



## EDUCATIONAL ADMINISTRATION AS AN INSTRUMENT FOR SCHOOL DEVELOPMENT: A LITERATURE REVIEW

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<p><b>Info Article</b></p> <p>Received : 01 Oktober 2025</p> <p>Revised : 02 November 2025</p> <p>Accepted : 01 Desember 2025</p> <p>Publication : 30 Desember 2025</p>	<p><b>Abstract.</b> <i>The role of educational administration as a strategic instrument in school development, focusing on the function of managing and improving the quality of educational services. Through a systematic analysis of national and international literature, this study identified challenges faced by schools, such as policy changes, limited human resources and technology integration. The findings show that education administration can improve the quality of management and teacher performance, as well as the quality of education services if optimally implemented. However, administrative practices often fall short of their potential due to the lack of integration between theory and practice and the lack of adaptation to the local context. Therefore, this study recommends the need to strengthen institutional capacity through participatory approaches and effective use of information technology. As such, this study contributes to providing deeper insights into how education administration can function as an agent of change that has a positive impact on school development and the achievement of quality education.</i></p>
<p><b>Keywords:</b> Administration, Instrument, School</p> <p><b>Kata Kunci:</b> Administrasi, Instrumen, Sekolah</p>	<p><b>Abstrak.</b> Peran administrasi pendidikan sebagai alat strategis dalam pengembangan sekolah, dengan fokus pada fungsi pengelolaan dan peningkatan kualitas layanan pendidikan. Melalui analisis sistematis literatur nasional dan internasional, penelitian ini mengidentifikasi tantangan yang dihadapi sekolah, seperti perubahan kebijakan, keterbatasan sumber daya manusia, dan integrasi teknologi. Temuan menunjukkan bahwa administrasi pendidikan dapat meningkatkan kualitas pengelolaan dan kinerja guru, serta kualitas layanan pendidikan jika diterapkan secara optimal. Namun, praktik administrasi seringkali tidak mencapai potensi maksimalnya akibat kurangnya integrasi antara teori dan praktik serta kurangnya adaptasi terhadap konteks lokal. Oleh karena itu, penelitian ini merekomendasikan perlunya memperkuat kapasitas institusional melalui pendekatan partisipatif dan penggunaan teknologi informasi yang efektif. Dengan demikian, penelitian ini berkontribusi dalam memberikan wawasan yang lebih mendalam tentang bagaimana administrasi pendidikan dapat berfungsi sebagai agen perubahan yang memiliki dampak positif pada pengembangan sekolah dan pencapaian pendidikan berkualitas.</p>
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## INTRODUCTION

School administration occupies a strategic planning function to ensure educational goals are achieved through the organization of resources, the establishment of policies, and the systematic preparation of work programs (Administration et al., 2024) . This function contributes directly to improving the quality of learning services because it allows the allocation of budgets and personnel in a targeted manner. Educational administration carries out the function of academic control and supervision which includes monitoring curriculum implementation, classroom supervision, and teacher performance evaluation so that teaching practices become more professional and evidence-oriented (student and performance data) (Sari, 2025) . the results showed that structured supervision practices improved learning quality and educator professionalism.

Administration also serves as a facilitator of school innovation and development through managing human resources, strengthening governance, and adapting education technology (Mandalia, 2024) . This function enables schools to design development interventions (e.g. teacher training, digitalization of administrative services, and data-driven management) that enhance the institutional capacity and competitiveness of educational institutions. Although many studies confirm that educational administration has a strategic role in improving the quality and effectiveness of schools, the reality in some contexts shows that the application of administration is often not optimal, resulting in less significant results. For example, a study by AKSI: Journal of Islamic Education Management found that although the administrative system in madrasah institutions has been designed to include curriculum management, human resources, facilities, finance, student services, and public relations functions that theoretically support the quality of its implementation "are still not optimal" . This shows that administration as a strategic instrument does not automatically guarantee the quality of education if it is not followed by the capacity of implementers, adequate resources, and stakeholder commitment.

Furthermore, although educational administration can support operational efficiency and institutional governance, some studies show that the focus of administration is sometimes more on bureaucratic procedures and routine administrative management such as record-keeping, filing, and administrative control and less on pedagogical aspects, innovation, and holistic learning services. The literature review study by Sindoro: Cendikia Pendidikan shows that although administration helps in resource management and data-based decision-making, there are weaknesses in terms of adjusting to modern education dynamics such as technology integration, changing student

needs, and innovative learning approaches (Education, 2024) . Thus, the strategic role of education administration in achieving quality education should not be understood mechanistically. There needs to be contextual adaptation, sensitivity to change, and practical commitment for administration to truly support the achievement of quality education goals.

Education policy changes often disrupt the school development process because new policies demand rapid adaptation of planning, budgeting, and governance, while the capacity of implementers at school and local levels is not always sufficient, resulting in inconsistent transformation processes. Empirical studies show that without policy capacity building and sustained implementation support, reforms tend to end up in procedural changes without real quality improvement (Tsani et al., 2024) .Human resources and technology are integrated challenges for school development as many schools face a shortage of competent teachers, retention issues, and gaps in access to digital infrastructure that hinder pedagogical integration of technology. Recent research confirms that continuous professional development efforts, incentive policies for teacher retention, and investment in infrastructure and TPACK (Technological Pedagogical Content Knowledge) training are needed so that technology is not just present but is able to strengthen learning practices and sustain school development (Prasaningetytyas et al., 2025) .

While technology integration is often regarded as a modern solution to improve learning effectiveness, the reality is that many schools fail to capitalize on this potential due to limited ICT infrastructure and lack of teacher training; consequently, the use of technology is sometimes administrative or sporadic rather than fundamental and consistent in the learning process (Access et al., 2024) . This leads to a mismatch between expectation and realization e.g. students continue to have difficulty accessing online learning materials, teachers lack confidence or competence in utilizing digital media, and schools struggle to provide adequate technical support which directly decreases the quality of teaching-learning interactions and student learning outcomes (Syifa, 2024) . Thus, rather than increasing effectiveness, administration in the form of technology adoption without adequate foundation and support can actually widen the gap in education quality between schools.

In addition to technological issues, challenges in the aspects of education policy and human resource distribution such as frequently changing policies, uneven distribution of teachers, and varied competencies of educators also have a negative impact on the

effectiveness of education systemically. For example, in outermost or rural areas, the combination of less contextualized policies and a shortage of competent teachers makes the implementation of learning and school development often hampered (Murniyati, 2025) . This makes it difficult to sustain quality improvement efforts and educational innovation; as a result, the goal of quality education is often not optimally achieved, especially for schools in resource-limited areas. Therefore, strategic education administration needs to be balanced with context-sensitive policies and serious attention to human resource equity so that educational effectiveness can be achieved fairly and equitably.

Recent developments indicate an increased focus on data-driven decision making in school administration, where systematic literature identifies principal *data literacy* as a key competency directly related to the effectiveness of school management and development; a systematic review found 56 empirical studies detailing 63 indicators of principal data literacy, confirming that the ability to read, analyze, and utilize data is a prerequisite for strategic planning and evaluation of school programs (Lee et al., 2024). The digital transformation of administration was also noted as a key finding: scoping and implementation studies reported increased adoption of School Management Information Systems (SIMS), digital attendance applications, and the use of AI/analytics for performance monitoring. Field research results suggest that administrative digitization can improve operational efficiency and data access but successful implementation depends on infrastructure, human resource capacity, and supporting policies. This finding is reflected in international scoping studies and evaluations of digitization implementation in secondary schools that document improvements in data management but also technical and training constraints (Luo, 2025).

This study presents a novelty by integrating the concept of educational administration as a strategic instrument of school development through a cross-synthesis of findings from various recent national and international studies, resulting in a comprehensive mapping of how planning, organizing, supervising, and digitizing administration interact simultaneously in strengthening the institutional capacity of schools; this approach is different from previous studies that generally discuss educational administration partially such as only from the aspects of curriculum management, technology, or human resources because this study presents a holistic analysis that links administrative functions with policy dynamics, technological developments, and data-based demands for quality education. Thus, this study offers a

new perspective in the form of a conceptual framework that places educational administration not only as a managerial activity, but as a transformational instrument that determines the direction of sustainable school development.

Thus, the purpose of this research is to identify, analyze, and synthesize various concepts, models, and empirical findings related to educational administration as a strategic instrument in school development through literature review. This research aims to reveal how educational administration practices - including planning, organizing, mobilizing and supervising - can improve the effectiveness of school management, the quality of the learning process and the overall performance of the institution. In addition, this research intends to map trends, gaps and opportunities for the development of educational administration concepts based on the latest scientific publications, so as to provide a strong theoretical basis in formulating strategies for strengthening school institutional capacity.

## **METHOD**

This research uses a *systematic literature review* design that aims to identify, evaluate and synthesize scientific findings related to educational administration as an instrument of school development. This design was chosen because it suits the research needs to gain a comprehensive understanding of the development of educational administration concepts, models and practices from various contexts and scientific sources. A systematic approach was used following methodological standards commonly practiced in reputable publications, such as a transparent selection process, measurable inclusion criteria, and replicable analysis techniques, as recommended by the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) approach.

Research data were obtained from reputable national and international journals indexed by Scopus, Web of Science, SINTA 2 and above, as well as other academic databases such as ERIC and ScienceDirect, with a publication range of the last five years. The search strategy was carried out using keywords such as *educational administration*, *school development*, *school management*, and *educational leadership*, which were adjusted to the context of educational administration terms in Indonesia. The search process was conducted in stages by utilizing Boolean operators (*AND*, *OR*, *NOT*) to ensure that the articles obtained were relevant and representative of the research focus.

The inclusion criteria for the study were set to ensure the relevance and appropriateness of the literature analyzed, namely: (1) articles published within the last

five years, (2) using empirical or conceptual methodologies related to educational administration and school development, (3) published in reputable journals, and (4) available in full text. Conversely, articles were excluded if they were not in English or Indonesian, were not directly related to education administration, were opinion pieces without a clear scientific basis, or were duplicate publications. The selection process was conducted through screening the title, abstract, and full content of the article to ensure substantial appropriateness of the topic.

Data were analyzed using *thematic analysis*, a technique that allows researchers to identify patterns, categories and main themes in the literature. Each article was analyzed based on its content focus, methodology, research context and contribution to the understanding of educational administration as an instrument of school development. The stages of analysis included *coding*, thematic grouping and conceptual interpretation based on the theoretical framework of educational administration and school management. This analysis technique is in line with common practice in modern *literature review* research that emphasizes interpretive validity and thematic consistency.

To ensure the validity and reliability of the findings, the research applied verification strategies such as *cross-checking* between researchers, audit trail, and transparent documentation of the article selection and analysis process. In addition, the research followed scientific reporting standards based on PRISMA product principles so that the process could be reviewed and replicated by other researchers. Content validity was strengthened through the selection of literature from credible sources, while construct validity was achieved through the compatibility of the analysis with theories of educational administration and school development. By applying these procedures, the methodological quality of the research can be systematically maintained and can be academically accounted for.

## **RESULTS AND DISCUSSION**

### **Results**

The concept of educational administration in the current scientific literature is understood as a systematic process that includes the functions of planning, organizing, mobilizing, and supervising to ensure the effective achievement of the goals of educational institutions. Previous studies confirm that educational administration does not only function as administrative governance, but as a strategic mechanism that guides school transformation through policy formulation, resource management and evidence-

based decision making (Susanto et al., 2025) . In the context of school development, educational administration is positioned as a framework that ensures all school components move harmoniously and adaptively to changes in the global education environment.

The role of educational administration in school development is also confirmed through national literature that highlights its contribution in improving the quality of learning management, the professionalism of educators, and the effectiveness of the implementation of school programs. Professionally managed educational administration can strengthen coordination between principals, teachers, and education personnel resulting in an effective and quality-oriented school environment (Administration et al., 2024) . In addition, national studies show that educational administration plays an important role in curriculum management, academic supervision, and the development of an organizational culture that supports school innovation (Wahyudi, 2025) . These findings suggest that educational administration is a fundamental instrument in strengthening the institutional capacity of schools.

In addition, recent international literature emphasizes that education administration plays a strategic role in facilitating school innovation and modernization through technology integration, leadership capacity building and multi-stakeholder collaboration. A UNESCO report (2023) points out that digitally-oriented education administration can improve transparency, information accessibility and the effectiveness of decision-making processes in schools. Hallinger (2022) also emphasizes that strong administrative leadership supports schools in dealing with the complexity of 21st century educational demands through stimulating teacher professional development and strengthening adaptive organizational culture. Thus, recent literature consistently portrays educational administration as a key driver in creating responsive, effective and sustainable schools.

An effective education administration model for school development includes a participatory approach that involves all stakeholders, including teachers, parents and students. Active participation in decision-making helps create a more inclusive and collaborative environment. This approach not only increases the sense of belonging among members of the school community but also encourages more significant involvement, resulting in better decisions and development programs that are more relevant to the needs of the school (Aulia et al., 2024) .

In addition to the participatory model, effective communication strategies also play an important role in educational administration. Clear and open communication between

school leaders and teaching staff creates a relationship of trust and respect between them. The implementation of information technology-based communication strategies, such as the use of school management applications, can improve the flow of information and speed up responses to emerging issues (Rahmadhanningsih, 2023) . This helps maintain continuity in the school development process and ensures that everyone is well informed about new policies and practices being implemented.

Effective educational administration practices also include continuous evaluation and monitoring of implemented programs and policies. Through systematic assessment, schools can identify strengths and weaknesses in the implementation of development programs. A data-driven approach to evaluation enables school managers to make more informed and evidence-based decisions and adjust their strategies accordingly (Aulia et al., 2024) . Thus, this practice not only ensures accountability but also encourages continuous innovation in curriculum development and learning activities.

One of the key factors influencing the optimization of educational administration as an instrument of school development is the quality of leadership. Effective leadership in the educational environment plays an important role in creating an organizational climate that supports the successful implementation of educational policies. Leaders who are able to communicate transparently and build collaborative relationships with staff will increase their involvement in the decision-making process (Mustari, 1805) . With good leadership, education administration can be more responsive to the challenges faced and create an environment conducive to innovation and continuous improvement.

In addition, organizational culture is also an important factor in optimizing education administration. A culture that values openness, cooperation and commitment to professional development will encourage employees to contribute optimally. Schools with a positive organizational culture tend to be more successful in implementing effective and development-focused administration (Mufadhhal et al., 2025) . In this context, it is important for schools to build shared values that integrate the vision and mission of education to be achieved, so that all members can be aligned in an effort to achieve the same goal.

Another influential factor is the use of information technology in education administration. The integration of technology in managerial processes can improve the efficiency and effectiveness of administrative activities, from student data management to communication between employees and stakeholders. The implementation of a good education management information system can speed up the decision-making process

and support better data analysis for program evaluation (L. M. and M. S. Nugraha, 2024) . By utilizing technological advances, educational administration can adapt quickly to changes in the educational environment and improve the overall quality of school management.

Educational administration acts as a pillar in improving the quality of management in schools. Through the implementation of systemic and efficient administrative practices, schools can optimally manage existing resources. Good management of educational programs and resource allocation helps create a supportive environment for teachers and students (Triarsuci et al., 2024) . With a structured management system, the decision-making process becomes more transparent and accountable, thus increasing trust between school managers and stakeholders, and encouraging the growth of professionalism among educators.

Teacher performance is also strongly influenced by the effectiveness of education administration. In this context, good administration provides the necessary support for teachers in carrying out their duties. Training and professional development programs integrated in the education administration system have a positive impact on teacher performance (Efendi & Sholeh, 2023) . By providing access to relevant training and adequate educational facilities, education administration not only increases teachers' motivation but also improves the quality of teaching they provide, which in turn contributes to better student learning outcomes.

Furthermore, education administration plays an important role in improving the quality of education services. Data-driven policies in education administration enable schools to identify and address problems faced in education services quickly and effectively (M. S. Nugraha & Rochimat, 2025) . Through collecting and analyzing data on student and parent satisfaction, education administration can make necessary improvements, resulting in education services that are more responsive and in line with community needs. Thus, education administration not only functions as a manager, but also as an agent of change that contributes to the overall development of education quality.

One of the significant gaps in research on educational administration is the lack of studies that focus on local contexts in various education systems. While many studies are international and use similar frameworks, there are limitations in understanding how educational administration practices adapt in different cultural and social contexts. Research that considers local factors can provide deeper insights into the effectiveness of

education administration in a particular context, as well as help identify more relevant policies for school development in the area (Muiz et al., 2024) . Therefore, there is an urgent need to explore educational administration practices in diverse settings.

Another gap found is the lack of integration between theory and practice in the study of educational administration. Although many theories are developed to understand educational administration, the practical implementation of these theories is often not explained in a concrete context. Educational practitioners sometimes find it difficult to relate existing theories to the challenges faced in the field, leading to ineffectiveness in the implementation of school development programs (Harristhana et al., n.d.) . This suggests the need for further studies that not only consider educational administration theory, but also document successful practices that occur in the field to provide more concrete guidance for decision makers.

Finally, there is a gap in research that explores the impact of information technology on educational administration holistically. While some studies address the use of technology in educational administration, many have not analyzed the overall impact of technology integration in the context of school development. The utilization of information technology can improve efficiency, but the long-term impact on education quality and stakeholder engagement still needs to be explored more deeply (Barus et al., 2025) . Thus, studies that focus on how technology can be optimally used as an instrument in educational administration are expected to fill this gap and provide guidance for school development in the digital era.

## CONCLUSION

Educational administration as an instrument of school development shows that educational administration plays a crucial role in improving the quality of management, teacher performance and the quality of educational services. Educational administration not only functions as a manager, but also as an agent of change capable of adapting to the challenges of policy, human resources and technology. Despite its great potential, the application of educational administration is often suboptimal, due to shortcomings in the integration between theory and practice and a lack of focus on the local context. Therefore, further efforts are needed to strengthen institutional capacity through participatory approaches, effective use of information technology and continuous professional development, so that education administration can contribute significantly to school development and the overall achievement of quality education.

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