From the point of view of the pedagogical and organizational perspective, the findings emphasize the significance of balancing instructional leadership, institutional accountability, and human-based education practices. The educational managers need to ensure the operational efficiency of the school while maintaining the ethics of leadership, inclusiveness, learner-centered teaching, and teacher empowerment (Biesta, 2022; Noddings, 2022). Hence, effective educational management should not only support school performance but also contribute to people development.

There are some gaps in the existing literature about educational management and school performance outcomes. The major part of studies focuses on leadership style or administrative efficiency without taking into consideration the interaction of governance, organizational culture, stakeholder engagement, and learner outcomes (Bush, 2020; Hallinger, 2020). There is also a lack of longitudinal and cross-cultural research on how educational management practices affect school performance outcomes (OECD, 2024; UNESCO, 2024). Hence, there is little knowledge of how the context affects leadership effectiveness and institutional performance over time.

In general, the findings of the review show that educational management practice has a great impact on school performance outcomes through interrelated leadership, organizational, instructional, and relational processes. Thus, effective educational management practice consists of the elements of strategic leadership, collaborative governance, institutional coordination, teacher performance, and stakeholder engagement aimed at promoting the sustainability of educational quality and institutional improvement. Hence, the school performance outcomes should be considered in the context of comprehensive and coordinated educational management.

CONCLUSION

The present systematic review examined the relationship between educational management and school performance outcomes by synthesizing the empirical and theoretical

literature in the field. Thus, the literature review shows that educational management is an important component of shaping institutional effectiveness, learner achievements, teacher performance, school climate, and quality of education. Consequently, educational management involves not only administrative control but also leadership, instructional, and stakeholder practices aimed at improving educational outcomes (Bush, 2020; Fullan, 2023).

The findings of the review prove that leadership practices like instructional supervision, participatory decision-making, teacher empowerment, strategic planning, and professional development significantly impact school performance outcomes (Leithwood et al., 2020; Hallinger, 2020). Similarly, the positive school climate of collaboration, communication, inclusiveness, and stakeholder engagement promotes learner engagement, institutional accountability, and organizational effectiveness (UNESCO, 2024; OECD, 2024). These results highlight the crucial role that strong educational management practices play in advancing institutional effectiveness and achieving better educational outcomes.

In addition, the findings of the review prove that educational management works most effectively when there is synergy between the leadership system, teacher support system, stakeholder engagement, and institutional resources. The institutions that succeed in this integration are more likely to have high achievements, effective teacher performance, effective institutional governance, and sustainable school improvement (Hattie, 2023; Hoy & Miskel, 2021). However, poor leadership systems, lack of resources, poor communication, and policy implementation problems negatively impact school performance and educational quality.

Future studies should investigate educational management practices in a variety of socioeconomic and cultural settings, utilizing both longitudinal and comparative research designs. School leaders and policymakers can improve school performance by focusing on instructional leadership, ongoing professional development, collaboration with stakeholders, accountability systems, and inclusive strategies (Biesta, 2022; Noddings, 2022). Additional research should also address new topics such as digital leadership, technology integration, and educational innovation to boost institutional flexibility and effectiveness (Leithwood et al., 2020; Hallinger, 2020; Fullan, 2023).

Abbreviations

AI – Artificial Intelligence

OECD – Organisation for Economic Co-operation and Development; UNESCO – United Nations Educational, Scientific and Cultural Organization; SRL – Self-Regulated Learning

et al. – and others

pp. – pages

DOI – Digital Object Identifier; ed. – edition

Registration and Protocol Information

This systematic review was not registered with PROSPERO or any other formal review registration platform. However, the review methodology, inclusion criteria, and thematic analysis procedures were established before the literature search and adhered to consistently throughout the study to ensure transparency, rigor, and reproducibility.

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Conflict of Interest

The authors declare no conflict of interest regarding the publication of this study.

Data Availability

The data extraction tools, thematic coding framework, and supplementary materials used in this systematic review are available from the corresponding authors upon reasonable request.

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Author Contribution

Albert Byiringiro was responsible for conceptualization, conducting literature searches, data extraction, analysis, drafting the manuscript, and making revisions. Dr. Enock Barigye provided supervision, methodological advice, critical feedback, and contributed to refining the manuscript. Akyiza Edson assisted with the literature review, data screening, interpretation of results, and manuscript editing. All authors reviewed and approved the final version of the manuscript.

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1. Albert Byiringiro is a lecturer in part-time capacity at the Mount Kigali University and the Institut Catholique de Kabgayi (Rwanda), where he lectures and mentors student teachers for subjects related to education. He has vast knowledge and experience in education planning and management, and in conducting research in education focusing on innovation and innovations that already exist in relation to learning processes and methodologies. He is currently pursuing a Ph.D. in Education Planning, Management and Administration at Bishop Stuart University (Uganda). His previous publications have been about the participation of stakeholders in the

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