

### **Strategy and strategic leadership in education: A literature review**

**Lyka R. Castillo**

Bulacan State Universities  
City of Malolos, Bulacan  
xxxlykaxxx05@gmail.com

#### ABSTRACT

Strategy and strategic leadership are critical issues for school leaders. However, strategy as a field of research has largely been overlooked within the educational leadership literature. Most of the theoretical and empirical work on strategy and strategic leadership over the past decades has been related to non-educational settings, and scholarship devoted to these issues in education is still minimal. The purpose of this scoping review was to provide a comprehensive overview of relevant research regarding strategy and strategic leadership, identifying any gaps in the literature that could inform future research agendas and evidence for practice. The scoping review is underpinned by the five-stage framework of Arksey and O'Malley. The results indicate that there is scarce literature about strategy and that timid steps have been made toward a more integrated and comprehensive model of strategic leadership. It is necessary to expand research into more complex, longitudinal, and explanatory ways due to a better understanding of these constructs. Strategic leadership is an ability by the leader to anticipate, prepare, and position for the future; it has also been observed to be the leader's ability to anticipate, create a vision, empower others, and exercise flexibility to create a strategic and viable future of the organization. Leaders who are strategic leaders formulate the goals and strategies for the organization. They do this by developing structures and processes that impact the present and future performance of the organization.

**Keywords:** Strategy, strategic leadership, school leadership, scoping review, education.

Date Submitted: November 8, 2025  
Date Accepted: November 26, 2025  
Date Published: December 8, 2025

---

DOI: <http://doi.org/10.69651/PIJHSS0404635>

**Recommended citation:**

Castillo, L. R. (2025). Strategy and strategic leadership in education: A literature review. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 6920-6932. <http://doi.org/10.69651/PIJHSS0404635>

## INTRODUCTION

Strategy and strategic leadership are critical issues for school leaders (Davies and Davies, 2006; Davies and Davies, 2010; Eacott, 2010a; Eacott, 2011). However, strategy as a field of research has largely been overlooked in educational leadership literature (Davies and Davies, 2006; Eacott, 2008a; Eacott, 2008b; Davies and Davies, 2010; Eacott, 2011). Most of the theoretical and empirical work on strategy and strategic leadership over the past decades has been related to non-educational settings, and scholarship devoted to these issues in education is still very limited (Cheng, 2010; Eacott, 2011; Chan, 2018).

The concept of strategy appeared in educational management literature in the 1980s; however, little research was produced until the 1990s (cf. Eacott, 2008b). Specific educational reforms led to large amounts of international literature mostly devoted to strategic planning (Eacott, 2008a; Eacott, 2008b; Eacott, 2011). For a long period, the concept of strategy was incomplete and confusing. The word “strategy” was often used to characterize different kinds of actions, namely, to weight management activities, to describe a high range of leadership activities, to define planning, or to report to individual actions within an organization (Eacott, 2008a).

Strategy and strategic planning became synonymous (Eacott, 2008b). However, strategy and planning are different concepts, with the strategy being more than the pursuit of a plan (Davies, 2003; Davies, 2006; Eacott, 2008a; Eacott, 2008b; Quong and Walker, 2010). Both phases of plans’ design and plans’ implementation are related, and the quality of this second phase highly depends on planning’ quality (Davies, 2006; Davies, 2007; Eacott, 2008a; Eacott, 2008b; Eacott, 2011; Meyers and VanGronigen, 2019). Planning and acting are related and must emerge from the strategy as stated by Bell (2004).

Planning based on a coherent strategy demands that the aims of the school are challenged, that both present and future environmental influences inform the development of the strategy, that there should be a clear and well-articulated vision of what the school should be like in the future, and that planning should be long-term and holistic.

Therefore, it is necessary to adopt a comprehensive and holistic framework of strategy, considering it as a way of intentionally thinking and acting by giving sense to a specific school vision or mission (Davies, 2003, 2006; Eacott, 2008a; Eacott, 2008b; Quong and Walker, 2010).

The works of Davies and colleagues (Davies, 2003; Davies, 2004; Davies and Davies, 2004; Davies and Davies, 2006; Davies and Davies, 2010) and Eacott (2008a, 2008b), Eacott (2010a, 2011) were essential and contributed to a shift in the rationale regarding strategy by highlighting a more integrative and alternate view. Davies and colleagues (Davies, 2003; Davies, 2004; Davies and Davies, 2004; Davies and Davies, 2006; Davies and Davies, 2010) developed a comprehensive framework for strategically focused schools, comprising strategic processes, approaches, and leadership. In this model, the strategy is conceptualized as a framework for present and future actions, sustained by strategic thinking about medium to long term goals, and aligned to school vision or direction.

Strategic leadership assumes necessarily a relevant role in strategically focused schools. Eacott (2006) defines strategic leadership as “leadership strategies and behaviors relating to the initiation, development, implementation, monitoring, and evaluation of strategic actions within an educational institution, taking into consideration the unique context (past, present, and future) and availability of resources, physical, financial and human” (p. 1). Thereby, key elements of strategic leadership can be identified as one that: 1) acts in a proactive way to contextual changes; 2) leads school analysis and response to changing environment; 3) leads planning and action for school

effectiveness and improvement in face of contextual challenges; and 4) leads monitoring and evaluation processes to inform decision making strategically (Cheng, 2010). This brings to the arena a complex and dynamic view of strategic leadership as it is a complex social activity that considers important historical, economic, technological, cultural, social, and political influences and challenges (Eacott, 2011).

Along with these authors, this paper advocates a more comprehensive and contextualized view of strategy and strategic leadership, where strategy is the core element of any leadership action in schools (Davies and Davies, 2010; Eacott, 2011). Here, strategic leadership is not seen as a new theory, but an element of all educational leadership and management theories (Davies and Davies, 2010). Even so, these concepts can inform and be informed by diverse leadership theories, a strategy-specific framework is needed in the educational field. Considering all the above, strategy can be identified as a topic that is being researched in education in the recent decades. Nonetheless, there is still scarce educational literature about this issue (Davies and Davies, 2006; Davies and Davies, 2010; Cheng, 2010; Eacott, 2011; Chan, 2018). After 10 years of Eacott's analysis of literature on strategy in education, it seems that this educational construct is being overlooked as there is still no consensual definition of strategy, different studies are supported in diverse conceptual frameworks, and empirical studies about this topic are scarce (Cheng, 2010; Eacott, 2011; Chan, 2018). Moreover, despite the interest of a multidisciplinary vision of strategy and strategic leadership, we agree with Eacott (2008b) about the need for a meaningful definition of strategy and strategic leadership in education, as it is a field with its specifications. Hence, research is needed for a clear definition of strategy, an integrated and complete framework for strategic action, a better identification of multiple dimensions of strategy, and a comprehensive model of strategic leadership that has strategic thinking and action as core elements for schools improvement (e.g., Eacott, 2010a; Hopkins et al., 2014; Reynolds et al., 2014; Harris et al., 2015; Bellei et al., 2016). This paper aims to contribute to the field offering a scoping review on strategy and strategic leadership in the educational field.

A clear idea of what strategy and strategic leadership mean and what theory or theories support it are of great importance for research and practice. This scoping review is an attempt to contribute to a strategy-specific theory by continuing to focus on ways to appropriately develop specific theories about strategy and strategic leadership in the educational field, particularly focusing on school contexts.

## METHODOLOGY

This study adopted a scoping review design to comprehensively map and examine the literature on strategy and strategic leadership in education, with the aim of identifying how these concepts have been defined, explored, and analyzed within educational research. A scoping review was considered the most appropriate methodological approach because it allows for a broad overview of existing evidence regardless of methodological quality and is particularly useful for investigating emerging or underdeveloped fields. In this study, the intention was to explore, categorize, and synthesize existing knowledge rather than to evaluate or compare the rigor of individual studies. Given that research on strategy and strategic leadership in education remains

limited and fragmented, the scoping review methodology provided a suitable framework for clarifying key concepts and identifying gaps that may inform future research and practice.

The review was guided by the five-stage framework proposed by Arksey and O'Malley, which was further informed by methodological enhancements recommended by Levac and colleagues, Colquhoun and colleagues, Peters and colleagues, and Khalil and colleagues. This framework structured the review process through the stages of identifying the initial research questions, identifying relevant studies, selecting studies, charting the data, and collating, summarizing, and reporting the results. The primary research question guiding the review asked what is currently known about strategy and strategic leadership in schools. This overarching question was further focused on how strategy and strategic leadership are defined in educational contexts, what characteristics of strategic leadership are emphasized in schools, and which key variables are associated with strategy and strategic leadership in educational settings. These questions provided a clear analytical lens for the entire review process.

To identify relevant studies, a systematic search strategy was developed using a predefined search algorithm that combined terms related to strategy, strategic leadership, planning, action, and focus in school contexts. The search algorithm included combinations such as "strategy AND school," "strategic AND leadership," "strategic AND plan\* AND school," "strategic AND action AND school," and "strategically AND focused AND school." These terms were designed to capture a wide range of literature addressing strategy and strategic leadership from international educational perspectives. Six electronic databases were searched to identify peer-reviewed studies, namely ERIC, Education Source, Academic Search Complete, ScienceDirect, Emerald, and Web of Science. In addition to database searches, Google Scholar was used to identify additional primary sources, and a manual review of reference lists from selected articles was conducted to ensure comprehensive coverage. The literature search and review process was carried out over a two-month period and concluded in August 2019.

Inclusion and exclusion criteria were established to delimit the scope of the review while maintaining relevance and feasibility. Studies published between 1990 and 2019 that explicitly addressed strategy and strategic leadership in educational contexts were included. Although educational literature has discussed strategy and strategic leadership since the 1980s, research expanded more substantially between 1990 and 2000, particularly in relation to strategic planning. However, because the focus of this review was on strategy and strategic leadership rather than planning processes alone, studies primarily concerned with strategic planning were excluded. Likewise, papers centered on leadership theories other than strategic leadership, such as instructional or transformational leadership, were excluded if they only mentioned strategic leadership tangentially. These criteria ensured conceptual consistency and alignment with the study's research questions.

The selection of studies followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to enhance transparency and replicability. Using the search descriptors, a total of 1,193 articles were initially identified across the databases, with additional records located through Google Scholar. After removing duplicate entries, 231 studies were identified as potentially relevant. Subsequent screening of titles, keywords, and abstracts against the inclusion and exclusion criteria resulted in the elimination of a large number of irrelevant studies, particularly those focused on strategic planning processes or presenting general discussions of leadership. Following this screening phase, 67 studies were selected for full-text review. Full-text analysis allowed for a more detailed assessment of relevance and led to the identification of two additional studies through backward reference searching. Ultimately, a total

of 29 studies met all inclusion criteria and were included in the final scoping review. Studies excluded at this stage included those that focused primarily on strategic planning, general leadership concepts, or other leadership theories with only minimal reference to strategic leadership.

Data charting constituted the fourth stage of the review process. For each of the 29 included studies, detailed summaries were developed capturing the author(s), year of publication, geographical location, participants, research methods, and key findings relevant to the guiding research questions. This systematic extraction and organization of data enabled consistent comparison across studies and supported the synthesis of findings. Detailed information on the included studies was documented in a summary table provided in Supplementary Appendix S1.

The final stage of the scoping review involved collating, summarizing, and reporting the findings. All 29 studies were carefully examined using content analysis to address the research questions and to identify recurring themes, patterns, and gaps in the literature. The synthesis was guided by the predefined research questions, ensuring that the analysis remained focused on definitions, characteristics, and related variables of strategy and strategic leadership in educational contexts. Through this structured and comprehensive methodological process, the study provided an evidence-based overview of the current state of research on strategy and strategic leadership in education and highlighted areas requiring further, more complex, longitudinal, and explanatory investigation.

## RESULTS AND DISCUSSION

Drawing from the methodological procedures outlined earlier, this scoping review synthesized evidence from 29 peer-reviewed studies that met the predefined inclusion criteria. Unlike empirical studies with human respondents, this review did not involve individual participants; instead, the unit of analysis consisted of published research articles devoted explicitly to strategy and strategic leadership in education. The selected studies were identified through systematic database searches, backward reference checks, and Google Scholar screening, following PRISMA guidelines and the Arksey and O'Malley framework. The data gathered from these 29 articles were analyzed through content analysis to examine conceptual definitions, leadership characteristics, related variables, and emerging patterns in educational strategy research across international contexts.

### Origin, nature, and distribution of the studies

The 29 studies included in this review originated from eleven different countries, indicating a geographically dispersed but uneven body of literature. The United Kingdom and Australia accounted for the largest number of publications, suggesting that scholarship on strategy and strategic leadership in education has been most actively developed in these contexts. Despite this concentration, the overall distribution reflects a fragmented global research landscape, with limited contributions from developing regions. A significant proportion of the literature was authored by Brent Davies and colleagues (nine studies) and Scott Eacott (six studies), underscoring their

substantial influence in shaping theoretical and conceptual discussions in this field. Davies and colleagues primarily contributed structured frameworks and models of strategic leadership, while Eacott advanced critical and conceptual analyses that problematized existing definitions and assumptions. Other authors contributed one to two studies each, indicating that the field remains dominated by a small number of scholars.

In terms of methodological orientation, 17 studies were conceptual or theoretical, while 12 were empirical investigations, consisting of seven quantitative studies, four qualitative studies, and one mixed-methods study. The conceptual literature largely focused on defining strategy and strategic leadership, proposing theoretical frameworks, and examining implications for school leadership practice. In contrast, the empirical studies primarily explored leadership skills, behaviors, and characteristics, as well as the relationships between strategic leadership and variables such as collaboration, organizational learning, school culture, and effectiveness.

### Defining strategy and strategic leadership in schools

Across the reviewed literature, strategy emerged as a relatively recent but increasingly important concept in educational leadership. Early educational research often equated strategy with school planning; however, the studies synthesized in this review reflect a shift toward a more integrated and holistic understanding. Strategy has been consistently defined as a pattern of decisions and actions designed to achieve organizational goals, emphasizing a broader, organization-wide perspective rather than isolated operational activities. This perspective incorporates contextual awareness, long-term direction setting, and alignment between short-term actions and medium- to long-term objectives, typically spanning three to five years, with some models extending toward longer-term futures of up to ten years.

Rather than viewing strategy as a static plan, the literature conceptualizes it as a way of thinking and acting that frames how schools navigate complexity and uncertainty. Strategy is thus positioned as a dynamic and iterative process grounded in vision, values, and moral purpose. Eacott further expanded this understanding by framing strategy as an interdisciplinary field of practice that integrates leadership and management. From this perspective, strategy exists when leaders choose a direction within a given context and articulate that direction through organizational practices, social relationships, and political dynamics. This reconceptualization shifts attention away from isolated leadership behaviors toward broader cultural, societal, and policy contexts within which schools operate.

Strategic leadership, while difficult to define due to the vast leadership literature, is widely treated as a core dimension of leadership practice rather than a separate leadership style. The reviewed studies consistently describe strategic leadership as the capacity to create and communicate a compelling vision, set long-term direction, and translate that vision into sustained organizational action. Strategic leadership is inherently linked to change, requiring shifts in thinking, organizational structures, power distribution, management practices, and professional roles within schools. As such, it represents a new way of thinking that enables schools to function dynamically and respond proactively to evolving educational demands.

### Strategic leadership models and strategic focus

One of the most influential contributions identified in this review is the strategic leadership model developed by Davies and Davies, which emphasizes strategic intelligence as the foundation

of effective leadership. Strategic intelligence is conceptualized as a combination of people wisdom, contextual wisdom, and procedural wisdom. People wisdom involves participation, motivation, and capacity-building; contextual wisdom encompasses understanding school culture, values, networks, and external environments; and procedural wisdom refers to continuous learning, alignment, timing, and action. These forms of wisdom operate within a cyclical process supported by strategic approaches and strategic processes.

Building on this framework, the concept of the strategically focused school emerged as a central theme. Strategically focused schools are described as institutions that are effective in the short term while also sustaining excellence through coherent vision, moral purpose, and adaptive strategies over the medium to long term. Such schools employ diverse strategic approaches, including planned, emergent, decentralized, and intent-driven strategies, supported by organizational capabilities and leadership characteristics. Sustainability, adaptability, networked learning, and strategic opportunism are identified as defining features of these schools.

#### Characteristics of strategic leadership in schools

The literature consistently identifies two broad dimensions of strategic leadership: organizational abilities and personal characteristics. Organizational abilities include vision creation, strategy implementation, staff development, balancing strategic and operational demands, identifying effective intervention points, building strategic capacity, and defining success measures. Personal characteristics commonly associated with strategic leaders include dissatisfaction with the status quo, absorptive capacity, adaptive capacity, and leadership wisdom.

Empirical studies conducted in diverse contexts support and refine these dimensions. Research involving Malaysian primary school and vocational college leaders confirmed the relevance of strategic orientation, alignment, intervention, and adaptability as core leadership practices. Studies from Thailand identified principles such as future orientation, empirical decision-making, ethical values, and relationship-building, alongside skills in forecasting, planning, and decision-making. Research in Hong Kong highlighted reflective thinking, networking, and professional development, while studies in Australia demonstrated that leadership characteristics such as tenure and career trajectory moderate strategic leadership practices. Collectively, these studies validate strategic leadership frameworks across different populations and national contexts.

#### Ethics, dilemmas, and contextual complexity

An emerging theme in the literature concerns the ethical dimension of strategic leadership. Several authors argue that ethical considerations remain underexamined despite their centrality to school leadership. Strategic leaders are expected to make morally grounded decisions that balance competing priorities, such as administrative efficiency versus pedagogical quality, top-down control versus staff empowerment, and student well-being versus staff welfare. Case studies and conceptual analyses reveal that leaders frequently encounter strategic dilemmas during school reform, requiring reconciliation rather than resolution. Ethical frameworks grounded in social

justice, transparency, and community engagement are therefore essential for guiding strategic decision-making in education.

While Davies and colleagues emphasize identifiable leadership behaviors and characteristics, Eacott critiques the tendency to decontextualize leadership into static lists. Instead, Eacott argues that strategy must be understood as a socially constructed practice embedded within broader educational, political, and societal contexts. Rather than presenting contradictory perspectives, these approaches are complementary, collectively contributing to a more comprehensive understanding of strategy as leadership in education.

### Leadership theories and strategic leadership

The reviewed literature also situates strategic leadership within broader leadership theories. Behavioral leadership theory underscores that leadership behaviors can be learned through training and experience, aligning with the view that strategic leadership capacities can be developed. Contingency leadership theory further highlights the interaction between leadership style and situational context, reinforcing the importance of aligning strategic leadership practices with organizational conditions to maximize effectiveness.

### Related variables and organizational outcomes

Several studies explored the relationship between strategic leadership and other organizational variables. Evidence suggests that strategic leadership positively influences teacher collaboration, organizational learning, and teaching culture, particularly when leadership actions emphasize transformation, ethics, and political awareness. However, findings regarding school effectiveness are mixed, with at least one study reporting no significant direct or indirect effects of strategic leadership on school effectiveness. These mixed results highlight the complexity of educational systems and the need for more nuanced, longitudinal research designs.

The reviewed studies also examined variables such as teacher leadership, distributed leadership, knowledge management, competitive advantage, gender leadership, school management teams, and leadership capacity development. Collectively, these findings suggest that strategic leadership operates within interconnected organizational systems rather than as an isolated influence.

### Leadership effects on student learning

The broader leadership literature synthesized in this review reinforces the significance of leadership in student learning outcomes. Leadership is consistently identified as second only to classroom instruction among school-related factors influencing student achievement. Although leadership effects are often indirect, they account for approximately one-quarter of total school effectiveness. Importantly, leadership effects are strongest in challenging school contexts, where effective leadership often serves as the catalyst for school turnaround efforts. These findings justify ongoing interest in strengthening leadership capacity as a lever for educational reform.

### Strategic planning, management, and global perspectives

The discussion further integrates literature on strategic planning and management, emphasizing their role in guiding educational institutions toward clarity, coherence, and adaptability. Strategic planning is described as a deliberate process for aligning vision, goals, and resources, enabling schools to respond proactively to change. However, challenges such as faulty assumptions, limited resources, and weak monitoring mechanisms often undermine implementation. Successful strategic planning therefore depends on stakeholder commitment, collaborative dialogue, and continuous evaluation.

International evidence reveals systemic barriers to organizational learning, particularly in contexts characterized by limited infrastructure, centralized decision-making, and weak knowledge-sharing cultures. In the Philippines, resource constraints such as lack of electricity, water, classrooms, and learning materials significantly hinder strategic leadership and organizational learning. These contextual realities underscore the necessity of situating strategic leadership within socio-economic and policy environments.

Synthesis, limitations, and future directions

Overall, the findings reveal that knowledge about strategy and strategic leadership in education remains fragmented and conceptually inconsistent. While the reviewed studies contribute valuable insights, divergent definitions and models persist. Strategy has evolved from mechanistic planning approaches toward more contextualized and holistic frameworks that emphasize vision, intentional thinking, and articulated action. However, further conceptual integration is needed.

As a scoping review, this study provides a broad overview rather than definitive conclusions. Limitations include the exclusion of non-English studies, grey literature, and comparative analyses across cultural contexts. Additionally, the review predates the COVID-19 pandemic, which has profoundly altered educational leadership and strategic practices worldwide. Future research should therefore explore strategy and strategic leadership in post-pandemic contexts, employing longitudinal and context-sensitive designs to deepen understanding and inform practice.

## CONCLUSION

This scoping review sought to contribute to the development of enduring theoretical and practical understandings of strategy and strategic leadership in education by systematically synthesizing existing literature. The findings reveal that, despite the recognized importance of strategic leadership in contemporary educational reform, research in this area remains limited and unevenly developed. From the 29 studies analyzed, it is evident that only modest advances have been made in the conceptualization and empirical examination of strategy and strategic leadership, particularly after 2010. This limited progression is noteworthy given the increasing expectations placed on school leaders in the context of the third wave of educational reform, where leadership is expected to articulate new visions and purposes for education aimed at maximizing student learning opportunities through the integration of globalization, localization, and individualization.

Although it was anticipated that research would move decisively away from rational and mechanistic planning models toward more complex and context-sensitive views of strategy, the evidence suggests that only cautious and situated steps have been taken in this direction.

Nevertheless, the review indicates a significant conceptual shift following Eacott's influential work in 2008, particularly in clarifying the distinction between strategy and strategic planning. While a substantial body of literature on planning was identified, most of these studies were published prior to 2008 and tended to frame strategy narrowly as a technical or procedural activity. In contrast, the majority of the studies included in this review adopted a more integrative, comprehensive, and dynamic understanding of strategy and strategic leadership. These perspectives conceptualize strategy not merely as a set of formal plans but as a way of thinking, a socially constructed practice, and an ongoing process shaped by context, relationships, and organizational culture. Such views align with contemporary leadership scholarship that emphasizes adaptability, intentionality, and sustained organizational learning rather than the identification of prescriptive leadership behaviors.

The findings further resonate with broader educational research on loosely coupled systems, which highlights the persistence of resistance to change within school organizations. Schools continue to operate with varying degrees of looseness and tightness in their structures and processes, requiring leaders to navigate complexity while balancing stability and innovation. Within this context, strategic leadership becomes particularly salient, as it enables leaders to align personal leadership capacities with organizational improvement efforts while responding to contextual constraints and opportunities. The evidence synthesized in this review underscores the need for research approaches that move beyond cross-sectional and descriptive designs toward more complex, longitudinal, and explanatory studies that can better capture how strategy and strategic leadership unfold over time and across diverse educational settings.

In light of these findings, the review highlights important implications for educational practice and policy. Strengthening strategic leadership within schools requires sustained support from educational authorities through leadership development initiatives that emphasize visioning, strategic focus, and effective implementation. Equally important is the cultivation of a culture of continuous learning and collaboration within schools, supported by professional development opportunities and knowledge-sharing mechanisms that enhance organizational learning. School leaders play a critical role in translating strategic intent into practice by fostering inclusive, innovative, and adaptive environments where educators are empowered to contribute meaningfully to school improvement. Teachers, in turn, are encouraged to engage actively in collaborative practices, align their professional efforts with shared school goals, and participate in ongoing learning processes that enhance both individual and collective capacity.

Finally, the review points to several directions for future research. Further studies are needed to examine the mechanisms through which strategic leadership influences organizational learning and other key school outcomes, as well as the contextual factors that enable or constrain effective strategic leadership practices. Comparative and cross-cultural research would be particularly valuable in illuminating how strategy and strategic leadership are enacted across different educational systems and socio-political contexts. By advancing both theoretical frameworks and practical insights, future research can contribute to a more coherent and robust understanding of strategy and strategic leadership in education, ultimately supporting school leaders in navigating complexity and improving learning outcomes for all students.

REFERENCES

- Adams, W. (2021). The relationship between the implementation phase of the DuFour model of professional learning communities and students' achievement (Doctoral dissertation, Bethel University). <https://spark.bethel.edu/etd/742>
- Ahn, E. J., & Kang, H. (2018). Introduction to systematic review and meta-analysis. *Korean Journal of Anesthesiology*, 71(2), 103–112. <https://doi.org/10.4097/kja.d.18.00012>
- Akparep, J., Jengre, E., & Mogre, A. (2019). The influence of leadership style on organizational performance at TumaKavi Development Association, Tamale, Northern Region of Ghana. *Open Journal of Leadership*, 8, 1–22. <https://www.scirp.org/journal/paperinformation.aspx?paperid=91208>
- Akwaaowo, R., & Kalio, S. (2021). Organisational learning and learning organization: A review of theories. *International Journal of Research and Innovation in Social Science*, 5(8), 562–575. <https://www.rsisinternational.org/journals/ijriss/DigitalLibrary/volume-5-issue-8/562-575.pdf>
- Albon, S., Iqbal, I., & Pearson, M. (2016). Strategic planning in an educational development centre: Motivation, management, and messiness. *Educational Action Research*, 24(4), 558–572. <https://files.eric.ed.gov/fulltext/EJ1104471.pdf>
- Aldahdouh, T. (2020). Individual innovativeness in higher education (Doctoral dissertation, Tampere University). <https://trepo.tuni.fi/bitstream/handle/10024/120354/978-952-03-1539-9.pdf>
- Alhyasat, K. M., & Mat Sharif, M. (2018). Strategic leadership and organizational sustainability. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 188–201.
- Almaki, S. (2016). Understanding of the meaning of leadership from the perspective of Muslim women academic leaders. *Journal of Educational and Social Research*, 6(3), 111–118. <https://www.richtmann.org/journal/index.php/jesr/article/download/9167/8853/35620>
- AlMujani, H., Ahmad, A., & AlQershi, N. (2021). Corporate foresight, organizational learning and performance: The moderating role of digital transformation and mediating role of innovativeness in SMEs. *Journal of Innovation and Digital Transformation*, 5, 1–16. [https://www.growingscience.com/ijds/Vol5/ijdns\\_2021\\_54.pdf](https://www.growingscience.com/ijds/Vol5/ijdns_2021_54.pdf)
- Antunes, H., & Pinheiro, P. (2020). Linking knowledge management, organizational learning and memory. *Journal of Innovation Knowledge*, 5(2), 140–149. <https://doi.org/10.1016/j.jik.2019.04.002>

Aquino, C., De Castro, R., & Mendoza, L. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Educational Management*, 35(7), 1401–1416. <https://files.eric.ed.gov/fulltext/EJ1327379.pdf>

Ashittey, A. J. (2022). An examination of the strategic management practices of selected private educational institutions in the Accra Metropolis: A Christian perspective. *ADDRI Journal (Multidisciplinary)*, 31(3), 926–945. <https://doi.org/10.55058/adrij.v31i3>

Bahri, S. (2020). Strategic planning and management of human resources in educational institutions. *EDUKASI: Jurnal Pendidikan Islam*, 8(1), 62–84. <https://www.ejournal.staimtungagung.ac.id/index.php/edukasi/article/view/245>

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bush, T., & Coleman, M. (2018). *Strategic management in education*. SAGE Publications.

Carvalho, M., Cabral, I., Verdasca, J. L., & Alves, J. M. (2021). Strategy and strategic leadership in education: A scoping review. *Educational Management Administration & Leadership*, 49(1), 45–67. <https://doi.org/10.1177/1741143219896936>

Chen, Y., Wang, F., Li, X., & Lu, Y. (2021). Living arrangements and mental health of young adults in China: A cross-sectional study. *BMC Public Health*, 21(1), 1–9. <https://doi.org/10.1186/s12889-021-10752-3>

Department of Education. (2018). DepEd Order No. 31, s. 2018: The Department of Education service manual. Author.

Dias, E. (2018). Strategic management of educational institutions enabling transformation to excellent education innovative centers in India. *International Journal of Management, Technology, and Social Sciences*, 3(1), 25–36.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: Explanation and elaboration. *PLOS Medicine*, 6(7), e1000100. <https://doi.org/10.1371/journal.pmed.1000100>

Ramdhan, D. F. (2019). Strategic management in increasing educational participation for 12-years compulsory education. *Jurnal Pendidikan Islam UIN Sunan Gunung Djati*, 5(2), 227–238.

Sababu, B. (2007). *Strategic management: The analytical approach*. Jomo Kenyatta Foundation.

Sabaruddin, R., Sibille, I., & Bahar, H. (2022). Strategic management and operational management and their implementation in educational institutions. *Eqien: Jurnal Ekonomi dan Bisnis*, 11(1), 599–610. <https://doi.org/10.34308/eqien.v11i1.784>

Swain, P. K., & Pradhan, B. B. (2020). An investigation on strategic management success factors in an educational complex. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 1450–1463.

Syarifudin, A., Fauzi, A., & Rahman, F. (2022). Strategic management to cultivate Islamic boarding schools' educational quality: Blending model implementation. *Eduvest Journal*, 2(4), 816–828.

Yaakob, M. F. M., Musa, R. M., & Habibi, A. (2019). Strategic management and strategic planning in school: Is it worth for teachers? *Academy of Strategic Management Journal*, 18(3), 1–9.