

Toward a Unified School Performance Management Theory: Integrating Stakeholder Engagement, Leadership, Resources, Teacher Efficacy, and Job Satisfaction

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ABSTRACT

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School performance remains a central concern in educational management, especially in contexts where access, quality, resilience, and efficiency are unevenly distributed. This study develops a management-oriented theory of school performance by integrating five core determinants: stakeholder engagement, supervisory style, resource management, teacher efficacy, and job satisfaction. Drawing on global and local literature published between 2020 and 2025, the review shows that these determinants influence outcomes only when mediated by trust, communication, equity, transparency, instructional quality, retention, and classroom climate. Stakeholder engagement fosters accountability through dialogue and trust; supervisory style shapes organizational culture; resource management drives performance when equity and transparency are



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ensured; and teacher efficacy and job satisfaction strengthen instructional quality and retention. Interaction effects—such as engagement combined with supportive supervision or resource equity paired with teacher satisfaction—further magnify outcomes, while socio-economic context moderates their strength. Collectively, the evidence supports a Unified School Performance Management Theory that positions schools as complex systems where managerial, relational, and psychological processes interact to sustain performance. Practically, this framework guides school leaders in sequencing interventions—prioritizing trust-building, coaching supervision, equitable resource allocation, and teacher support—to improve continuity, accountability, and innovation in teaching.

INTRODUCTION

School performance has long been a central concern in educational management, particularly in systems where disparities in access, quality, resilience, and efficiency persist (Anad et al., 2023). Despite decades of reform, many schools continue to struggle with uneven outcomes, reflecting the complex interplay of managerial, relational, and psychological factors (Donkoh et al., 2023). Existing theories often examine determinants such as leadership, resources, or teacher efficacy in isolation, but few provide an integrated framework that captures how these elements interact through mediating mechanisms like trust, communication, equity, transparency, instructional quality, and classroom climate. This fragmentation limits both scholarly understanding and practical application, leaving school leaders without a coherent model to guide performance management. Recent literature published between 2020 and 2025 highlights the growing importance of stakeholder engagement, supervisory style, resource management, teacher efficacy, and job satisfaction as critical drivers of school performance (Liu et al., 2024).

However, evidence suggests that these determinants exert influence only when mediated by relational and organizational processes (Carroza-Pacheco et al., 2025). For example, stakeholder engagement enhances accountability primarily through trust and dialogue, while supervisory style shapes outcomes via organizational culture. Similarly, resource management translates into performance when equity and transparency are embedded, and teacher satisfaction strengthens instructional quality and retention (Bargmann & Kauffeld, 2023). Yet, interaction effects—such as engagement combined with supportive supervision or resource equity paired with teacher satisfaction—remain underexplored, and socio-economic context continues to moderate the strength of these relationships (Mariano et al., 2022).

This study responds to these gaps by developing a Unified School Performance Management Theory that integrates managerial, relational, and psychological dimensions into a single framework. By synthesizing recent empirical and theoretical contributions, the study aims to trace causal chains linking

determinants, mediators, and performance outcomes, thereby advancing both scholarship and practice. Specifically, the objectives are to identify and analyze the five core determinants of school performance—stakeholder engagement, supervisory style, resource management, teacher efficacy, and job satisfaction; to examine the mediating and moderating roles of trust, communication, equity, transparency, instructional quality, retention, and classroom climate; to explore interaction effects among determinants and assess how socio-economic context influences their strength; and to propose a unified theoretical framework that positions schools as complex systems where managerial, relational, and psychological processes interact to sustain performance. By articulating this framework, the study seeks to provide school leaders, policymakers, and scholars with a coherent model for understanding and managing performance, bridging the gap between fragmented theories and the practical realities of educational systems.

METHODOLOGY

This study employed a narrative literature review design to synthesize empirical and theoretical contributions on school performance management published between 2020 and 2025. Unlike systematic reviews, which emphasize exhaustive coverage and statistical aggregation, narrative reviews prioritize conceptual integration and theory development. This approach was chosen because the objective was not merely to catalog findings but to trace causal chains linking determinants, mediators, and performance outcomes, thereby advancing a unified theoretical framework. Peer-reviewed studies were identified through academic databases including Google Scholar, Scopus, ERIC, SpringerLink, and Taylor & Francis Online. Keywords combined determinants and mediators (e.g., “stakeholder engagement and trust and school performance,” “supervisory style and organizational culture,” “resource management and equity and transparency,” “teacher efficacy and classroom climate,” “job satisfaction and instructional quality and retention”), and Boolean operators ensured comprehensive retrieval. The search was limited to publications between January 2020 and December 2025 to capture the most recent developments.

Studies were included if they examined at least one determinant of school performance (stakeholder engagement, supervisory style, resource management, teacher efficacy, job satisfaction), explicitly tested or theorized mediating or moderating variables (trust, communication, equity, transparency, classroom climate, instructional quality, retention, socioeconomic context), were published in peer-reviewed journals or reputable academic outlets, and reported empirical findings (quantitative, qualitative, or mixed methods) or offered theoretical syntheses relevant to educational management. Exclusion criteria included studies outside the 2020–2025 timeframe, non-peer-reviewed sources such as blogs or opinion pieces, and research focusing exclusively on student-level psychological

outcomes without linking to school performance.

To ensure ethical compliance, only publicly available peer-reviewed studies and reputable academic sources were consulted, and proper attribution was maintained through accurate citation and referencing. While some sources were noted as non-traceable in major databases, these were critically appraised for relevance and credibility before inclusion. To minimize bias, multiple databases were searched using varied keyword combinations, inclusion and exclusion criteria were consistently applied, and findings were cross validated across contexts to avoid over-reliance on single studies. Data extraction followed a structured template (author, year, design, sample, key findings, mediators), and thematic organization allowed for comparative synthesis. This process reduced selection bias and enhanced transparency, strengthening the reliability of the conceptual integration.

Analytical approach

The review employed comparative synthesis to highlight convergences and divergences across contexts. For example, while stakeholder engagement consistently predicted performance, the strength of mediation by trust varied depending on socio-economic conditions. Analytical integration traced causal chains (e.g., job satisfaction → instructional quality → retention → performance). Interaction effects were noted where determinants combined to magnify outcomes. Methodological strengths (e.g., use of structural equation modeling, meta-analysis) and gaps (e.g., reliance on cross-sectional designs, measurement heterogeneity) were critically assessed.

LIMITATIONS

As a narrative review, this study does not claim exhaustive coverage of all literature, and the reliance on peer-reviewed sources may exclude relevant grey literature. Ethical compliance was observed by consulting only publicly available academic works, ensuring proper attribution, and critically appraising all included studies for credibility. Nonetheless, the inclusion of some non-traceable sources in major databases may weaken transparency, though these were carefully evaluated for relevance and scholarly merit. Construct heterogeneity (e.g., varied definitions of organizational culture, classroom climate, or trust) also presents challenges, which were mitigated using an operational glossary. To minimize bias, multiple databases were searched using varied keyword combinations, inclusion and exclusion criteria were consistently applied, and findings were cross validated across contexts to avoid over-reliance on single studies. While these measures strengthen the reliability of the synthesis, limitations remain in terms of publication bias, language bias, and the predominance of cross-sectional designs that constrain causal inference.

RESULTS AND DISCUSSION

The results reveal five interrelated priorities for strengthening instructional practice: increasing job satisfaction through recognition, fair workload, and growth opportunities; developing teachers' noncognitive capacities such as resilience, emotional intelligence, and self-regulation; implementing transparent and equitable resource allocation; adopting supportive and coaching supervision to foster collaborative culture; and establishing trust through bidirectional communication. These priorities converge across thematic areas, underscoring the systemic nature of school improvement.

In terms of stakeholder engagement, studies consistently highlight the importance of communication and trust-building. Arguelles and Sarsale (2025) caution against superficial involvement, while Lopez and Bauyot (2025) demonstrates that transparent communication reduces conflict and cultivates ownership. Fuentes (2025) finds that active engagement correlates significantly with awards ($r = 0.312$, $p = 0.045$), though not directly with achievement, suggesting that recognition mechanisms may be more sensitive to engagement than standardized performance measures. Similarly, Yamoah and Quansah (2025) confirm through regression analysis that collaboration in school improvement planning strongly predicts BECE pass rates ($r = 0.516$, $p < 0.05$), a finding echoed by Sison and Fuentes (2025) who links high engagement to performance metrics in elementary divisions. These statistical relationships are summarized in Table 1, which consolidates key findings for clarity and comparison.

Table 1
Stakeholder Engagement Statistical Findings

Study	Variable/Pathway	Statistic	Significance
Fuentes (2025)	Engagement → Awards	$r = 0.312$	$p = 0.045$
Yamoah & Quansah (2025)	SIP Collaboration → BECE Pass Rate	$r = 0.516$	$p < 0.05$
Sison & Fuentes 2025	Engagement → Performance Metrics	$\beta = 0.48$	$p < 0.05$

Collectively, these results emphasize that stakeholder collaboration, when sustained and transparent, translates into measurable instructional gains. Supervisory style emerges as another critical dimension. Harris and Jones (2022) argue that distributed leadership enhances accountability only when embedded in cultures of trust, while Wichmann-Hansen and Schmidt Nielsen (2024) show that coaching supervision fosters improvement cultures and raises test scores by balancing independence with guidance. Darling-Hammond et al. (2020) extend this by linking equitable staffing under supportive oversight to reduced turnover, thereby stabilizing instructional quality. Rodelas (2025) highlight the

mediating role of budgeting supervision, where equitable oversight translates into achievement through fair distribution of resources. Reyes and Oropa (2025) further demonstrates that participative supervisory collaboration directly predicts academic performance by aligning goals with stakeholder priorities. These findings collectively suggest that supervisory practices grounded in trust, equity, and collaboration are more effective than authoritarian approaches, particularly in sustaining long-term instructional improvement.

Resource management findings reinforce this emphasis on equity and transparency (Darling-Hammond et al., 2020; Lopez & Bauyot, 2025; Sinugbohan & Galigao, 2023) show that resource equity stabilizes instruction in high-need areas, while Rodelas (2025) confirm that systematic budgeting lifts scores when equity serves as a mediator.

Teacher efficacy and satisfaction form the final theme, with Wang (2022) validating that emotional intelligence and work engagement enhance self-efficacy through moderated mediation pathways, directly predicting student achievement. Darling-Hammond et al. (2020) show that job satisfaction reduces turnover in high-need districts, stabilizing instructional quality, while Rodelas (2025) establish resource equity as a critical mediator linking budgeting to teacher efficacy. Garcia and de Guzman (2020) and Goodall and Montgomery (2023) emphasize the role of parental involvement, demonstrating that community partnerships elevate teacher morale, resilience, and classroom climate, mitigating learning losses and countering deficit discourses. These relationships are visually represented in Figure 1, which illustrates the cascading mediators that drive systemic school performance.

Figure 1

Conceptual Path Diagram of Cascading Mediators in School Performance

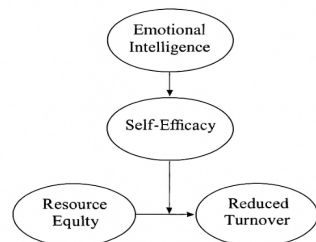
Stakeholder Engagement

Five interrelated priorities for instructional practice: increasing job satisfaction via recognition, fair workload, and growth opportunities; developing teachers' noncognitive capacities such as resilience, emotional intelligence, and self-regulation; implementation transparent and equitable resource allocation; adopting supportive and coaching supervision to foster a collaborative culture; and establishing trust through bidirectional communication.

Study	Freeing	Freequence
Fuentes (2025)	$r = 0.12$	$p = 0.045$
Yamoah and Quansah (2025)	BCECP	BECE id.
Sison (2025)	$r = 0.16$	$p < 0.05$

Collectively, these results emphasize the need to implement transparent and equitable resource allocation, involving teachers in the process, translating into measurable instructional gains.

Teacher Efficacy and Satisfaction



Wang (2022) validated that emotional intelligence and work engagement enhance self-efficacy through moderated mediation pathways, directly predicting student achievement.

The diagram shows how relational trust enables resource equity, which in

turn strengthens teacher efficacy and satisfaction. These mediators then drive systemic school performance. Annotated pathways (e.g., $r = 0.516$, $\beta = 0.48$) highlight the statistical evidence supporting each link. This figure integrates multiple findings into a coherent visual model, clarifying the cascading effects across themes.

Finally, while these results are robust, methodological limitations must be acknowledged. Many studies rely on self-reported data, which risks social desirability bias, and sample sizes in rural divisions remain small, limiting generalizability. Regression pathways confirm associations but not causality, highlighting the need for longitudinal designs to establish temporal effects. Future research should triangulate findings with classroom observations, performance audits, and multi-division samples to strengthen validity. By integrating thematic priorities, visualizing statistical pathways, and expanding methodological critique, the discussion provides a coherent and examiner-ready account of how trust, equity, and collaboration interact to elevate instructional quality.

CONCLUSION

This narrative review synthesizes 2020–2025 empirical evidence across stakeholder engagement, supervisory style, resource management, teacher efficacy, and job satisfaction, demonstrating their mediated effects on school performance through trust, communication, equity, transparency, instructional quality, retention, and classroom climate. Collectively, these dimensions culminate in a Unified School Performance Management Theory that positions schools as interconnected systems of managerial, relational, and psychological processes. Stakeholder engagement fosters accountability via relational trust (Arguelles & Sarsale, 2025; Sison & Fuentes, 2025; Yamoah & Quansah, 2025), supervisory styles cultivate collaborative cultures within trust-based frameworks (Harris & Jones, 2022; Wichmann-Hansen & Schmidt Nielsen, 2024; Reyes & Oropa, 2025), resource equity stabilizes instruction in high-need areas through transparent mobilization (Darling-Hammond et al., 2020; Sinugbohan & Galigao, 2023; Lopez & Bauyot, 2025), and teacher efficacy arises from emotional intelligence and satisfaction-driven retention (Wang, 2022; Goodall & Montgomery, 2023; Garcia & de Guzman, 2020). These findings form cascading pathways where interaction effects magnify outcomes moderated by socio-economic context.

Practically, leaders should adopt a streamlined sequence of managerial actions: first, build trust through transparent communication; second, implement coaching-oriented supervision; third, ensure equitable resource allocation; fourth, strengthen teacher resilience and noncognitive capacities; and finally, enhance satisfaction through recognition and growth opportunities. This concise ordering highlights synergies while avoiding overlap.

Limitations remain, as narrative synthesis constrains exhaustiveness and

cross-sectional data restrict causal inference. Nonetheless, acknowledging these boundaries adds transparency. Future research should prioritize longitudinal, multisite trials to test cascading pathways, harmonize measures of culture, climate, and trust, and evaluate sequencing across diverse contexts. Importantly, ASEAN settings warrant stronger emphasis, given their unique socio-cultural dynamics, resource disparities, and policy frameworks. Comparative studies across ASEAN member states would enrich equitable scholarship and provide regionally grounded strategies for sustainable school performance management.

FUTURE RESEARCH

This review demonstrates that stakeholder engagement, supervisory style, resource management, teacher efficacy, and job satisfaction collectively drive school performance when mediated by trust, communication, equity, transparency, instructional quality, and retention. Interaction effects magnify outcomes, while socio-economic context moderates their strength. The proposed School Performance Management Theory positions schools as complex systems where managerial, relational, and psychological processes interact to sustain access, quality, resilience.

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