

LITERATURE REVIEW ON EFFECTIVE MANAGEMENT OF EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This study examines the evolution of educational organization management by analyzing literature from 2016 to 2024. A total of 84 studies were reviewed, with 40 critically selected for detailed analysis. Key challenges identified include digital management, emotional well-being of teachers, policy and time constraints, knowledge management, social diversity, and personnel management. Notably, the influence of technological advancements, such as AI and IoT, plays a significant role in shaping organizational strategies. These advancements, while improving efficiency, also introduce complexities that require thoughtful management solutions. The review highlights that prioritizing a human-centered approach, integrating technology with customized strategies, can lead to more effective educational management. This approach helps institutions navigate evolving challenges, ensuring better outcomes in an increasingly complex educational landscape.

Keywords: Educational organization management, Digital education management, Issues, Efficient Management

INTRODUCTION

In educational organizations, management encompasses a broad spectrum, involving not only teachers, students, and staff, but also resources like finances, materials, and technology. Managing these elements efficiently is crucial to achieving organizational goals, particularly in an era where technological advances and social diversity are transforming traditional management paradigms. Educational management is no longer a static, routine process. Instead, it is evolving, driven by changes in societal demands and technological innovations (Williamson, 2016; Mohammadian, 2019; Zhigadlo & Rybakova, 2018).

Between 2016 and 2024, the educational management landscape saw profound changes. Early efforts focused on traditional leadership and performance management, but new challenges have emerged, including digitalization and the emotional management of teachers (Bodenheimer & Shuster, 2020). As schools adopt new technologies, they must address the associated risks—data security, resource allocation, and the psychological toll on educators and students (Bakhtin, Dovbysh & Arinushkina, 2019; Minasyan et al., 2017). These evolving

dynamics necessitate a re-evaluation of how educational organizations are managed, requiring a blend of innovative tools and human-centered strategies. This paper will explore how these themes have developed and analyze their impact on educational institutions over time.

Retrieved from Web of Science from 2016-2024, the subject word was Educational Organization Management, Efficient Management and Issues, and about 84 articles appeared in the system. The article was refined according to the relevance and citation of the subject words. Finally, about 40 articles with high relevance and citation of the subject words were selected.

BACKGROUND OF THE STUDY

The field of educational management has its origins in classical Western management theories, such as Taylor's Scientific Management and Weber's bureaucratic models. These frameworks emphasized efficiency, structure, and control, applying industrial principles to school administration (Aniskina & Terekhova, 2019; Christner et al., 2016). However, over time, educational management has evolved into a distinct discipline, reflecting the unique challenges and goals of educational institutions.

In the modern context, educational management has expanded to include humanistic and technological elements. Educational leaders now balance the traditional principles of efficiency with the need to foster emotional well-being, inclusivity, and innovation (Bodenheimer & Shuster, 2020; Desivilya et al., 2017). The rise of digital tools and the growing recognition of the importance of emotional management have fundamentally reshaped educational leadership (Zhidadlo & Rybakova, 2018). These shifts are crucial in navigating the complexity of managing institutions that face constant technological and social changes.

This study situates itself within this evolving context, examining literature from 2016 to 2024 to understand how educational management has adapted to new challenges and opportunities. The goal is to provide a comprehensive view of how these changes have impacted management practices and to identify strategies that can improve institutional effectiveness.

THEORETICAL FOUNDATION

Educational Management: School management refers to the management personnel in the educational organization who follow certain management theories and laws, scientifically managing human, physical, financial, and other resources to promote the efficient operation of these resources (Oplatka, 2017; Shamsi, 2017). Theories of educational management have evolved to incorporate principles of leadership, emotional intelligence, and organizational dynamics to enhance institutional performance (Turnbull et al., 2021).

Learning Organization: A learning organization fosters continuous improvement and knowledge development among staff. By promoting professional development and collaborative learning, institutions can enhance employee engagement and creativity (Wulandari & Sunaryo, 2019). Moreover, a learning organization goes beyond routine tasks, encouraging creativity and innovation, which are essential for adapting to the rapidly changing educational landscape (Wickert et al., 2020).

Educational and cultural management: since the 1980s, western educational and cultural management has tended to attach importance to humanistic values, member cohesion and organizational culture (Dambrauskiene, 2019). Educational and cultural management emphasizes the informal aspects of the organization, and focuses on the values, beliefs and ideas of the individuals. This approach highlights the importance of informal structures, beliefs, and norms in fostering cohesion and collaboration within institutions. However, cultural management also presents challenges, particularly in its tendency to prioritize people over structure, potentially overlooking organizational dynamics (Desivilya et al., 2017). Educational culture management theory provides a new perspective on the interaction of organizational environment, values, norms and behaviors. However, cultural management theory also has its limitations. It emphasizes people in management rather than structure, and mechanically believes that leaders can determine organizational culture.

Methodological Approach: This study employs a systematic literature review as its primary methodological approach to examine the evolution of educational organization management from 2016 to 2024. A systematic review method ensures a comprehensive synthesis of existing knowledge by adhering to a structured and transparent process (Booth, Sutton, & Papaioannou, 2016).

Literature Search Strategy: Academic databases such as Web of Science, Scopus, and Google Scholar were systematically searched using keywords like "educational organization management," "digital management," "AI in education," and "cultural management." This yielded 84 relevant studies published between 2016 and 2024. From these, 40 studies were critically selected for detailed analysis based on their relevance and quality.

Inclusion: Peer-reviewed studies published within the defined period (2016-2024), focusing on challenges and strategies in educational management, particularly related to digital transformation, emotional well-being, diversity, and technological integration.

Exclusion: Articles that were non-peer-reviewed, duplicates, or unrelated to educational management frameworks.

Data Synthesis and Thematic Analysis: The selected studies were analyzed thematically to identify key challenges and emerging trends in educational management. These include digital management, emotional well-being of teachers, policy and time constraints, knowledge management, and the integration of AI and IoT technologies.

This method not only enables a systematic exploration of diverse perspectives but also ensures a robust understanding of how technological advancements and human-centered approaches can shape effective management strategies.

LITERATURE REVIEW

The literature reviewed highlights key advancements and challenges in educational management over recent years. First, the integration of digital tools, as discussed by Zhigadlo and Rybakova (2018) and Cieslinski et al. (2023), has significantly enhanced the efficiency of administrative processes and decision-making in educational institutions. Digital transformation, including smart management systems and distributed leadership models, has emerged as a critical component for improving institutional performance.

Second, studies such as those by Bodenheimer and Shuster (2020) and Rehman (2020) underscore the importance of addressing emotional labor in education management. High emotional demands on teachers can lead to burnout, highlighting the need for robust support systems and emotional intelligence training to promote well-being and organizational resilience.

Lastly, innovative approaches to quality management, such as those explored by Aniskina and Terekhova (2019) and Mohammadian (2019), emphasize the role of frameworks like the balanced scorecard and technologies like IoT in improving accountability, resource management, and operational efficiency. Collectively, these findings suggest that a multi-faceted approach combining digitalization, emotional support, and innovative management strategies is essential for addressing contemporary challenges in education management.

Digital Educational Management

Zhigadlo and Rybakova (2018) explored the cultivation of digital competencies among educational leaders, highlighting that proficiency in digital tools significantly improves management efficiency. Their case study in Russian educational institutions demonstrated that incorporating digital training programs resulted in a 30% increase in task completion rates. Similarly, Cieslinski et al. (2023) emphasized the applicability of smart management tools in education, suggesting that digitalization enhances resource allocation and real-time decision-making capabilities, improving institutional performance.

Dambrauskiene (2019) underscored the potential of New Public Governance (NPG) in promoting distributed leadership within educational institutions. Her analysis of European countries revealed that digital tools are indispensable for ensuring information transparency and facilitating collaboration under the NPG framework.

Emotional Labor and Personnel Management in Education

Teachers' emotional well-being has emerged as another critical issue in educational management. From 2016 to 2018, the focus was on teacher burnout and the ways in which management strategies could mitigate stress. Bodenheimer and Shuster (2020) investigated the complex relationship between emotional labor, teaching, and burnout among educators. Their study revealed that 68% of teachers experiencing high emotional labor were more likely to report burnout symptoms, emphasizing the need for institutional strategies to support teachers' emotional well-being.

In the digital age, emotional management has taken on new dimensions. The shift to online learning during the COVID-19 pandemic added significant pressure on teachers, who were suddenly tasked with mastering new technologies while maintaining student engagement. Rehman (2020) expanded the discussion by examining how emotional intelligence affects teachers' ability to manage these new stressors. He concluded that emotional intelligence plays a pivotal role in reducing occupational stress, which, in turn, enhances overall organizational efficiency.

More recent studies have also pointed out that teachers' emotional well-being is closely tied to institutional support. Schools that offer emotional and psychological resources, such as counseling and stress management workshops, see better performance outcomes (Bakhtin et al., 2019). The literature suggests that emotional management should not be an afterthought but rather a core component of educational management strategies, especially as institutions

continue to navigate the challenges of digital education (Mohammadian, 2019).

Educational Management in a Socially Diverse Context

The management of social diversity has been a key theme in educational management literature since 2016. Early studies, such as those by Lit et al. (2020), examined how diversity affects educational institutions, particularly in contexts where students and staff come from varied cultural and socio-economic backgrounds. These studies found that institutions that embrace diversity tend to perform better, as inclusivity fosters collaboration and innovation.

Tao et al. (2023) built on this research by exploring how organizational and social innovations can enhance the management of diverse educational institutions. Their work highlights the importance of creating policies and practices that not only address diversity but also leverage it as a strength. Educational institutions must therefore be proactive in developing diversity management strategies that align with broader social and organizational goals.

Social diversity also affects power dynamics within institutions. Studies have shown that schools with diverse student populations often struggle with issues of inequality, which can lead to fragmentation and conflict (Desivilya et al., 2017). However, when managed effectively, diversity can contribute to a more dynamic and resilient educational environment (Donoso-Díaz et al., 2016).

Sustainability in Education Management (2022-2024)

Sustainability is a relatively new theme in educational management, gaining prominence in the literature from 2022 onward. As schools grapple with limited resources and increasing environmental concerns, sustainability has become a key focus for many institutions. Sarker et al. (2022) emphasized the importance of sustainable resource management, suggesting that schools need to adopt more efficient practices in areas such as energy consumption, waste management, and curriculum development.

Sustainability in education management extends beyond environmental concerns to include social and economic sustainability. Schools must ensure equitable access to resources and opportunities, particularly for underprivileged communities. This requires a holistic approach to sustainability that integrates environmental impact with social and economic equity. This balanced approach is crucial for schools that aim to provide inclusive and sustainable education in the face of limited resources (Rahman et al., 2024).

DISCUSSION AND IMPLICATIONS

The literature from 2016 to 2024 illustrates the evolving challenges and opportunities in educational management. The rise of digital tools has undoubtedly transformed the field, offering new ways to improve efficiency and personalize education. However, these technologies also introduce complexities that require thoughtful management, particularly in terms of data security and the emotional well-being of teachers.

At the same time, social diversity and sustainability have become increasingly important themes in educational management. Institutions that embrace diversity and adopt sustainable practices tend to perform better, both in terms of academic outcomes and organizational resilience. This suggests that educational leaders must take a more holistic approach to management, balancing technological innovation with human-centered strategies

that address the emotional, social, and environmental aspects of education.

LIMITATIONS OF THE STUDY

This study is limited by the scope of the literature review, which primarily focuses on literature published between 2016 and 2024. While the selected 40 articles provide a representative overview of educational management trends, they may not fully encompass all recent developments, especially in rapidly evolving areas such as digital management and emotional management. Most of the reviewed studies are based in specific regions, which may introduce a regional bias. The conclusions drawn may not be entirely applicable to educational systems in other regions with differing socio-economic and technological contexts.

The study places significant emphasis on digitalization, IoT, and AI in educational management. However, these technologies are still evolving, and long-term impacts on educational institutions are not yet fully understood. Many of the reviewed articles focus on theoretical frameworks or pilot studies. As a result, the practical implementation and real-world challenges of the discussed strategies may not be fully addressed. The study highlights the integration of human-centered strategies with technology, but there may be a lack of interdisciplinary perspectives. Future research could benefit from integrating insights from psychology, sociology, and human-computer interaction fields to enrich the understanding of educational management.

CONCLUSION

The period from 2016 to 2024 has seen significant developments in educational management. While digitalization has transformed how institutions operate, it has also introduced new challenges, particularly around data security and emotional management. At the same time, social diversity and sustainability have become central to the management of educational organizations, reflecting broader societal trends.

Educational leaders must therefore adopt a multifaceted approach to management, integrating technology with strategies that address the emotional and social needs of staff and students. By doing so, they can create more resilient and effective institutions that are well-equipped to navigate the complexities of the modern educational landscape.

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