

PRIMARY SCHOOL MANAGEMENT IN DEVELOPING COUNTRIES: CHALLENGES AND INNOVATIONS EXPLORED THROUGH MIXED-METHODS RESEARCH

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Abstract:

This research explores primary schooling management practices and the contribution of management practices, particularly leadership-driven effectiveness and the emergence of new school management innovative practice. The mixed-methods design was used to explore various dimensions of the complexity of understanding. At the quantitative phase, 48 teachers and 13 school administrators from various primary schools were surveyed to assess the relationships among leadership practices, decision making processes, and school effectiveness. For the qualitative phase, we met with 10 participants. The qualitative evidences show that participants have reported some particular innovative practices, such as more flexible decision making structures, more teacher involvement, more data-informed management and some, were used to enhance schools effectiveness. To develop the application of a knowledge perspective in educational management through an innovator based approach, the study provides some practical contribution to improving the capacity of leadership and the context in primary education by developing context relevant innovation.

Keywords: Primary education, educational management, school leadership, teacher performance, school effectiveness.

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Quản lý trường tiểu học tại các quốc gia đang phát triển: Phân tích những thách thức và đổi mới bằng phương pháp nghiên cứu hỗn hợp

Tóm tắt:

Nghiên cứu này khám phá các thực tiễn quản lý trường tiểu học và những đóng góp của các thực tiễn quản lý, đặc biệt là hiệu quả được thúc đẩy bởi năng lực lãnh đạo và sự xuất hiện của các thực tiễn đổi mới trong quản lý nhà trường. Thiết kế nghiên cứu hỗn hợp (mixed-methods) được sử dụng nhằm khám phá các khía cạnh khác nhau của sự phức tạp trong việc tìm hiểu vấn đề. Ở giai đoạn định lượng, 48 giáo viên và 13 cán bộ quản lý trường học từ nhiều trường tiểu học khác nhau đã được khảo sát nhằm đánh giá mối quan hệ giữa các thực tiễn lãnh đạo, quy trình ra quyết định và hiệu quả của nhà trường. Ở giai đoạn định tính, chúng tôi đã gặp gỡ 10 người tham gia. Các bằng chứng định tính cho thấy những người tham gia đã báo cáo một số thực tiễn đổi mới cụ thể, chẳng hạn như cơ cấu ra quyết định linh hoạt hơn, sự tham gia nhiều hơn của giáo viên, quản lý dựa trên dữ liệu nhiều hơn và một số thực tiễn đã được sử dụng để nâng cao hiệu quả của nhà trường. Nhằm phát triển việc áp dụng quan điểm tri thức trong quản lý giáo dục thông qua cách tiếp cận dựa trên đổi mới, nghiên cứu mang lại một số đóng góp thực tiễn trong việc nâng cao năng lực lãnh đạo và bối cảnh trong giáo dục tiểu học bằng cách phát triển các đổi mới phù hợp với bối cảnh.

Từ khóa: Giáo dục tiểu học; Quản lý giáo dục; Lãnh đạo nhà trường; Hiệu suất của giáo viên; Hiệu quả của nhà trường

1. Introduction

In most developing countries (including Vietnam), primary education is considered the stage from the first five years of compulsory schooling. In addition to the construction of essential knowledge and skills, this phase is important for developing students' cognitive, social, and emotional development, and thus helps in forming the national human capital. In this context of globalization and local needs, various recent reforms (e.g., Vietnam's General Education Curriculum 2018) focus on competency-based learning processes, student-centred methods, and adaptation to newly emergent pedagogies. These reforms provide significant opportunities to improve school efficacy, but they also present immediate barriers in implementation,

limited resources, and institutional adaptation.

In this regard, school management, focusing on leadership behaviors and decision-making mechanisms, has emerged as a key determinant of school functioning. We want more school leaders to guarantee instructional quality and policy coherence but also to nurture innovation with supple, data-focused, and consensus-building methods of governance. New evidence indicates that innovative practices can facilitate school effectiveness improvements, such as enhanced teacher leadership and adaptive managerial structures. But they are also guided—and can be limited—by context, most notably policy considerations and scarce funding. However, previous literature tends to study leadership, decision-making, and innovation separately and pay relatively little attention to how they interact within the context of practice, and particularly in quickly changing settings, such as Vietnam.

To address this gap, the current study uses a mixed-methods approach to explore the relationship between leadership practices and decision-making processes and the effectiveness of the school whilst investigating innovative management practices and the contextual factors influencing their implementation. In particular, the study seeks to: (1) explore the relationship between leadership practices and decision-making processes and school

effectiveness; (2) examine the nascent innovation in leadership practice in primary schools; and (3) explain how contextual barriers impact implementation and impact of leadership practices.

The above-specified research questions guided the study as follows: (1) How are leadership practices and decision-making processes related to school effectiveness in the context of primary education? (2) How innovative are the management practices in the schools from the perspective of both teachers and school administrators? (3) What is the impact of the various contextual challenges of these practices on the application of these practices and how do they become implemented and successful? With regard to this, the study helps to provide a more holistic perspective on school management by integrating the factors of effectiveness, innovation, and context-dependent implementation to develop practical evidence to enhance leaders' capacity for continued improvement.

2. Literature review

2.1. Educational leadership and school effectiveness

Two key theoretical perspectives underpinned this study: Educational Leadership Theory and School Effectiveness Theory. According to the Educational Leadership Theory, school leaders play an essential role in the creation of vision, development of collaboration, and facilitating data-informed decision-making that leads to

improving school performance (Leithwood et al., 2020; Hallinger, 2011). A contemporary approach is based on distributed and instructional leadership, a dynamic in which decision-making is shared and aligned with teaching and learning goals (Spillane, 2006; Robinson et al., 2008). School Effectiveness Theory focuses on how school-level factors—such as leadership, organizational processes, and resource use—contribute to improved school effectiveness (Creemers & Kyriakides, 2008; Sammons et al., 1995). Rather than isolating single variables, this perspective emphasizes the interaction among leadership practices, decision-making processes, and contextual conditions. Through them, we view not just what impact leadership or management patterns have upon school efficacy as a whole but also how these can lead or hinder practice (Day et al., 2016).

2.2. School management, innovation, and school effectiveness

As school administrators are charged with implementing school management practices, they are at the forefront of translating policy into reality, particularly in the reform process (Fullan, 2016). School quality is consistently identified as being driven by leadership practices and decision-making (Leithwood et al., 2020; Robinson et al., 2008). Effective leaders create a positive culture of collaboration, encourage professional

development, and use data to support decision-making processes, building a stronger school (Hallinger, 2011). Innovation is gaining increasing significance in the management of schools, according to recent research. Practices such as flexible decision-making structures, teacher engagement in governance, and data-informed management are increasingly acknowledged as ways to enhance school effectiveness (OECD, 2016; Townsend, 2007). Leadership that promotes experimentation and adaptability to change is a major driving force for innovation in education (Fullan, 2016). But these developments are contextually sensitive, grounded in organizational culture and leadership capacity. Notwithstanding these learnings, existing literature has frequently looked at leadership, innovation, or effectiveness in isolation of one another, and does not focus on their relationship to one another as observed in actual school contexts, specifically in developing contexts (Day et al., 2016).

2.3. Socioeconomic and resource constraints

School management, to a larger extent, is rooted in social policy and institutions. In developing nations, inequality, resource shortages and policy pressures have a considerable impact on school effectiveness (World Bank, 2018; Hannum et al., 2021). According to the Maximally Maintained Inequality (MMI) hypothesis, education

expansion can reproduce inequalities, placing additional responsibility on schools to ensure equitable outcomes (Raftery & Hout, 1993). Resource constraints, consisting of poor infrastructure, lack of staff development and uneven teacher distribution, also challenge educators (OECD, 2016; Zeitlin, 2021). In Vietnam, notwithstanding changes such as the General Education Curriculum 2018 (MOET, 2018; Van, 2022), disparities between rural and urban schools remain evident. Such situational limitations in turn influence school effectiveness and the extent to which new management practices will be adopted and maintained. Effective school management, therefore, is dependent on strong leadership and decision-making and the ability to adapt to situational issues (Fullan, 2016).

2.4. Research gaps

The evidence on primary education is substantial but lacks cohesion. Most of the work on this topic has concentrated on isolated dimensions such as leadership, teacher factors, or resources, without examining their interrelationships (Creemers & Kyriakides, 2008; Day et al., 2016). Furthermore, little interest has been given to the synergistic effects of leadership styles and decision-making on school effectiveness and facilitating innovation within contextual constraints. Mixed methodologies are especially appropriate for studying both measurable relationships and lived

experiences (Creswell & Plano Clark, 2018), but this approach is underexplored within primary school management literature. There has been little empirical research combining leadership, innovation, and contextual challenges within the Vietnamese context. To this end, this study aims to fill these gaps through the use of an integrated, mixed-methods approach to investigate how leadership practices and decision-making processes relate to school effectiveness and also through innovative practices and contextual barriers that govern the realization of these practices.

3. Methodology

3.1. Conceptual framework

Grounded in Educational leadership theory and School effectiveness theory, this research highlights the ways that leadership practices and the decision-making processes that underpin those practices are primary for school effectiveness. Built on these perspectives, the study theorizes school management as an emergent constellation of related practices—leadership practices, decision-making, and professional support—that impact directly, and indirectly, school effectiveness.

The framework uses a causal pathway model. School management practices are identified as the key independent variable affecting school effectiveness. This association is maintained in both a direct and indirect manner by teacher variables as a

mediating variable. Such that a positive effect of effective leadership and joint decision-making directly translates into positive teacher motivation, instructional practices, and performance improving which in turn results in a higher level of school effectiveness.

Furthermore, socioeconomic and policy context is proposed as a moderating factor having an influence on the strength and direction of the associations. Contextual factors including resource availability, policy pressures and inequality, drive the ways

in which management practices are operationalised and how useful at the local level they can be. These are also inextricably associated with the development and maintenance of new management practices in the form of innovative management practices.

The model accounts for both effectiveness as well as innovation viewpoints, not only demonstrating structured relationships between variables but also acknowledging that challenges of the context matter in shaping outcomes..

Table 1. Demographic Characteristics of the Respondents

Demographics	Classification	Frequency	Percent
Gender	Male	135	50,0
	Female	135	50,0
Age	Under 25	52	19,3
	25–34	77	28,5
	35–44	71	26,3
	Over 45	70	25,9
Position	Employee	236	87,4
	Manager	34	12,6
Location	Ho Chi Minh	114	42,2
	Dong Nai	46	17,0
	Tay Ninh	35	13,0
	Others	75	27,8
Job	Warehouse	92	34,1
	Transportation	36	13,3
	Import–Export	38	14,1
	Others	104	38,5
Total		270	100,0

(Source: Author)

Table 1 describes the demographic characteristics of a sample of 270 logistics workers in the Southern key economic region of Viet Nam. The gender distribution of the sample is balanced, with 50.0% male and 50.0% female. Age distribution is relatively

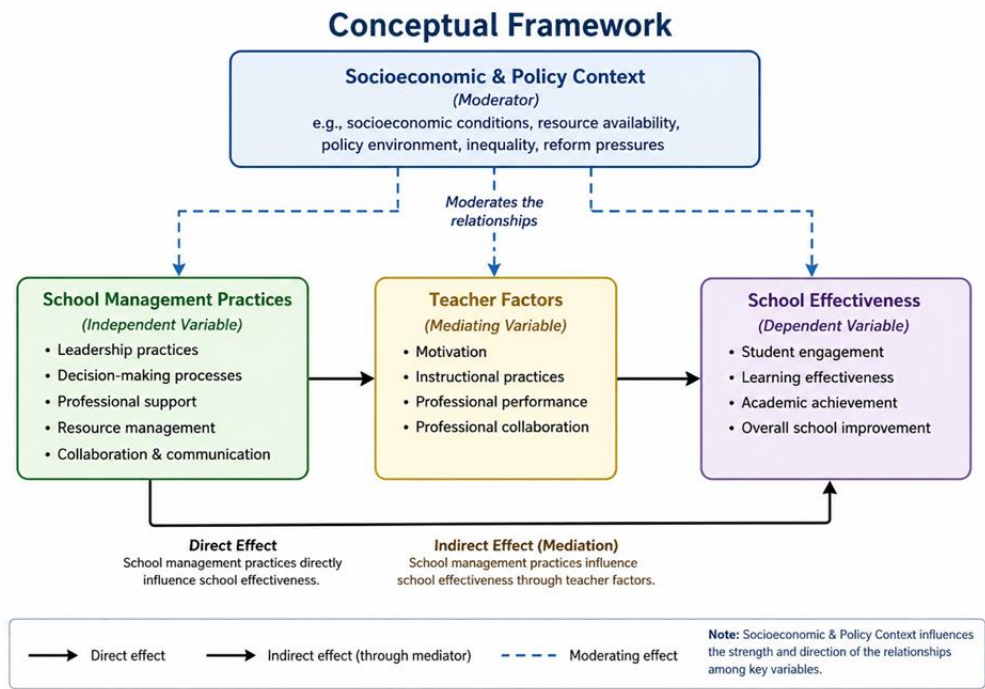
even across age groups. The surveyed workers include 87.4% employees and 12.6% managers. Ho Chi Minh City has the highest proportion of workplaces (42.2%). Job types are also relatively evenly distributed, with warehouse

workers accounting for the highest percentage (34.1%).

The research model consists of 6 independent variables including: Performance Expectancy (PE1, PE2, PE3), Effort Expectancy (EE1, EE2, EE3, EE4), Social Influence (SI1, SI2,

SI3), Facilitating Conditions (FC1, FC2, FC3, FC4), Trust in AI (TR1, TR2, TR3, TR4), AI Anxiety (AA1, AA2, AA3, AA4) and 1 dependent variable, Behavioral Intention (BI1, BI2, BI3, BI4). Table 2 presents the Mean and Std. Deviation of these variables.

Figure 1. Conceptual Framework



(Source: Author)

3.2. Research design

This research is based on a mixed-methods type of study to fully understand primary school management practices and their relevance towards teacher performance and student outcomes. In particular, a convergent parallel design was utilized with the quantitative and qualitative data collected simultaneously, analyzed separately, and then merged into the interpretation phase. A triangulation approach between numerical trends and

in-depth contextual insights helps to increase the validity of the results.

3.3. Participants

In fact, this study was conducted in multiple primary schools in a developing educational context. The quantitative phase included 61 participants, comprising 48 teachers and 13 school administrators, selected based on convenience sampling for accessibility and time constraints.

After sampling the participants, qualitatively, 10 volunteers (6 teachers

and 4 administrators) were purposively selected from the survey participants to ensure variation in experience, roles, and perspectives among them. Thus, a wider range of stakeholder perspectives led to an in-depth inquiry into the practice of school management.

3.4. Data collection instruments

Quantitative Data

Quantitative information was collected using a structured questionnaire with Likert-scale items. The survey was designed to capture three specific constructs:

- Management practices in schools (leadership, decision-making, professional support, etc.).
- Teacher factors (e.g., motivation, instructional practices, performance).
- Perceived student outcomes (e.g., engagement, learning effectiveness).

The format of the questionnaire was modified from previous studies, adapted and refined for a primary education context. To ensure clarity and reliability, a pilot test was conducted.

Qualitative Data

Semi-structured interviews facilitated detailed explanations of experiences and perspectives on school management. The interview protocol focused on:

- Leadership practices and decision-making processes
- Teacher support and professional collaboration
- Innovative management practices

- Contextual challenges (e.g., resources, policy pressures)

In addition, relevant school records were reviewed to complement the interview data where applicable as well.

3.5. Data analysis

Quantitative analysis

Descriptive and inferential statistics were used to analyze quantitative data. The data were summarised (means, standard deviations) by descriptive statistics and correlated (correlation analysis) and regressively studied (regression analysis) through inferential analysis to determine the relationships between variables, particularly the effect of management practices on teacher factors and student outcomes.

Qualitative analysis

Thematic analysis was conducted on the qualitative data. The interview transcripts were coded and grouped into themes of school management, experiences of teachers, and contextual challenges. Multiple readings of the data were needed to maintain a high accuracy and deep interpretation.

Integration of data

In discussion, findings of both strands were incorporated to identify points of convergence and divergence. This integration led directly to a wider insight into why and how school management methods affect learning outcomes.

3.6. Validity and reliability

To maintain the validity of this study multiple approaches were used. The

reliability of the questionnaire was evaluated through Cronbach’s alpha to ensure internal consistency among measurement items. Content validity was confirmed through expert review, to indicate the instrument was aligned with the constructs under study. Finally, triangulation was used, bringing together both quantitative and qualitative data, in order to increase methodological support strength.

Member checking was implemented in the qualitative phase as well to check the veracity of the responses and interpretations obtained from those surveyed. Together, these steps greatly bolstered the credibility and trustworthiness of the study.

3.7. Ethical considerations

Ethical approval was obtained prior to data collection. The study introduced the idea of voluntary participation as well as the participants’ rights and confidentiality. Informed consent was obtained from all participants, and all data were anonymized to protect participants’ identities.

4. Findings and discussion

4.1. Findings

Descriptive statistics, reliability analysis, correlation analysis, and

regression analysis were conducted to examine the relationships among school management practices, teacher-related factors, and student outcomes.

4.1.1. Descriptive statistics and reliability

The descriptive findings, shown in Table 1, reveal that participants tended to perceive the management of the school to be moderately effective (M = 3.82, SD = 0.54). Teacher-related factors were rated slightly lower (M = 3.76, SD = 0.58), and student outcomes scored the lowest mean (M = 3.69, SD = 0.61). This trend implies that, while management practices are relatively well established, their impact on teachers and ultimately on students may not yet be fully realized. The higher variability in student outcomes (SD = 0.61) is indicative of greater differences in how learning outcomes are experienced across contexts. Meanwhile, all measurement scales indicated high internal consistency with Cronbach’s alpha values ranging from 0.83 to 0.87. These findings further indicate that the instruments utilized in this investigation are reliable and suitable for measuring the intended constructs.

Table 1: Descriptive Statistics and Reliability

Variables	N	Mean	SD	Cronbach’s Alpha
School Management Practices	61	3.82	0.54	0.87
Teacher Factors	61	3.76	0.58	0.85

Student Outcomes	61	3.69	0.61	0.83
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(Source: Author)

Correlation Analysis

Pearson correlation analyses were conducted (refer to Table 2) to analyze the relationship between variables.

Table 2: Correlation Matrix

Variables	Management practices	Teacher factors	Student outcomes
1. Management Practices	1.00	.62**	.55**
2. Teacher Factors	.62**	1.00	.68**
3. Student Outcomes	.55**	.68**	1.00

Note: $p < .01$ (Source: Author)

As shown in Table 2, all variables are positively and significantly correlated. However, these correlations only indicate associations rather than causal relationships; therefore, further analyses were conducted to test directional and mediating effects.

The findings reveal that the correlation between the variables is significantly positive at the $p < .01$ level. More specifically, school management practices were closely associated with teacher factors ($r = .62$), suggesting higher levels of teacher motivation and performance are linked with effective leadership, decision-making, and professional support. There was a

moderate correlation between management practices and student outcomes ($r = .55$), indicating management’s direct but modest effect on student learning. Of note, the relationship was the most robust between teacher factors and student outcomes ($r = .68$), underscoring the principal role of teachers to transform management practices into enhanced learning outcomes.

Regression analysis

The predictive relationships of the variables were established by applying multiple regression analyses. The findings are reported in Table 3.

Table 3. Regression Analysis

Model	Predictor	B	SE	β	t	z	Sig.	VIF
Model 1	(Constant)	0.91	0.42	-	2.17	-	.034	-
	Management Practices	0.64	0.08	.62	7.85	-	.000	1.00

	$R^2 = .38$, $F = 61.62$, $Sig. = .000$							
Model 2	(Constant)	0.73	0.45	-	1.62	-	.110	-
	Management Practices	0.29	0.11	.28	2.59	-	.012	1.63
	Teacher Factors	0.52	0.10	.54	5.41	-	.000	1.63
	Indirect effect ($M \Rightarrow T \Rightarrow S$)					3.45		
	$R^2 = .49$, $F = 27.98$, $Sig. = .000$							

(Source: Author)

Teacher factors are significantly predicted by management practices ($\beta = .62$, $p < .001$, Table 3). In Model 2, both management practices ($\beta = .28$, $p < .05$) and teacher factors ($\beta = .54$, $p < .001$) are significant predictors of student results. The indirect effect of management practices on student outcomes via teacher factors was assessed using the Sobel test. The result was significant ($z = 3.45$, $p < .01$), indicating that teacher factors mediate the relationship.

In Model 1, teacher factors were significantly predicted by school management practices ($\beta = .62$, $p < .001$), accounting for 38% of variance ($R^2 = .38$). This suggests management practices are an important determinant of teacher's performance and commitment. In Model 2, predictors for student outcomes were identified from both management practices and teacher factors. The findings suggest that teacher factors have a stronger impact ($\beta = .54$, $p < .001$) compared to

management practices ($\beta = .28$, $p < .05$), a significant advancement compared to Model 1. This result indicates that teacher influences mediate the association of management practice and student outcomes.

Assumption testing and overall interpretation

The regression models fulfilled important statistical assumptions as confirmed with diagnostic tests. Values of VIF below 2.0 mean there are no multicollinearity problems, while residual analyses validate normality, linearity, and homoscedasticity. In general, the quantitative findings give robust empirical validation of the advocated conceptual framework. Management practices in schools greatly impact teacher-related factors, which are the primary drivers of student outcomes. Yet although management practices also affect student outcomes directly, this impact is weaker, reflecting a more indirect effect through teachers. This emphasizes the

importance of teacher performance and engagement in translating management strategies into improved educational outcomes.

The final model explains 49% of the variance in student outcomes ($R^2 = .49$), suggesting a moderate explanatory capacity. It means that in addition to management practices and teacher factors being a strong driver, several other contextual factors—like

socioeconomic status and policy environment—also impact student outcomes and just don’t make it onto the model.

4.1.2. Qualitative findings

The qualitative data from semi-structured interviews were analyzed using thematic analysis, resulting in three major themes and several sub-themes, as presented in Table 4.

Table 4: Interview results

Themes	Sub-themes	Description	Example quote
1. Leadership & decision-making	Participatory leadership	School leaders involve teachers in decision-making, increasing motivation and ownership	“When school leaders clearly communicate goals and involve teachers in decisions, we feel more confident and committed to our work.” (Teacher 3)
	Instructional leadership	Leaders guide teaching practices and provide direction	“Effective management is not just about control but about guiding teachers to improve continuously.” (Administrator 2)
2. Teacher support & professional development	Professional learning	Training and collaboration improve teaching practices	“Training sessions and peer discussions really help us apply new teaching methods in the classroom.” (Teacher 5)
	Unequal access to support	Not all teachers benefit equally from development opportunities	“Not all teachers have equal access to professional development, especially in more challenging contexts.” (Teacher 1)

3. Contextual challenges	Workload & class size	Large classes and administrative burden affect teaching quality	"Large class sizes and administrative tasks make it difficult to focus on improving teaching quality." (Teacher 2)
	Resource constraints	Limited infrastructure and resources hinder innovation	"We try to implement new policies, but limited resources often slow down the process." (Administrator 4)

(Source: Author)

As we shall reveal in Table 4, the mechanisms through which school management impacts school effectiveness go well beyond an easy surface-level thematic description. The study findings suggest that leadership acts not as a direct predictor, but as an enabling and activating force. Participatory and supportive leadership practices seem to mediate teachers' motivation, confidence and sense of professional agency. One teacher commented that "When school leaders involve us in decision-making, we feel more confident and committed to our work" (Teacher 3). This implies, in part, that the role of management may be indirect due to change in the attitudes and engagement of teachers, a finding consistent with the mediating role that was realized in the quantitative findings.

The data also suggest that teacher issues are the primary vehicle for transmitting between school-level management practice and school-level learning. Professional development, collaboration, and support improve both quality of teaching and responsiveness

to student learning needs. Yet this is not the same across contexts. Differences in availability of professional learning resources, also indicated as "Not all teachers have equal access to professional development opportunities" (Teacher 1), suggest that the strength of this mediation route is not homogeneous among and across schools. This may partly explain the modest explanatory efficacy of the quantitative model ($R^2 = 0.49$), indicating the large discrepancies are not controlled.

Moreover, contextually, constraints are identified as important boundary conditions on how effectively management practice is transferred to successful school effectiveness. Restrictions including finite resources and heavy workload of teachers limit the ability of teachers to integrate innovations, as reflected in the line, "We are expected to innovate, but the workload and limited resources make it difficult to focus on improving teaching quality" (Teacher 2). These findings suggest that however well-designed a

management practice may be, there are constrained effects if the context is not supportive.

The qualitative findings generally indicated that the link between school management and school effectiveness is indirect (in addition to a situational context between them) and mediated by teacher-linked factors. Management practices must be effective as a function not only of leadership quality, but the availability of supportive teaching support and the level of contextual constraints.

4.2. Discussion

The results of this study shed light on the ways in which school management practices can and do determine school effectiveness, especially during a period of continuing educational reform. Management does not operate in a direct manner as a determinant, Management practices—leadership in particular—use indirect, context-informed means. This finding is consistent with Instructional Leadership theories which underscore school leaders' influence on teaching quality through directing and providing instructional support for teachers and establishing a conducive learning climate. The positive role of management practice on teacher-related variables ($\beta = .62$, Model 1) indicates that leadership has a strong influence because it has a high effect on the motivation, professional capacity and instructional behavior of teachers.

When teacher-related factors are built into the model (Model 2), the

management practices coefficient is significantly lower ($\beta = .28$) while teacher factors emerge as a better predictor of school effectiveness ($\beta = .54$), lending empirical support to a partial mediation mechanism, which is in agreement with Social Cognitive Theory, in which environmental factors (e.g., leadership) help to shape outcomes via individual agency and behavior. Reductions in β values suggest that a large proportion of the impact of management practices is transferred through teachers rather than being directly transmitted by teachers. This reiterates the theoretical framework of this study which also supports the model constructed in this paper where teacher-related factors were presented as the principal mediating variable between management practices and school performance.

The explanatory power of the model (R^2 value = 0.49) also bolsters this interpretation. While this value demonstrates a moderate level of explanation, however, the value also suggests that over half of the variance in school effectiveness is unexplained. Understanding this can be complemented by a socio-ecological perspective within the framework; contextual variables like policy constraints, resource availability and socio-economic conditions are salient. Qualitative results indicate that these situational conditions represent threshold conditions with constraints on the potential effects of managerial

approaches to enhance outcomes. As such, the rather moderate R^2 of the model might not be seen as a single limitation of the model but more as an indication of the inherently complex and multiple-level phenomena of school effectiveness in a real-world context.

As a general trend, the results of this investigation are in accordance with prior studies in the Educational Leadership and School Effectiveness Research literature. For instance, research consistently demonstrates that leadership has an indirect rather than direct effect on student performance, most commonly through teachers' teaching practices and schools' climate. However, this study contributes to the prior literature by emphasizing that the relationships between these constructs are uneven and context-dependent in developing educational settings. Although the studies carried out in more stable systems are typical, the current findings illustrate that the effectiveness of the management practices is considerably mitigated by contextual conditions, including pressure from workload and unequal levels of professional development.

Furthermore, the qualitative evidence brings an important level of explanatory depth that is frequently absent in purely quantitative studies. While previous studies are mostly in agreement with mediation relationships, this study shows how and why those relationships emerge in practice. Teachers' voices reveal that while

leadership practices may improve motivation and engagement, their effects are not uniform for internal inequalities and external pressures. Such models of school efficacy in the future need to look beyond linear assumptions, including mediating pathways of learning across contexts.

In conclusion, the findings of these studies add to the literature with their consideration of the central part that teachers play as mediators in the association of management and school effectiveness and their importance in that regard is undergirded by the significance of context. Combining both qualitative and quantitative evidence gives a deeper, more realistic picture of how school management works in reality – especially in dynamic educational environments.

5. Conclusion

In addition to the previous literature, this study analysed the impact of school management practices on teacher performance and student achievement in primary education based on mixed methods methodology. The results demonstrate again and again the role that management, especially leadership, decision-making and professional support played in teacher-related factors affecting, and subsequently student-performance strongly. The quantitative findings revealed that school management practice has a statistically significant impact on teacher performance, and an indirect effect on student outcomes including teacher-

related dimensions. In addition to these findings, qualitative findings on how leadership styles, teacher experiences, and contextual constraints are discussed can also be offered. Taken as a whole, the findings suggest that teachers are a critical mediator between management and student learning and the management approach must be designed to support the teachers in their professional development, collaborative environments and support as a whole. In conclusion, this study supports the observation that to enhance the quality of primary education, a holistic response needs to be taken to the matter that integrates effective leadership practice, teacher capacity development and sensitivity to the context. This study has several important implications as well. It adds to theories on educational management based on establishing a conceptual and empirical integrated framework for school management practices, teacher-related factors and student outcomes. By relying on a mixed-methods design, this study adds to literature that has usually taken individual variables as the focus, rather than examining their interaction with each other in practice. In practical terms, results support the view that school leaders need to be participatory and supportive forms of leaders to improve teacher motivation and performance and to provide professional development and collegial work environments. In addition, data-driven decision making processes can be used to improve

planning and evaluation at the school level. At the policy level, the findings underscore the importance of policy initiatives aimed at building school leadership capacity, fostering continuous teacher development, and resolving resource, structure and other infrastructure disparities, especially in contexts like Vietnam where educational reforms are ongoing. However in their contributions these work nonetheless, certain limitations should not be overlooked. It was a relatively small sample size in the context of a specific context so not much is available in the general application-specific findings. The adoption of convenience sampling methods might also cause possible bias, and the self-reported nature of the subjects' information could call the study subjectivity into question with dependence on their report. The study also fails to use more sophisticated techniques besides the above statistical approaches, such as structural equation modelling to test this relation more rigorously although the mediating role of teacher factors is identified as a contributing factor. Subsequent research should thus take larger and more diverse sample sizes, use more complex analytic strategies, and delve into further variables such as school culture or student socioeconomic background. Longitudinal research may also yield deep insights into how school management practices and their impacts change over time.

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