

Educational Organizations and the Role of Management in Improving Primary Education Quality Performance: A Literature Review

Stavroula Savvidou¹, George Konteos¹, Vasilios Giannakopoulos², Ioannis Giannakopoulos³

¹Department of Business Administration, University of Western Macedonia, Grevena, Greece

²Department of Chemical Engineering, University of Western Macedonia, Grevena, Greece

³Department of Physical Education and Sport Science, Democritus University of Thrace

dba00001@uowm.gr, gkonteos@uowm.gr, x.engineering@outlook.com,

giannisgiannakopoulosnike@gmail.com

Abstract. This study investigated educational organizations and the role of management in improving primary education quality performance. A Literature Review method was utilized whereby reputable data bases were used to collect different relevant to the study. The review shows that it is true that there are many and ongoing developments in technical, economic, and global aspects. The demanding rhythms and new demands have a big influence on the educational field, since new data are required in the administrative field as well as in all school members in order to be successful and satisfy current standards. The professional development and development of school heads is critical in all of this, based on management theories and the application of an appropriate model of educational leadership, of course, in order to improve the school climate and, by extension, the teachers, and thus the educational organization's effectiveness.

Key words: Education management, primary schools, quality management, quality performance

1. Introduction

Effectiveness is defined as the ability to carry out certain activities and motions while reaching his aim and getting the expected consequences (Babinotis 2002). In the educational sphere, a competent manager completes the responsibilities allocated to him while supporting the school's aim of student advancement. A successful manager should have leadership qualities. It is one thing to be a successful leader and quite another to be an effective leader, according to (Koutiuzis 1999). A effective leader attempts to influence the conduct of others. The successful leader, on the other hand, does this by assuring their happiness, reward, and achievement of their objectives.

According to (Koutouzis 1999), the theories that deal with the question of the effective leader are the following: The *genetic theory*, which states that leadership skills are inherited, *Trait theory*, which states that leaders are born with leadership skills, *Behavioral approaches*, in which leader attitudes and traits are products of learning, and *Dependency approaches*, in which the effective leader adopts different behavior depending on the situation. Despite the fact that these ideas completely enlighten each stakeholder, there are no clear defining requirements for a successful leader (Koutouzis 1999). Research on successful schools, on the other hand, presents a plethora of features and actions, but does not recommend a unique model leader (Lainas, 2004). According to Saitis and Saiti (2012), each researcher defines and approaches the successful leader in a different way. Theofilidis & Stylianidis (2000) offered the following important characteristics of a successful leader: vision, the capacity to turn objectives into projects, the building of educational personnel, stability, conscientiousness, inventiveness, sensitivity, and professional completeness. According to Laina (2004), key practices of an effective principal include shaping and promoting a shared vision and mission for the school, focusing on student learning and teaching, ensuring appropriate conditions for effective lesson delivery, emphasizing the human factor, and pursuing continuous school improvement.

According to Passiardis (2014), an effective leader is one who controls the school based on a certain vision, objectives, and future expectations, while also taking care to construct an acceptable and positive atmosphere based on collaboration and information dissemination, in which case learning is fostered. It also looks after the resources and facilities, supports the teaching staff, encourages teacher training and professional development, believes in them and the students, and has high expectations for their learning performance. Passiardis (2014) innovates, recognizes his own potential, and is concerned with lifelong learning at all levels. As a result, his presence at school is both visible and indiscernible.

The purpose of this Literature Review is to assess the role of management in improving primary education quality performance in educational organizations.

2. Methodology

The approach put forward by Tranfield et al. (2003) served as the methodological foundation for the Literature Review (LR) carried out in the current investigation (2003). This technique divides the LR process into three phases: planning, conducting, and reporting/dissemination. Both Tari and Dick (2016), who examined quality management at primary schools, and Psomas et al. (2019), who examined the QM research agenda for elementary and secondary education, used the same technique.

2.1. Stage I; planning the review

Prior to initiating the evaluation, a panel of experts in the subject of excellent education was assembled. Three academic specialists and four practitioners (two principals and two teachers) made up the panel. The panel decided on the review protocol, formulating decisions regarding the study's goal (creating the research questions), the population of articles (the primary source of data), the search method for finding pertinent articles, and the standards for including and excluding articles from the review. The study narrowed its scope by recognizing only companies who publish management science publications that have undergone peer review. In examining the QM area, it is usual practice to use only peer-reviewed publications, which are regarded as sources of verified information. Emerald Insight, Springer

Link, Sage Publishing, and journals were the academic publishers that were chosen. The current LR's emphasis on the aforementioned databases was constrained by incomplete access to a number of additional academic resources. The sample covered all article genres, including case studies, surveys, conceptual, and empirical publications, including literature reviews. The inclusion and exclusion criteria were implemented to prevent selection bias on the part of the review committee, weed out pointless papers, and guarantee successful outcomes.

2.2 Stage II: Conducting the review

The planning stage's search phrases and keywords were used to build search strings that were used to find suitable articles and produce the article sample. A user enters a search string into a search engine (search box) to discover specific results. A search string is a combination of search phrases, two or more words in a certain sequence. The following is an example of a search string: Quality Management OR Quality Performance OR Business Excellence OR (primary education). The academic databases produced several similar articles when the search terms were used in the same manner there. The publications were adequately evaluated for suitability with the study's research emphasis based on their title, abstract, and keywords. The researcher examined the whole article in several instances when the connection was not obvious enough. The methodical manual screening procedure yielded 169 articles. The researcher evaluated the paper abstracts individually and eliminated those that concentrated on subjects in specialized study fields.

Inclusion criteria	Exclusion criteria
Well-known databases such as Emerald Insight, Springer Link, Sage Publishing, and journals	Different Non-academic databases
Articles studying education management	Articles/reports not focused on education management and overall quality management
Articles linked to primary education	Articles studying service quality in other fields
Articles written or published in the English language	Articles written in any other language, except English

3. Results

3.1. The qualifications that an effective manager must possess

In order to be effective, the manager should have certain qualifications and abilities in order to effectively perform his duties (Argyropoulou et al 2017; Papazoglou et al 2016; Sagri et al 2015). The school director, therefore, must have knowledge in the field of administration and educational legislation, have experience in the exercise of administrative work and scientific training (Papazoglou et al 2016). Furthermore, it is important to have knowledge and experience in pedagogical teaching (Sagri et al 2015). These are important resources, which combined with the personality traits and other characteristics of the manager crown him with success in his work and make him accordingly effective or not.

3.1.1 The personality traits of the effective manager

According to (Passiardi 2014), the first to study the personality traits of an effective manager was Stodgily. Based on the theory of heritability of leadership traits, a theory unfounded one would say, one cannot doubt that the manager who has positive elements in his personality is possibly a potentially effective manager (Yukl 2010). In the context of the effort to gather these elements, by extracting information from the literature (Argyropoulou et al 2017; Hoy et al 2014; Manders 2008; Papazoglou et al 2016; Passiardi 2014; Parylo et al 2014; Saiti; Saitis 2007). Bibliographically, then, two basic personality traits of the effective manager whereby the effective manager is distinguished by his intelligence, conscientiousness and morality, stability, integrity, flexibility and adaptability, emotional maturity and sensitivity, honesty and sincerity, fairness, objectivity and impartiality, hard work and his action, extroversion and communication/sociability, ambition and vision , innovation, risk-taking,

resistance to pressure, studiousness and humility, dynamism, determination and supportive availability. Also the effective manager should have self-confidence and self-esteem, he trusts his abilities, he has high values and expects the best that he considers achievable, he is disciplined and dedicated, he desires power and has power, he is aware of his responsibilities, he is patient, insightful, enthusiastic and optimistic.

The personality traits of the effective manager mentioned above do not constitute all of his characteristics, but a summary of his general characteristics, as derived from the literature and are not basic criteria for the effectiveness of the manager, since, as Saitis also mentions, there are also effective managers, who did not have all of these aforementioned traits. On the other hand, those who possess these aforementioned traits are not necessarily going to become effective managers in the future, as the frame of reference plays a large role. The approach of effectiveness according to the personality traits of the principal is important, because there is a multitude of traits that enhance the possibility of the principal's commitment to behaviors and attitudes that enhance the functionality and quality of the school.

Regarding the characteristics of an effective principal, Passiardis (2014) conducted a qualitative research in 1998, on 49 principals of Primary Education, in Cyprus. From the research, therefore, he found that the effective manager; Shows love for his professions, Characterized by ambition and achievement motivation, Ensures his lifelong learning, and Influences expectations, among others. Theofilidis, Stylianidis, in 1998, again in Cyprus, also conducted similar research, in primary education, with the aim of determining the characteristics of a successful manager. So they found that a successful manager is one who is; a role model, a source of inspiration, a guide, supporter and consultant for teachers, Ensures the maintenance of order and discipline, and Possesses vision, conscientiousness, sensibilities, capacity, as well as Supports innovation and creativity,

According to (Manders 2008), who conducted qualitative research in the USA, as part of her PhD thesis, on the traits that make a school leader effective, she found the following. The characteristics that make a manager effective are

- the supportiveness, communication and excellent listening that he possesses
- should have dynamism, resistance to pressure,
- be a good time manager,
- show dedication to teachers and students,
- to be knowledgeable and take care of his continuous learning,
- to support justice at the level of understanding and human sensibilities
- should inspire respect,
- to have a vision,
- to take risks,
- to be empowering with teachers,
- to help in their professional development,
- to ensure the distribution of responsibilities and responsibilities
- to be positive about the changes
- it must be present everywhere
- to act as feedback to the teachers, forming, in this way, a favorable school culture based on cooperation and communication between all those involved in education and the school unit, but also a positive climate in the school.

Argyriou and Andreadou (2011) studied the issue of the characteristics of effective principals in Primary education by conducting quantitative research and gathering data based on principals' opinions. The research was conducted in Western Attica. From the research, therefore, they found that an effective manager should possess; Administrative knowledge, communication skills and have the ability to solve problems, and the active assumption of responsibilities,

Suber (2012) also conducted a case study of two US elementary schools where there was a low standard of living and high academic performance. What he concluded, then, is that effective managers

are oriented towards improving and strengthening teaching, through its adaptation to the special school conditions, they take care to check and continuously evaluate the learning performance and progress and the work of the teachers, they should be supportive and rewarding to teachers, and ensure that learning is reinforced by acting as role models.

Finally, (Parylo and Zepeda 2014) conducted qualitative research, deriving, through interviews with principals of two US elementary schools, evidence of the effective principal. The seven key elements that were heard most often and unanimously by all managers are, therefore, the following:

1. To have administrative experience and skills, which contributes to the organization and proper management of school resources
2. To utilize technical knowledge and data
3. Be committed to teaching and student progress
4. To have interpersonal communication and cooperation skills, which contributes to the organization of teams and the distribution of responsibilities
5. To build relationships of trust between those involved in the school community
6. To be supportive, motivating and inspiring to teachers
7. To show love and zeal for their work and their students, to have passion for their work and to take care of the utilization of their strengths, so as to continuously improve the school.

3.1.2 The abilities and skills of the effective manager

In addition to the typical qualifications of the effective manager and his personality traits, mentioned above, the effective manager must have certain abilities and take care of the development of specific skills, in order to achieve his work.

According to Katz, every leader needs technical, human and mental skills that based on the categorization set by (Saitis and Saitis 2012), the manager must be able to cooperate, be professionally competent and have sufficient perceptive ability.

The skills deemed necessary for a manager to be effective, according to (Hoy and Miskel 2014), are as follows:

- *Technical skills*, in the sense of specialized knowledge of a scientific field and administration that make the person capable of fulfilling his work bureaucratically and administratively and giving directions to the teaching work.
- *Interpersonal skills* that concern the ability to cooperate and communicate with others, the ability to empathize and perceive the needs of others and to create relationships of respect and trust
- *Mental or perceptual skills* , related to the ability to understand the complex context of the school, functions and relationships, but also the ability to analyze, organize and solve problems

Kirkinakis (2011) defined the field of education management even more specifically, with reference to the fact that every effective manager should have certain skills, such as being able to guide, focus on the teacher, the students and the needs of both groups, to acquire new knowledge, have perception and be able to make decisions, be able to cooperate with parents and the rest of the community, form values, have marketing skills , be able to orientate the school, understand the educational climate and adapt in this. Papazoglou and Koutouzis (2016) referred to the skills that an effective manager must have, such as communication skills, social skills (to support, empathize, understand and respect others) and leadership skills, i.e. to guide, to persuade, to make decisions and manage critical situations.

Markogiannakis and Koutroukis (2015) mentioned and emphasized the importance of the leadership and administrative ability of the effective manager when making decisions, when exercising his authority, when he creates a model, when he guides, when he interacts with the team and provides it with information (Bong Hyun Kim et al 202; Pilevari at all 2021; Jing Xu 2022; Jae Moon Lee 2022;

Rashidul Islam 2019). At the same time, literature also mentions further abilities that the effective manager has or should have, such as the ability to manage time, to create and coordinate his team and the ability to solve problems (Argyriou et al). Theofilidis and Stylianides also referred to the ability of the effective manager to transform sources, resources and goals, to achieve a certain project. Finally, according to Sidiropoulou (2015), it is important for the manager to develop his emotional intelligence, because in this way he is equipped with motivation, self-awareness, self-regulation, empathy and social skills.

3.1.3 The behavior and attitudes and perceptions of the effective manager

A manager's qualifications, personality traits, abilities and skills are not enough, but it is also his attitude and behavior as shown by his actions and actions that could make him effective. The manager who acts as a leader and effectively professionally, has a specific attitude and behavior (Day et al 2013; Kirkigianni 2011; Krasnoff 2015; Lainas 2004; Manders 2008; Papazoglou et al 2016; Passiardis 2014; Parsons et al; Parylo et al 2014; Sagli et al 2015; Saitis et al 2018) namely:

He has a special love for his profession and shows interest in the progress of the students
It ensures the formation and promotion of a vision for the school, but also for the transmission of knowledge to the entire school community. It also ensures the involvement of all participants in meeting the educational and learning objectives and directs the school, inspiring everyone involved in the school community
He takes care of the distribution of responsibilities and the distribution of the work in a fair and democratic way, while also taking care of the creation, coordination, organization and guidance of work groups
He takes care of the coordination of the school's operation and the handling of his administrative duties in an efficient manner and avoiding bureaucracy
He has faith in the strengths of teachers and students and has corresponding expectations from them
He is supportive and motivates teachers, shows understanding of their needs, is helpful and praises and rewards them, encouraging initiatives and innovations, while also taking care of strengthening their participation in decision-making and their activity
It takes care of strengthening the quality of teachers, encourages their training and professional development and creates suitable conditions for learning for all without exception
Communicates knowledge and information to all and encourages organizational learning
Takes care of communication and effective cooperation with teachers and other members of the school community, building relationships of trust and mutual understanding
Takes care of the management and exploitation of conflicts, but also the resolution of any issue that arises, creates a positive school climate, which is based on cohesion and safety
It focuses on enhancing teaching and learning while providing the right conditions for it to be achieved seamlessly and effectively. It also supports the teaching practice, takes

care of the improvement of the syllabus, locates sources, provides resources and acts as a reinforcement to the infrastructures
Shows understanding and has an understanding of the current situation and conditions of the school, perceives opportunities and acts promoting and supporting innovation and changes, taking risks
Observes and evaluates the progress of students and the entire school community, while taking measures when necessary
It fights for the continuous and sustainable improvement of the school
It takes care of the cultivation of the culture of change and efficiency.

The above elements regarding the attitude and behavior of an effective manager are not detailed instructions for the implementation of effective leadership. Of course, in combination with the qualifications, personality traits, skills and abilities, they can act as determinants in a leader, who under appropriate conditions and in a certain project can effectively manage a school (Mullins 2005; Saitis 2007) contributing, thus, in the efficiency of the administration (Saitis et al 2012).

3.2 Effective principal and effectiveness of the school unit

Strong leadership is one of the main factors that promise school effectiveness. According to researchers (Day et al 2013; Day et al 2008; Ziaka 2014; Hallinger 2011; Kirkigianni 2011; Iordanides et al; Mylona 2005; Siatis et al 2018), the effective leadership of the principal is of utmost importance in achieving the effective school. While school effectiveness is directly linked to achievement and learning progress, research examines how leadership models, such as transformational, didactic, distributed, positive, and others, that a principal will implement have an impact in learning achievements. Based on the findings, however, a positive effect appears.

The effective principal contributes to the enhancement of learning achievement indirectly (Day *et al.*, 2016; Krasnoff, 2015; Kythreotis *et al.*, 2010; Robinson *et al.*, 2008). The teacher and the teaching act are the ones next to the director in terms of the effect (Bush *et al* 2014; Mendels, 2012). The director, through strengthening the teacher's effectiveness Krasnoff (2015), exerts an indirect influence on him. Through the creation of a positive and open climate and having all the necessary resources, it helps to improve the effectiveness of the school unit and learning progress (Lazaridou *et al.*, 2011). Through the promotion of a strategic vision, the distribution of tasks is done, with a focus on the continuous improvement of students, thus shaping effective schools (Penlington *et al.*, 2008). In any case, having all the aforementioned characteristics, the director, making appropriate use and combination of the transformational, didactic and distributed leadership model (Day *et al* 2016), as well as the positive one (Chen *et al.*, 2016), ensures the effectiveness of the school in question.

There is research that points to the difficulties in the relationship between school effectiveness and the effective principal. According to (Kelesis, 2005), bureaucracy is an important obstacle for the principal to undertake the strengthening of school efficiency and this happens in Greece, as in Cyprus, according to (Koutsoulis and Charalambous), the administration does not affect efficiency so much, but the elements that really impact to a large extent is teaching and providing equal opportunities to students.

Most studies, however, show that an effective principal contributes significantly to the effectiveness of the operation of the school unit and the achievement of educational goals (Mylona, 2005). Thus, according to Laina (2004), the connection between an effective school and an effective school leader/director is emphasized and strong. According to Saitis (2007), also, the organization and operation of the school highlight the personality of the school leader, because he, through the promotion of the vision and values, contributes to the union of various elements of the school and they bind

together harmoniously. Therefore, although the factors that contribute to school effectiveness are many (leadership, learning achievement expectations, focus on teaching and learning, assessment process, resources, proper communication with parents, school climate, collaboration), leadership is ultimately the most important and gravity, because the effective principal is the one who has the primary responsibility for coordinating and enhancing all the variables that contribute to school improvement. The effective principal is the one who ensures sustainable effectiveness for the school, when he understands the needs, when he contributes to the transmission of values, when he implements improvement strategies, when he generally connects all the factors that contribute to the school's effectiveness (Day et al 2016). The principal, no longer being bureaucratic and having more complex leadership roles, contributes to shaping a positive learning climate and promoting overall school effectiveness (Ziaka 2014). As it focuses on actions that help to enhance learning, professional development of teachers, cooperation, the development of excellent interpersonal relationships and by the distribution of responsibilities and roles, it contributes to the expected effectiveness (Iordanidis et al 2010).

Finally, it must be emphasized that the connection between an effective principal and an effective school is not a given and does not occur in the same way in every case. The educational system, the socio-cultural environment and the importance given to effectiveness create the main factors that the principal must manage to achieve school effectiveness (Thomas 2010).

4. Discussion

This Literature Review research assessed the role of management in improving primary education quality performance. The review shows that managers are much concerned with defining the school's vision, direction, and values, improving learning and teaching conditions, utilizing and proposing new practices, restructuring the organizational structure, distributing roles and responsibilities, enriching the curriculum, enhancing teacher professional development, and building positive and sustainable relationships in the external and internal environments (Mekvabidze, 2020). Hoy and Miskel discussed the personality, motivation, and abilities of a successful school administrator. The characteristics of an effective manager are self-confidence, the ability to withstand pressure, emotional maturity, integrity and outgoingness, technical, intellectual, and interpersonal skills, high expectations, a focus on people and their work, high achievers who like to influence and guide others, and faith in their own abilities and strengths.

The competent leader distributes duties democratically, motivates, encourages, and provides initiatives, manages disagreements and challenges that emerge, and recognizes school realities and possibilities (Velegraki et al., 2015; Saitis et al., 2012). The successful manager is characterized by fairness, honesty, and respect for others, excellent time management, and the risks he takes (Manders, 2008). His strictness, flexibility, humility, and interest in others are further characteristics (Bourandas, 2005). Simultaneously, he is armed with general and specialized knowledge (Saitis, 2008) and conducts the creation of long-term work (Saiti, 2012).. In general, a competent manager adapts to changing circumstances (Mullins, 2005).

According to Mullins (2005), an effective principal is defined not only by these characteristics, but also by the amount of authority he has, the work he has to complete, the group he manages, the culture of the group, the influence from the external school environment, and the available resources on which it will be effective. According to Laina (2004), the success of the director is determined by the educational system, the size, location, and kind of the school, as well as the educational and student group makeup.

Saiti (2012) explored Greek education spending, teacher transfer to schools and school leadership, three key factors that contribute to school quality and effectiveness. The research found that no school can be fully effective, and no school principal or leadership process is considered perfect, because education systems around the world are dynamic, constantly evolving, and differentiated even among

schools within an adopting state. Strategies depending on the conditions prevailing in each region. Therefore, efforts are being made, even in the most developed states, to design strategies to improve policy and leadership in education (Sagri *et al*, 2015). Certainly, however, he found that administration and leadership contribute to the maximum sustainability, stability and effectiveness of schools. What Saiti (2012) proposes, therefore, is that, in Greek Primary Education, the process by which school leaders are selected and developed and their needs should be reviewed. He believes that more effective criteria are needed for their selection, as well as incentives to attract young and capable prospective school managers. Furthermore, he believes that today's principals need special training and guidance, focusing on people and social processes, so that the education system can respond to modern demands and challenges, thus making the education system more qualitative. At the same time, he believes that principals should encourage effective communication, coordination, balance, the utilization of knowledge, cooperation between teachers and the harmonization of school activities. Finally, he recommends that principals ensure the creation of a positive school climate. The education system should be qualitatively restructured, in the sense that the budget should be increased, expenses should be distributed flexibly and financial resources should be used more effectively to create structures and build a healthy education system, while perhaps eventually to review the strategies implemented by school principals.

Hallinger and Heck (2010) explored the issue of collaborative leadership as a key foundation for school improvement. Specifically, they investigated the ways that groups of school leaders contribute to school improvement and student learning, through empirical analysis, evaluating the effects of leadership collaboration. They therefore concluded that collaborative leadership exerts positive effects on student learning and helps build the school's capacity for academic improvement. They also concluded that there is mutuality and interdependence of learning, school effectiveness and leadership collaboration.

At the practical level, what scholars argue is that the leadership style practiced by school leaders should be linked to the profile of the school and the potential to improve learning outcomes. Every school has a unique trajectory of improvement, so leaders must be ready and take care to adapt their strategies to the ever-changing conditions in order to improve school effectiveness (Chatzitheodoridis *et al* 2016; Kalfas *et al* 2022; Kalogiannidis *et al* 2022).

Finally, Spears (2010) studied what the characteristics of an effective leader are. So he came up with ten key traits he must have in order to be effective. The ten key traits of effective leadership are listening, empathy, healing, awareness, persuasion, integration, foresight, management, engagement, and developing people. All these contribute to the school's effectiveness. These are traits that help communicate the power exercised by the administration, while promising a positive response from the school's teachers as well, as it will be a challenge and mobilization for productivity and efficiency for them as well. The leadership, therefore, should provide hope in the future for the creation of optimal school organizations, which will care for the care of its employees.

5. Conclusion

The Literature Review study shows that the researches were concerned with the identification of a multitude of characteristics of the personality, skills and behavior of managers and there was no definition of a strict standard of reference. The separation and ranking of the above is not visible in every case and this makes it difficult to compare the findings. However, the data that emerged about effective principals in Greece and abroad do not show significant differences and this reveals that the school principal who wants to undertake school administration in an effective way, in any social-cultural-economic condition, should take care of his personal development. The research, therefore, showed that the effective principal supports democratic administration and school operation and applies human, distributed, didactic and transformational leadership. Of course, no allusion is made to sustainable and positive leadership, which could be studied. Furthermore, no research in the Greek area

examines teachers' opinions on whether they consider their principals to be effective, another suggestion for future investigation.

5.1 Implications of the study

The findings of this Literature Review study of great practical value to both scholars and practitioners. Both of them get an analytical and condensed overview of research results in the areas of management of primary education quality performance. Researchers may utilize the analytically reported results of investigations on role of management in improving primary education quality performance as well as their "important" and "useful" topics as guides for their own study. The "useful" topics should be prioritized from a study standpoint, but the "important" themes are research routes that should be disregarded by researchers, at least temporarily. The first order latent constructs, which represent the themes of the Quality Management studies' findings in primary and secondary education, and the second order latent constructs, which represent broad theme categories, make up the conceptual framework developed in the current LR, which is the main academic contribution. Academics may utilize the latent constructs of these two levels as theoretical components that must be incorporated in a thorough framework illustrating the application of quality management in improving primary education performance

5.2 Limitations and suggestions for future literature review studies

The current research has several limitations, much like any studies. Initially, the expert panel decided to limit its attention to scholarly journal articles while excluding books, websites, reports, conference proceedings from education quality management conferences, and grey literature. Moreover, neither Scopus nor Web of Science were included. This technique can be seen as myopic. Also, owing to the writers' limited language abilities, only English articles were utilized. This might also be seen as a research constraint. A further drawback of this Literature Review research is the subjectivity with which the results of the education quality management investigations are grouped. So, a replication of this evaluation is advised to confirm the themes' or broad categories' structure.

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