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REVIEW

School Quality Enhancement in Secondary Education: Multi-Level School-Based Strategies and Insights That Contribute to Educational Improvement

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ABSTRACT

Enhancing school quality requires a comprehensive and multifaceted approach that strengthens interconnected dimensions of the education system, ranging from resource allocation to instructional practices. This review synthesizes multi-level strategies in secondary education that contribute to improvement, emphasizing educational inputs, school-level processes, and classroom-centered practices. Drawing on evidence-based research and global best practices, the analysis highlights that in resource-constrained contexts, foundational investments such as adequate infrastructure, instructional materials, and qualified personnel are indispensable starting points. These investments establish the conditions necessary for effective teaching and learning. Community engagement further amplifies limited resources, promotes local ownership, strengthens accountability, and provides support structures that reinforce school effectiveness, ensuring that schools remain responsive to local needs. At the school level, strategic planning through improvement plans, continuous professional development, fostering a positive school climate, and effective leadership emerge as critical processes for sustained progress. Leadership that is collaborative and adaptive plays a central role in aligning resources with priorities and motivating staff. At the classroom level, key strategies include optimizing instructional time, expanding learning opportunities, and monitoring student progress to ensure equitable outcomes. These practices directly influence student achievement and help bridge gaps in learning. The review underscores that a holistic, context-sensitive approach integrating foundational

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inputs with process improvements at both the school and classroom levels is vital for sustainable and inclusive educational transformation. These insights provide practical guidance for policymakers, school leaders, and educators committed to fostering meaningful and lasting improvements in school quality and effectiveness.

Keywords: Educational Inputs; Instructional Practices; School Improvement Strategies; School Leadership; School Quality

1. Introduction

Enhancing school quality and effectiveness remains a central priority in global education, particularly in low-income Sub-Saharan countries, where achieving both access and high standards of education presents significant challenges^[1–3]. Over the past decades, international efforts have underscored the importance of establishing well-functioning schools that foster equitable learning outcomes for all students^[4,5]. While access to education has expanded, disparities in quality persist, especially in developing regions^[6].

To address these challenges, researchers have increasingly examined the key factors that contribute to effective schools and equitable learning environments^[7,8]. Strengthening education systems requires a multi-layered approach that integrates evidence-based strategies at different levels^[9]. By analyzing the interplay between foundational inputs, school-wide processes, and classroom practices, policymakers and educators can develop targeted interventions that improve both access and learning outcomes^[6]. A structured examination of existing research helps illustrate how these interconnected elements shape school effectiveness and drive long-term educational improvements.

This review synthesizes the current evidence on school quality enhancement strategies and categorizes them into three interconnected levels: (1) educational inputs, (2) school-level processes, and (3) classroom-level practices. Each level offers unique entry points for reform, and their integration can drive meaningful and lasting change. The paper draws on peer-reviewed articles, international reports, and empirical studies related to school effectiveness and quality improvement to explore what makes schools effective and how these elements can be strengthened.

Research Questions

This review is guided by the following key questions:

1. What are the critical educational inputs necessary to support effective schooling, particularly in resource-

constrained contexts?

2. How do school-level planning, leadership, climate, and teacher development influence school performance and student achievement?
3. What classroom-level strategies can optimize instructional quality and learning outcomes?

2. Method

This review employed a qualitative literature review design to synthesize multi-level school-based strategies that contribute to educational improvement. The analysis focused on secondary education, covering both developed and developing country contexts, with particular attention to literature that reflects both global perspectives and resource-constrained settings.

A systematic search was conducted across four academic databases: ERIC, Scopus, Web of Science, and Google Scholar. Search strings combined keywords and Boolean operators, including: “school quality” OR “school effectiveness” OR “school improvement strategies” AND (“secondary education” OR “high school”) AND (“educational inputs” OR “school leadership” OR “instructional practices”). Searches were limited to publications between 2005 and 2025.

The screening process followed three stages. First, 240 records were retrieved across the databases. Second, duplicates were removed, leaving 180 unique records. Third, titles and abstracts were screened against inclusion criteria: peer-reviewed journal articles, books, and credible international reports relevant to school effectiveness, instructional improvement, or resource-constrained settings, and addressing at least one of the three thematic categories (educational inputs, school-level processes, classroom-level practices). Exclusion criteria included non-English texts, opinion pieces, and studies lacking empirical or theoretical grounding. After full-text review, 57 key sources were selected based on relevance, methodological rigor, and contribution to the field.

A Braun and Clarke’s^[10] thematic analysis approach

was employed, involving systematic coding, theme development and refinement across the three levels of school quality enhancement. Recurring themes, effective practices, and enabling conditions were identified to guide the synthesis and inform practical implications for school reform.

3. Results

To address the research objectives, the review synthesized findings from the selected literature and organized them into major thematic categories. Three overarching themes emerged that reflect multi-level strategies for enhancing school quality and effectiveness: educational inputs, school-level processes, and classroom-level practices. Each theme captures distinct but interconnected dimensions of school improvement, providing a structured lens through which the evidence is presented and discussed.

3.1. The Role of Educational Inputs in Enhancing School Quality and Effectiveness

Educational inputs such as school infrastructure and instructional materials are foundational to quality schooling^[11,12]. Adequate classrooms, libraries, laboratories, ICT centers, sanitation facilities, and recreational areas, combined with up-to-date textbooks and learning resources, create an environment conducive to effective teaching and learning^[8,13].

The availability and quality of educational inputs differ considerably across national contexts. In Finland, modern school buildings equipped with advanced science laboratories and abundant learning materials have been associated with equitable student outcomes and consistently high performance^[12]. In contrast, many secondary schools in Ethiopia contend with overcrowded classrooms, inadequate laboratory facilities, and shortages of textbooks, which constrain instructional quality despite strong community initiatives to supplement resources^[11]. Likewise, South Korea's sustained investment in ICT infrastructure has facilitated the integration of digital learning, while Kenya's large-scale textbook distribution programs demonstrate how targeted provision of materials can directly enhance classroom practices in resource-constrained environments^[8,14].

Research indicates that infrastructure and materials exert particularly strong influence on learning outcomes in developing countries, where deficiencies are more

acute^[12,13,15]. Investments in adequate facilities and updated instructional resources not only improve students' immediate learning experiences but also contribute to the long-term sustainability of schools^[6,11,16].

Addressing input-related challenges requires active community engagement. Involving local stakeholders in decision-making and fundraising efforts can help schools mobilize resources and tailor solutions to specific needs^[17]. Such partnerships foster a sense of ownership and strengthen the bond between schools and their communities, often leading to innovative strategies that improve educational quality^[6,18].

Beyond governmental support, schools themselves play a vital role in optimizing inputs through resource management, community collaboration, and continuous improvement practices^[11,19]. However, many schools in resource-constrained settings still face significant funding and material shortages, underscoring the need for effective fundraising, strong local partnerships, and a culture of ongoing development to enhance educational quality^[20,21].

3.2. School-Level Process Quality Enhancement Strategies

In the quest to enhance the quality and effectiveness of schools, a multifaceted approach is essential. School-level strategies play a pivotal role in this endeavor, addressing various dimensions of the educational environment. This section explores key strategies, including strategic planning and School Improvement Plans (SIPs), fostering a positive school climate, professional development for teachers, and effective leadership. By implementing these strategies, schools can create optimal learning environments, improve teaching practices, and boost student achievement.

3.3. Strategic Planning and School Improvement Plans

Strategic planning in schools serves as a roadmap outlining an institution's direction, resource needs, and methods of progress monitoring^[22]. It involves analyzing the school's internal and external environments, identifying challenges, setting goals, and establishing a plan for execution and evaluation^[23,24].

In the educational context, the School Improvement Plan (SIP) is a strategic document that guides efforts to en-

hance student learning and build institutional capacity for continuous improvement^[25]. The SIP unites teachers, administrators, and stakeholders around a shared vision, offering a structured framework for setting goals and determining how to achieve them^[4,20,25]. With clearly defined objectives and strategies, the SIP is instrumental in ensuring all students reach their full potential^[26–28].

The SIP process is cyclical and begins with comprehensive data analysis, where schools review student performance data and stakeholder feedback to identify strengths and areas for growth^[26,28]. This data-driven insight informs the development of specific, measurable, attainable, relevant, and time-bound (SMART) goals that align with the school's mission and vision^[4,25]. Once goals are established, schools formulate detailed action plans that outline specific steps, assign responsibilities, and establish timelines for implementation^[20]. These plans are operationalized through the strategic allocation of resources, including financial, human, and material aligned with the school's identified priorities to maximize impact^[24,29]. Monitoring and evaluation are ongoing throughout the SIP cycle, with regular review mechanisms in place to assess progress, make necessary adjustments, and sustain continuous improvement over time^[26,30].

3.4. Enhancing Positive School Climate for Effective Learning

School climate refers to the collective perceptions of the school environment by teachers, students, administrators, and community members^[31]. It encompasses dimensions such as safety, engagement, and the academic environment, each of which plays a critical role in shaping student experiences and educational outcomes^[32]. A safe school climate ensures physical, social, and emotional security, fosters fairness in disciplinary policies, and maintains preparedness for emergencies. Engagement involves the quality of relationships within the school community, promoting trust, respect for diversity, and inclusive leadership practices. The academic environment focuses on the quality of instruction, the establishment of high expectations, and the availability of ongoing professional development opportunities for educators^[31].

A positive school climate has been strongly correlated with improved academic achievement, higher attendance rates, reduced suspensions, and enhanced student motivation and engagement^[33–35]. To cultivate such a climate, schools

should regularly assess the perceptions of students and staff to identify areas in need of improvement. Shared norms and expectations should be established to promote safety, equity, and inclusion. Stakeholder participation, including teachers, students, and parents, is essential in shaping a climate that supports learning. Moreover, schools must embed equity oriented practices throughout their operations and implement targeted programs that promote prosocial behavior while reducing antisocial tendencies^[6].

3.5. The Role of Professional Development in Enhancing Teacher Effectiveness

According to social systems theory, schools operate within broader socio-cultural contexts and must continuously adapt to changing expectations and conditions^[36–38]. In this dynamic environment, professional development (PD) serves as a vital tool for equipping educators with the skills and knowledge necessary to meet evolving pedagogical and societal demands^[20]. Effective PD is characterized by being continuous, reflective, and action-oriented, with a clear focus on enhancing teaching practices and improving student learning outcomes^[39]. Research consistently demonstrates that well-designed PD initiatives have a significant positive impact on student achievement^[40].

Professional development also contributes to teacher motivation and job satisfaction, especially when educators have autonomy over their own learning goals^[41]. At the school-wide level, effective PD fosters increased teacher retention, promotes a culture of professional excellence, and enhances the school's overall reputation^[30,39].

Several key strategies support impactful professional development. Training opportunities such as workshops and seminars, especially when followed by coaching and peer feedback, allow teachers to apply new strategies in practice^[34,35]. Classroom observations conducted by peers or administrators provide constructive insights into instructional techniques and help refine teaching approaches^[39]. Involvement in broader school improvement processes, such as participation in School Improvement Plan teams or curriculum committees, strengthens teacher agency and shared accountability^[20]. Study groups offer a platform for collaborative inquiry into pressing school challenges, often grounded in data-driven decision-making^[39,42]. Action research empowers teachers to systematically test and evaluate instructional

innovations in their classrooms^[25]. Individual guided activities, including portfolio development, journaling, and self-assessment, support personalized and self-directed learning^[41]. Mentoring programs, which pair experienced educators with novices, facilitate the exchange of professional wisdom and support the growth of beginning teachers^[30,43].

To ensure the success of professional development efforts, schools must allocate adequate resources, integrate PD into teachers' schedules, and provide formal recognition of participation and growth^[20,39]. Moreover, PD should encourage collaborative learning, sustained engagement, and opportunities for meaningful feedback and reflection, thereby cultivating a culture of continuous learning and instructional excellence^[43].

3.6. The Role of Effective Leadership in Enhancing School Quality

Effective leadership plays a central role in driving school improvement and ensuring high-quality education for all students^[42,44]. School leaders can influence teaching and learning directly through decisions about curriculum, instruction, and assessment, and indirectly, by shaping school culture, fostering motivation, and building collective commitment among staff and students^[23,45]. Two prominent leadership styles are particularly relevant in the education sector: transformational and instructional leadership^[46]. Transformational leadership is characterized by a focus on shared vision, structural reorganization, professional growth, and community engagement^[23]. In contrast, instructional leadership centers on improving teaching quality through curriculum planning, teacher supervision, and academic accountability^[29].

The most effective school leaders often combine elements of both approaches. They begin by establishing clear and shared goals that align with the school's mission and mobilize collective efforts toward improvement^[46]. They redesign organizational structures to create collaborative, supportive environments that empower teachers and enhance professional capacity^[23]. Improving conditions for teaching and learning is another key leadership responsibility, which involves ensuring safe, well-maintained facilities and creating positive, inclusive learning environments^[44].

Strategic resource allocation is a defining feature of impactful leadership. Effective leaders make informed de-

cisions about the distribution of financial, material, and human resources, aligning them with instructional priorities^[42]. They also oversee the planning, coordination, and evaluation of teaching and curriculum implementation, maintaining high standards of instructional quality^[46]. Promoting teacher learning and professional development is central to a leader's role in fostering a culture of collective responsibility and ongoing improvement^[23]. Finally, strong school leaders ensure an orderly and supportive environment by maintaining discipline, resolving conflicts efficiently, and safeguarding instructional time^[45]. Principals and department heads, in particular, play a pivotal role in cultivating a positive school culture, encouraging innovation, and motivating staff to strive for excellence^[22,23]. Through visionary leadership and a sustained commitment to student success, they lay the foundation for long-term school improvement^[47].

3.7. Classroom-Level Strategies for Enhancing Teaching Quality and Student Learning

To complement school-wide strategies, classroom-level interventions are critical in achieving educational goals. A range of targeted strategies is essential to maximize the effectiveness of teaching and learning within the classroom. This section explores practical approaches that optimize instructional time, expand learning opportunities, and improve progress monitoring. By focusing on these areas, educators can foster dynamic learning environments that enhance student engagement and achievement. Implementing these strategies not only improves teaching practices but also ensures that each student has the opportunity to reach their full potential^[9,20].

3.8. Optimizing Instructional Time for Improved Educational Outcomes

The effective use of instructional time is essential for schools to improve teaching and learning outcomes. Schools play a pivotal role by ensuring a sufficient number of instructional days and hours, allocating ample time for instructional activities, and minimizing non-instructional tasks^[8]. Research has shown that longer class periods and effective utilization of instructional time significantly enhance students' academic achievement^[25,48]. The amount of time dedicated to acquiring new knowledge, skills, values, and

attitudes greatly impacts learning outcomes and student engagement^[41,49].

Teachers have a crucial responsibility to use instructional time effectively to enhance students' academic achievement. This involves starting lessons on time, dedicating more time to preparation, covering missed periods, minimizing social activities during school hours (such as excessive chatting or unnecessary meetings), and reducing absences^[49]. Robinson^[46] highlights strategies such as planning sessions in advance, managing tasks to maintain focus, and implementing time-on-task strategies to improve instructional time utilization. Time-on-task strategies involve techniques to ensure that both teachers and students stay focused on instructional activities during class time. These include setting clear goals for each lesson, using timers to manage activities, minimizing distractions, and keeping students engaged with interactive and varied teaching methods. These strategies help maximize the effective use of instructional time, reduce off-task behavior, and improve overall learning outcomes^[48].

In some contexts, as UNESCO^[6] highlights, the actual instructional time often falls short of expectations due to various factors. These include delays in starting instruction, unplanned school closures, inadequate school infrastructure, teacher and student absences, limited classroom management skills, excessive time allocated to testing and examinations, school strikes, and teacher retention issues. Addressing these challenges is crucial for maximizing instructional time utilization and enhancing student learning outcomes.

School leaders can support the effective utilization of instructional time by adhering to planned school start and end dates and maintaining consistent schedules. Ensuring timely arrival for both teachers and students is crucial^[41]. Additionally, school leaders can increase instructional time by observing teachers during lessons, developing and enforcing attendance policies, scheduling regular inspections, and fostering school commitment through an incentive system^[5,23]. Offering in-service training, mentorship opportunities, and monitoring teacher satisfaction can also help reduce absenteeism and boost motivation^[8,48].

3.9. Enhancing Students' Learning Opportunities

Student learning opportunities encompass various educational experiences, resources, and activities designed to en-

hance students' learning and development^[7,20]. Traditionally, research on learning opportunities has focused on classroom settings, emphasizing teacher actions such as clear learning strategies and comprehensive content coverage^[50,51]. However, the concept of learning opportunities has broadened to include experiences beyond the classroom, recognizing that learning also occurs in schools and other non-school environments^[52]. This broader perspective includes teachers' initiatives to provide extra help tailored to the distinct learning needs and interests of individual students or groups, such as through tutorials, special support classes, and encouraging participation in co-curricular activities^[2,20,51].

The curriculum is a crucial factor in determining the conditions for learning opportunities at the school level, as it dictates the content taught and the activities performed both in the classroom and at home^[4,20]. Ensuring that textbook content is covered according to the instructional schedule is essential. Textbooks at each educational level provide a uniform framework for instruction, ensuring that all students receive a high-quality education regardless of their location or school district^[53]. Therefore, adhering to the scheduled content coverage is vital to provide equal learning opportunities and improve students' academic achievement.

Using clear learning strategies or structured approaches in the instructional process is essential for guiding students in understanding and mastering textbook content^[25,53]. Structured teaching involves frequent interventions to support the learning process. These interventions include clearly stating educational objectives, breaking down the subject matter into smaller units, providing a well-planned sequence of these units, offering numerous opportunities for practice, giving cues and hints, frequently questioning and testing to monitor progress, and providing feedback^[20,47]. Additional support, such as tutoring, mentoring, or after-school programs, is also important to help students master textbook content^[53].

Encouraging students to participate in co-curricular activities, such as sports, clubs, and arts, is essential for providing learning opportunities beyond the traditional classroom setting. These activities contribute to the well-rounded development of students by enhancing academic achievement, personal growth, and social skills^[9,54]. They foster relationship building, collaboration, teamwork, and effective communication, while also offering students the chance to take on leadership roles, make decisions, and motivate others.

Additionally, Hanoi^[55] explains that co-curricular activities allow students to apply their knowledge in real-life situations, develop new skills, and explore their interests, ultimately strengthening their resumes and college applications.

3.10. The Importance of Progress Monitoring in Teaching Effectiveness

Monitoring students' progress is essential for improving teaching effectiveness in the classroom^[20,27]. This involves setting up a robust system to track students' academic performance over time. By tracking student progress, educators can make well-informed decisions. Teachers and administrators utilize the gathered data to refine the curriculum, improve teaching strategies, and allocate resources effectively^[50,56].

Scholars such as Creemers^[20] and Scheerens^[51] stress the importance of students' progress monitoring in education. Without it, educators may unknowingly persist with ineffective strategies, wasting valuable time and resources. To guarantee effective student learning, it is crucial to consistently assess and reflect on student progress data. This approach aids in making well-informed decisions that genuinely support student success.

Monitoring student progress requires a proactive strategy that involves setting clear, measurable objectives tailored to each student's current performance and grade-level expectations. These goals serve as benchmarks for evaluating student progress and ensuring academic standards are met^[1,50].

Regular assessments are vital for evaluating how effectively students are learning and mastering the instructional content. Both formative and summative assessments are valuable for gauging students' current skill levels and identifying areas needing improvement. Formative assessments, like quizzes and class discussions, provide immediate insights into students' understanding of the concepts being taught. Summative assessments, including projects and tests, help evaluate overall performance. This data enables teachers to analyze trends, monitor progress, and adjust their teaching strategies as necessary^[1,20,50].

Providing timely and constructive feedback to both students and parents is a crucial aspect of monitoring progress. It helps students recognize their strengths and areas for improvement, fostering a growth mindset and encouraging continuous learning. For parents, regular updates on their child's

progress enhance their involvement in their child's education, creating a supportive home environment that reinforces school learning. Effective feedback mechanisms are essential for maintaining open lines of communication between the school and home, ensuring that everyone is aligned in supporting the student's educational journey. This collaborative approach helps to create a cohesive support system that maximizes student success^[50,56].

Using student results to guide instruction enables teachers to tailor their strategies to meet the diverse needs of their students. This data-driven approach facilitates personalized and targeted teaching, enhancing student engagement and improving learning outcomes. By leveraging this information, educators can make informed decisions that support each student's academic growth and success^[1,50].

4. Discussion

This review underscores that meaningful school-based quality enhancement stems from the coordinated integration of educational inputs, school-level processes, and instructional practices across all levels of the education system. In resource-constrained contexts, foundational investments such as infrastructure, instructional materials, and qualified personnel serve as essential starting points^[2,6]. Community engagement and support also play a pivotal role, amplifying limited resources, promoting local ownership, strengthening accountability, and providing additional support structures that reinforce school effectiveness^[41,57]. The impact of these inputs is significantly enhanced when they are strategically aligned with effective leadership, inclusive planning processes, and responsive pedagogical practices that address the diverse needs of learners^[13,51].

At the school level process, School Improvement Plans (SIPs) serve as pivotal tools for structured decision-making. Research shows that when SIPs are rooted in data and developed collaboratively, they foster shared accountability and sustained progress^[25,28]. Moreover, cultivating a positive school climate characterized by trust, safety, and inclusivity has been consistently linked with improved student motivation, engagement, and achievement^[31,37]. Equally critical is ongoing professional development that equips teachers with the competencies required for adaptive and reflective practice, which, in turn, positively correlates with student

outcomes^[25,43].

Leadership emerges as a central lever of school effectiveness. Leaders who exhibit both transformational and instructional traits by articulating shared visions and ensuring curriculum and instructional quality positively influence school climate, teacher commitment, and student learning^[23,29]. Effective leaders also drive strategic resource allocation and foster a culture of professional growth and innovation^[42,45]. In this way, leadership acts as a bridge between school-level strategies and classroom-level implementation.

At the classroom level process, interventions that improve instructional time utilization, expand learning opportunities, and implement robust progress monitoring are essential to delivering equitable and high-quality instruction^[9,51]. For example, strategies such as lesson time-on-task, structured feedback loops, and individualized support systems have been shown to improve student learning outcomes, particularly in low-resource schools^[11,16].

Additionally, the interplay between school processes and classroom practices suggests that systemic coherence is vital. As Scheerens^[51] notes, school effectiveness depends on the alignment between macro policies and micro practices. This systems-thinking approach ensures that resource investments are not diluted by fragmentation but instead reinforce instructional quality at every level.

Overall, this review affirms that contextualized, evidence-informed, and multi-level strategies spanning from foundational inputs to classroom practice are most effective in improving educational outcomes. Particularly in underserved regions, where disparities in quality are most acute, targeted strategies that combine strong leadership, community involvement, and instructional precision offer the greatest potential for sustainable and equitable school improvement^[9,15,17].

5. Conclusions

This review demonstrates that enhancing school quality requires a comprehensive, multi-level approach that integrates educational inputs, school-level planning and leadership, and effective classroom practices. While each level contributes uniquely to the learning environment, it is their alignment and coherence that ultimately shape overall school

effectiveness. In developing countries, where challenges related to resources, infrastructure, and teacher capacity are more acute, focused efforts to optimize available inputs, strengthen leadership, support teachers, and maximize instructional time become especially important. Approaches such as participatory school Improvement Plans, inclusive and positive school climates, ongoing professional development, strong instructional leadership, and enhanced community participation have shown promise in advancing school quality.

Building on these insights, several policy directions can be proposed to strengthen educational systems. Governments are expected to prioritize infrastructure investment to ensure safe and well-equipped classrooms, laboratories, libraries, and ICT facilities, while also guaranteeing equitable access to updated textbooks and instructional materials across urban and rural schools. Policies that mandate continuous teacher development and instructional leadership training are essential to sustain improvements in classroom practices. At the governance level, institutionalizing participatory school Improvement Plans and community engagement in decision-making can strengthen accountability and responsiveness. Furthermore, equity-focused funding policies that allocate resources based on need are critical to reducing disparities between advantaged and disadvantaged schools.

Looking ahead, a holistic, context-sensitive, and evidence-informed approach offers significant potential for achieving equitable and lasting educational improvement. Strengthening collaboration among governments, schools, teachers, and communities can help create learning environments where every student is supported to succeed. Through shared goals, responsive systems, and meaningful community engagement, educational transformation becomes both realistic and sustainable, opening pathways for all students to thrive.

5.1. Limitations

This review's findings may have limited generalizability due to the diverse educational contexts across countries. Differences in cultural norms, policies, and resources mean strategies often require significant local adaptation. The reliance on published academic literature may introduce publication bias, excluding practical insights from gray literature and practitioner experiences that could enrich understanding.

5.2. Recommendations

Future research should focus on context-sensitive studies that examine how local conditions affect the success of school improvement strategies, especially in marginalized or resource-poor settings. Integrating qualitative and mixed-methods research can offer deeper insight into the perspectives of school leaders, teachers, students, and communities, informing more responsive and sustainable practices.

Author Contributions

All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

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The data used in this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that there are no conflicts of interest related to this study.

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