



Social Sciences Spectrum

A Double-Blind, Peer-Reviewed, HEC recognized [Y-category](#) Research Journal

E-ISSN: [3006-0427](#) P-ISSN: [3006-0419](#)

Volume 05, Issue 02, 2026

Web link: <https://sss.org.pk/index.php/sss>



The Role of School Management Practices in Enhancing Student Academic Achievement

Faiza Hameed¹ Iqra Zia² Saba Shakeel³

Article Information [YY-MM-DD]

Received 2026-03-10 Revised 2026-04-05 Accepted 2026-05-04

Citation (APA):

Hameed, F., Zia, I & Shakeel, S (2026). The role of school management practices in enhancing student academic achievement. *Social Sciences Spectrum*, 5(2), 106-114. <https://doi.org/10.71085/sss.05.02.524>

Abstract

Student learning outcomes are largely influenced by school management practices through their effects on teaching and learning, school climate and school effectiveness. This research examines the role of administrative leadership, resource management, teacher supervision and school culture in enhancing student academic achievement. The study, which uses both quantitative and qualitative research methods, investigates the relationship between good school management practices and the academic performance of students in terms of grades, test scores and engagement. The data is collected from teachers and school administrative surveys, classroom observations and student academic performance from various schools. The results suggest schools with effective leadership, decision-making and continuous monitoring practices perform better than schools with poor administrative practices. Additionally, professional development for teachers and stakeholder communication have a positive effect on teaching practices and student motivation. It also shows that data-informed practices and processes of accountability are crucial to maintain advances. This research shows that schools using data on performance to inform teaching strategies perform better. But factors such as resource constraints, school leaders' reluctance to adopt change, and their lack of training can affect school management. The research finds that improving school management practices is critical to enhancing education. The policy recommendations focus on leadership training, devolved decision-making, and school infrastructure and teacher training. Through effective management aligned with educational objectives, schools can foster an environment for academic success and student well-being.

Keywords: School Administration, Student Performance, Leadership, Teacher Effectiveness, School Effectiveness.

¹ Co-lecturer; Department of Education, Faculty of Social Sciences, Jinnah University for Women, Karachi, Pakistan.

² Co-lecturer; Department of Education, Faculty of Social Sciences, Jinnah University for Women, Karachi, Pakistan.

³ Lecturer, Department of Education, Jinnah University for Women, Karachi, Pakistan.

Corresponding Author: Faiza Hameed, **Correspondence through:** faizahameed331@gmail.com



Content from this work may be used under the terms of the [Creative Commons Attribution-Share-Alike 4.0 International License](#) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Introduction

Education is universally acknowledged as a key factor in social and economic advancement. The school, as a learning institution, is the cornerstone of a successful education system, fostering intellectual development, critical skills, and social engagement. Although there are many factors affecting student learning outcomes, such as student background, curriculum, and aptitude, the impact of school management has become an area of focus in recent educational research. School management is the foundation for institutional success, as it sets policies, informs teaching and learning practices, and creates a supportive learning environment (Adam & Bennet, 2024).

School management involves a variety of activities such as leadership, planning, organisation and supervision, including evaluation. These activities shape resource allocation, teacher development, and student engagement. The school leader, such as the principal or head teacher, is a key figure who provides leadership and establishes the tone for academic success. Leading practices, such as transformational, instructional and distributed leadership, have a profound influence on teacher engagement and student performance. Effective school management fosters teamwork, accountability and innovation, whereas ineffective management can lead to inefficiency, low teacher and student morale, and poor student performance (Ahmed & Bhatti, 2025).

Instructional leadership is a key element of school management. Instructional leaders work to enhance teaching effectiveness by establishing academic priorities, observing teaching and learning and offering feedback to teachers. This ensures practices are in line with curriculum objectives and student learning needs. Studies have demonstrated that schools that demonstrate effective instructional leadership have higher levels of student achievement due to an emphasis on classroom practices and academic goals. The second key element is resource allocation. Schools have finite resources, and how they manage their financial, human, and material resources is critical to meeting educational goals. When managed well, resources are targeted towards areas that impact student outcomes, such as professional development, resources and technology. Conversely, poor management of resources can lead to a lack of infrastructure, overcrowding and a lack of resources for teachers, which negatively affects teaching and learning (Brown & Brown, 2026).

School culture and climate also have an impact on student success. School cultures that promote interactions where students and teachers feel safe, valued and loved is essential. School management approaches that promote involvement, inclusion and recognition of success creates a positive learning environment. On the other hand, a negative school culture, where there are conflicts, misbehaviour and poor communication, impact learning and teaching. Another facet of school management is staff supervision and development. Teacher observations and evaluations provide a platform for teachers to reflect and develop their teaching, which leads to improved teaching. Teacher training and development can enable teachers to be more equipped with knowledge and skills to respond to the changing education landscape. Teacher development can lead to improvements in students' learning outcomes. In recent years, the accountability and performance agenda has also brought the importance of school leaders to the fore. Governments and school leaders are increasingly using tests and performance measures to assess school performance. So, schools are taking on a data-driven approach in which student performance data is used to guide decision-making. Good management ensures the data is used to address problems, provide interventions and track progress (OECD, 2020).

But effective management is not easy. Schools, especially those in disadvantaged areas, may lack funding, facilities and staff. Staff reticence to change and the failure to support the development

of school leaders can also pose barriers to the introduction of new practices. To overcome these issues, multiple strategies are needed, such as policy and training and support. The aim of this study is to explore the effects of school management on student outcomes. The research focuses on various management factors, including leadership, resource allocation, teacher supervision and school culture, to understand how to improve school performance. This study will contribute to existing literature, and make suggestions to policy makers, teachers and school leaders (Zhao, 2021).

Apart from the organisational structure of school management, the integration of technology in school management is important in the modern education system. School management information systems (SMIS) with the use of technology enable school leaders to streamline processes, monitor student performance and engage stakeholders. Technology not only increases efficiency in school management but makes it possible to practice evidence-informed decision-making, allowing school leaders to plan, predict and resolve issues in a timely manner. For instance, technology can monitor attendance, test results and disciplinary records to inform teaching practices and resource allocation. Further, stakeholder engagement is an important, but often neglected, component of school leadership. Parents, community groups and local business are key stakeholders in the promotion of educational initiatives and the creation of learning opportunities outside of the school gates (Ali & Bashir, 2024).

Schools that engage stakeholders through meetings and feedback sessions and initiate collaborative projects are likely to foster a sense of ownership and accountability. This partnership, as well as transparency, also cultivates trust between the school and community, which is critical to improving outcomes for students over time. Another recent trend is the focus on inclusive management strategies to address student diversity. Schools are increasingly diverse in terms of socioeconomic, ability or cultural backgrounds. School management approaches must be inclusive to provide opportunities to all students for accessing quality education. This means implementing diverse teaching and learning strategies, providing special education support and developing policies to overcome gender and cultural discrimination. Through inclusivity, school leadership can establish a learning environment in which all students are given the chance to thrive, and this will in turn lead to academic success and community well-being (Day & Sammons, 2016).

Research Objectives:

- To assess the role of school management in improving students' achievement.
- To explore the impact of resource allocation on student achievement.
- To assess the impact of teacher supervision and development.
- To examine the impact of school culture and climate on academic achievement.
- To understand problems faced by school management in improving academic achievement.

Research Questions:

- What is the impact of school management on academic achievement?
- What is the impact of leadership styles on education?
- How does resource allocation impact on teaching and learning?
- How does teacher supervision and teacher training affect student learning outcomes?
- What are the barriers to good school management?

Literature Review

School management and student achievement have been the subject of numerous studies in various educational settings. Researchers have consistently argued that good management is essential to the success of a school. Early research focused primarily on administrative efficiency, but contemporary studies highlight the importance of instructional leadership and collaborative management approaches. Leadership continues to be a key element in school management. Transformational leadership, which involves vision, inspiration, and motivation, has been found to enhance teacher and student outcomes. Instructional leadership relates to classroom teaching and learning. Research shows that principals who spend time in classrooms, observe, support and give feedback on teaching and learning, and support the implementation of curriculum, play an important role in academic performance (Fullan, 2014).

The literature also pays attention to resource management. The effective management of financial and physical resources ensures schools have the resources needed to deliver quality education. Studies indicate that schools that have the necessary facilities, technology and resources achieve better results. But resources need to be well used to have impact. High-quality teachers play a significant role in student performance. Administrative strategies focusing on teacher recruitment, professional development and retention enhance student learning. Teacher training and development initiatives ensure teachers are aware of the latest teaching strategies and support their professional growth. Researchers also emphasise the benefits of teacher collaboration and peer learning for enhancing classroom practices. There has been an emphasis on school culture and climate in recent years. A positive learning environment improves student engagement, reduces absenteeism and improves learning outcomes. School leadership that encourages a sense of community, student engagement and discipline also contribute to a supportive school environment (Harris, 2008).

Data-informed decision-making has gained traction. Data-informed teaching and decision-making has been shown to improve learning outcomes. Schools that use assessment data to inform school-related actions show improved levels of achievement. But there are also disadvantages reported in the literature. Limited resources, lack of training for school managers and resistance to change are some of the challenges faced in school management. In addition, non-school factors (such as socioeconomic background and parental involvement) also have a considerable effect on student achievement, making it difficult to untangle the effect of school management. Recent years have also seen research from a social, economic and organisational point of view to broaden the knowledge of school management and its effect on student academic performance. Particularly, it's focused on the concept of distributed leadership. Distributed leadership is more than a hierarchical approach to leadership and involves teachers, heads of departments and other staff in leadership. We know that distributed leadership allows schools to draw on different skill sets, enhances teacher participation and problem-solving skills. Such a shared approach leads to increased teacher ownership, improved teaching and learning strategies, and improved student outcomes (Hattie, 2009).

And what about accountability systems? School accountability systems, such as school inspections, external assessments and tests, are designed to ensure schools are accountable for education standards. Some researchers argue that accountability systems increase efficiency and transparency, but others say that excessive testing can lead to a narrow focus on test scores to the detriment of other aspects of learning. But accountability systems, if well implemented, can motivate schools and teachers to maintain high-quality standards and strive for continuous. It is

believed that multidimensional accountability systems which include quantitative and qualitative measures are more likely to encourage continuous improvement (Baker & Burns, 2025).

There is also a growing emphasis on school autonomy. School autonomy refers to the degree of freedom schools are given in the areas of curriculum, budget and staffing. Research suggests that more autonomy can contribute to innovation and responsiveness to community needs, allowing schools to tailor their approaches to meet student needs. But to ensure the right decisions are made, autonomy needs to be accompanied by effective leadership and support. Greater autonomy without high quality leadership and support can create quality problems. Leadership also impacts teachers' motivation and their job satisfaction, which in turn impact on student learning. For instance, good leadership, recognition of teacher effort and professional development is linked to increased job satisfaction. Engaged teachers are more likely to change their teaching practices, engage with students and do more. Conversely, poor management, such as a lack of support or lack of goals, is linked with teacher burnout and reduced teaching effectiveness (Zhao, 2025).

The literature also suggests the role of parents is important. Effective school management includes ways of involving parents. For instance, parents' attendance at school events, checking homework and communicating with the teacher have an impact on student learning. Schools that engage with parents create an extended learning space for their children. School leadership strategies that support regular communication and engagement with parents is therefore important for improving student learning. Further, the value of monitoring and evaluation in schools has been widely discussed. Schools need to engage in ongoing monitoring of student learning and teaching practice to understand their strengths and weaknesses. Formative assessment practices such as regular quizzes and feedback and peer reviews provide information that can be used to guide teaching and learning practices. Effective school management strategies ensure the availability of these assessment practices and that the information gathered from these practices is utilised to enhance teaching and learning practices (Bush & Glover, 2014).

There are also recent studies on school environment. Classroom environment, space, light and access to resources for learning are critical. Research indicates that schools with good infrastructure and a good environment are associated with better academic performance because they are less distracting for students. Good school management is crucial in sustaining and improving these physical aspects, which calls for good planning and budgeting. Finally, comparative studies have provided insights into school management. Effective school systems share common characteristics of effective leadership, accountability and improvement. They prioritise teacher quality and development, and have high expectations. Overseas examples have provided insights in different settings, and demonstrate the role of school management in enhancing student performance (Leithwood & Jantzi, 2005).

Finally, the growing body of literature indicates school management practices are multifaceted. Leadership, decision-making, accountability, teacher motivation and support, parental engagement and facilities all play a role in creating a conducive learning environment for students. The expanding literature continues to stress the importance of holistic and contextualised approaches to school management for student performance (Hallinger, 2003).

Research Methodology

Research Design:

This study adopts a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis.

Population and Sample:

The study includes 10 secondary schools, with a sample of 100 teachers and 200 students selected through random sampling.

Data Collection Tools:

- Structured questionnaires for teachers and students
- Interviews with school administrators
- Classroom observations
- Academic performance records

Data Analysis Techniques:

- Descriptive statistics (mean, percentage)
- Correlation analysis
- Thematic analysis for qualitative data

Results and Interpretation

Table 1: *Relationship between Leadership and Academic Achievement*

Leadership Quality	Average Student Score (%)
High	82
Moderate	70
Low	58

Interpretation:

There is a positive association between student achievement and effective leadership, demonstrated by higher student performance in well-led schools.

Table 2: *Impact of Teacher Training on Student Performance*

Training Frequency	Average Score (%)
(Frequent)	85
Occasional	72
Rare	60

Interpretation:

Teachers who receive frequent training have students who achieve more, stressing the importance of ongoing training.

Table 3: Resource Availability and Academic Achievement

Resource Level	Average Score (%)
High	80
Medium	68
Low	55

Interpretation:

As school funding affects student performance, an efficient use of resources is key.

Conclusion

This study shows how school management improves student academic achievement. Good leadership, resource management, staff development and a positive culture enhance student learning. Data-driven decision making and engaging stakeholders also contribute to improved academic achievement. But challenges like the lack of resources and training need to be overcome for improvement.

Finally, our research findings indicate improvement of student academic achievement should be considered in a holistic approach. It's not just a matter of looking at one aspect of school management, such as leadership, or just resources, but the inter-relationship between management practices. Appraisal, adapting to the changing demands of education and innovation are essential components for improvement. School management also needs to address issues such as technology and individual needs to ensure educational institutions are relevant, responsive and can deliver academic excellence in a dynamic environment.

Policy Recommendations:

- 01) Training for school leaders: Governments need to train school leaders.
- 02) Resource Allocation: More funding and better resource allocation is needed.
- 03) Teacher Development: Mandatory continuous teacher development.
- 04) Data Collection: Schools should have a process for data collection and assessment.
- 05) Community Involvement: Collaborate with the community to benefit student learning.
- 06) Autonomy: Schools should have autonomy.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

References

- Anderson, S. E. (2010). Leadership for learning: Developing a framework for analyzing leadership practices. *Journal of Educational Administration*, 48(2), 214–236.
- Adams, R. T., & Bennett, L. M. (2024). Advancing school leadership practices for improved student achievement in the digital era. *Journal of Educational Leadership and Policy*, 39(2), 145–162.
- Ahmed, S., & Bhatti, M. A. (2025). Administrative effectiveness and its impact on secondary school student performance in South Asia. *International Journal of Educational Development*, 92, 102645.
- Ali, N., & Bashir, S. (2024). Assessing the role of school management in enhancing academic outcomes: Evidence from developing countries. *Education and Urban Society*, 56(4), 523–541.
- Brown, C., & Brown, M. (2026). Building data-driven schools: Leadership strategies for academic excellence. *Educational Management Administration & Leadership*, 54(1), 77–95.
- Baker, D. P., & Burns, R. (2025). Bridging leadership and learning: The evolving role of school management in the 21st century. *Comparative Education Review*, 69(3), 301–320.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2), 164–180.
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey & Company.
- Bush, T. (2008). *Leadership and management development in education*. Sage Publications.
- Bush, T., & Glover, D. (2014). *School leadership models: What do we know?* *School Leadership & Management*, 34(5), 553–571.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies. *Educational Administration Quarterly*, 52(2), 221–258.
- Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. Jossey-Bass.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional leadership. *Cambridge Journal of Education*, 33(3), 329–352.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142.
- Hanushek, E. A., & Woessmann, L. (2015). *The knowledge capital of nations: Education and the economics of growth*. MIT Press.
- Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration & Leadership*, 32(1), 11–24.
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188.

- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools, 4*(3), 177–199.
- Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management, 28*(1), 27–42.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. Wallace Foundation.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. ASCD.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance. *Educational Administration Quarterly, 39*(3), 370–397.
- OECD. (2016). *School leadership for learning: Insights from TALIS 2013*. OECD Publishing.
- OECD. (2020). *Improving school quality: Policies and practices*. OECD Publishing.
- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership, Volume 1: Policy and practice*. OECD Publishing.
- Robinson, V. M. J. (2007). *School leadership and student outcomes: Identifying what works and why*. Australian Council for Educational Leaders.
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes. *Educational Administration Quarterly, 44*(5), 635–674.
- Scheerens, J. (2012). *School leadership effects revisited: Review and meta-analysis of empirical studies*. Springer.
- Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.
- Supovitz, J. A., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly, 46*(1), 31–56.
- UNESCO. (2015). *Education 2030: Incheon Declaration and framework for action*. UNESCO.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.
- World Bank. (2018). *World development report 2018: Learning to realize education's promise*. World Bank Publications.
- Zhao, Y. (2021). Learning for uncertainty: Teaching students how to thrive in a rapidly evolving world. *Educational Leadership, 78*(1), 14–19.