

Towards Excellence in School Management: The Role of ICT, Community Partnerships, and Financial Transparency

Lusi Kurniasari^{1*}, Nurkolis², Ngasbun Egar³

Education Management Department, Universitas Persatuan Guru Republik Indonesia
Semarang, Semarang, Central Java, Indonesia

Email: lusyrahman05@gmail.com¹, nurkolis@upgris.ac.id², ngasbunegar@upgris.ac.id³

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Abstract:

This study aims to analyze the influence of information and communication technology (ICT) utilization, community partnerships, and financial management transparency on the quality of school management. This study employed a quantitative, explanatory survey design. The sample consisted of 123 respondents selected through proportional random sampling. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. Multiple linear regression analysis was used to examine the partial and simultaneous effects of independent variables. The results showed that all variables had a positive and significant effect, both partially and simultaneously, accounting for 78.1% of the quality of school management, with ICT utilization as the most dominant factor. This study contributes by offering an integrated, digital, collaborative, and accountable governance model to improve the quality of school management. This study suggests that implementing an integrated, digital, collaborative, and accountable governance model can improve the overall effectiveness of school management. Schools are advised to maximize the use of ICT, strengthen collaboration among stakeholders, and establish transparent accountability systems to support faster, better decision-making.

Keywords: *School Management, Community Partnerships, Financial Transparency, Accountability*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh pemanfaatan teknologi informasi dan komunikasi (TIK), kemitraan masyarakat, dan transparansi pengelolaan keuangan terhadap kualitas manajemen sekolah. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei eksplanatori. Sampel penelitian terdiri atas 123 responden yang dipilih melalui teknik *proportional random sampling*. Data dikumpulkan menggunakan kuesioner skala Likert yang telah diuji validitas dan reliabilitasnya. Analisis regresi linier berganda digunakan untuk menguji pengaruh parsial dan simultan variabel independen. Hasil penelitian menunjukkan bahwa seluruh variabel berpengaruh positif dan signifikan, baik secara parsial maupun simultan, dengan kontribusi sebesar 78,1% terhadap kualitas manajemen sekolah, di mana pemanfaatan TIK menjadi faktor paling dominan. Penelitian ini berkontribusi dengan menawarkan model tata kelola terintegrasi berbasis digital-kolaboratif-akuntabel untuk meningkatkan kualitas manajemen sekolah. Penelitian ini memberikan implikasi bahwa penerapan model tata kelola terintegrasi berbasis digital, kolaboratif, dan akuntabel dapat meningkatkan efektivitas manajemen sekolah secara keseluruhan. Sekolah disarankan memaksimalkan pemanfaatan TIK, memperkuat kerja sama antar-stakeholder, dan membangun sistem akuntabilitas yang transparan untuk mendukung pengambilan keputusan yang lebih cepat dan berkualitas.

Kunci: *Manajemen Sekolah, Kemitraan Masyarakat, Transparansi Keuangan, Akuntabel*

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INTRODUCTION

Improving educational quality has emerged as a critical societal issue because it directly affects the development of competitive human resources in the era of digital transformation and global disruption. This research is essential as school quality is not solely determined by classroom instruction but is significantly influenced by the effectiveness of school management systems that underpin the overall educational process (Akour & Alenezi, 2022; Sharma & Kohli, 2024). Many schools continue to face managerial challenges, including inefficient planning and implementation, weak accountability mechanisms, limited financial transparency, and insufficient integration of digital governance systems. These constraints hinder the effectiveness of school management and, consequently, compromise educational outcomes. Addressing these issues is not only a matter of institutional performance but also a broader social concern, as education quality directly impacts societal welfare and workforce readiness. Therefore, investigating the factors that influence school management quality is crucial to inform strategies that enhance managerial effectiveness, ensure accountability, and foster adaptive educational systems responsive to contemporary societal demands (Kokkinopoulou et al., 2025; Nadeem, 2024).

School management quality is conceptually defined as an institution's capacity to implement managerial functions, planning, organizing, executing, controlling, and continuous improvement in a systematic and integrative manner (Efendi, 2022; Hasbi et al., 2025). Quality-based management theory emphasizes a continuous cycle of planning, implementation, evaluation, and improvement as a foundation for organizational performance (Sopandi et al., 2025; Xu et al., 2026). Contemporary literature highlights that the effectiveness of managerial functions is influenced by governance factors, particularly the integration of Information and Communication Technology (ICT), stakeholder collaboration through community partnerships, and transparency in financial management (Ammer & Sattarov, 2025; Tumpa & Naeni, 2025). ICT enables data-driven decision-making and systematic planning; community partnerships enhance stakeholder engagement; and financial transparency ensures accountability and public trust. Together, these theoretical perspectives provide a framework for examining how the digital, collaborative, and accountability dimensions interact to influence school management quality comprehensively.

Societal challenges related to school management are particularly evident in public junior high schools in semi-rural areas such as Tenganan Subdistrict, Semarang Regency, where ICT use is partial and not systematically integrated, community partnerships are largely administrative, and financial transparency has yet to adopt open-system approaches fully (Gholami et al., 2024; Petrichenko et al., 2025). This gap between formal governance expectations and actual managerial practices results in suboptimal planning, weak accountability in

program implementation, and limited effectiveness in monitoring and evaluation. Consequently, these deficiencies can diminish public confidence in educational institutions and reduce schools' capacity to respond effectively to environmental changes. The societal significance of these challenges underscores the need for research exploring integrative strategies to improve management quality, ensuring that educational institutions can fulfill their mandate to deliver high-quality learning experiences that benefit both students and the wider community.

Previous studies have investigated ICT utilization, community partnerships, and financial transparency independently, yet few have examined their combined effect within an integrative governance framework that explains school management quality (Grootjans et al., 2022; Li & Chang, 2025). Evidence suggests that ICT can improve operational efficiency and data-driven decision-making (Malik, 2024; Riipa et al., 2025), that community partnerships enhance stakeholder participation (Emeka-Okoli et al., 2024; MacDonald et al., 2022), and that financial transparency strengthens accountability (Dimitrov, 2024; Efunniyi et al., 2024). However, prior research has largely overlooked the interdependence of these managerial processes, leaving a gap in understanding how the digital, collaborative, and accountability dimensions jointly influence the effectiveness of school management. Addressing this gap is crucial because without an integrative perspective, interventions may be fragmented and less impactful, limiting the potential to enhance both institutional performance and educational outcomes.

This study introduces a novel integrative model that simultaneously examines the impact of ICT utilization, community partnerships, and financial management transparency on school management quality. Unlike earlier studies that analyze these variables in isolation, this research adopts a holistic approach, enabling a nuanced understanding of how digital, collaborative, and accountability factors interact to optimize planning, implementation, monitoring, and continuous improvement processes. This digital, collaborative, accountable governance model provides a strategic framework for schools to strengthen managerial capacity, enhance responsiveness to environmental dynamics, and deliver more effective and transparent education. Implementing this framework offers practical guidance for school leaders seeking to modernize governance practices. It supports policy development aimed at sustaining quality improvements in educational management at the junior secondary level.

Based on preliminary findings, this study hypothesizes that the integrated implementation of ICT, community partnerships, and financial transparency positively influences school management quality. The underlying argument is that management effectiveness is not solely determined by internal capabilities but is significantly shaped by technological support, stakeholder collaboration, and transparent financial governance. This research aims to provide empirical evidence on the collective impact of these factors on the efficiency of planning, implementation, monitoring, and continuous improvement functions. By doing so, it seeks to offer a comprehensive understanding of effective school governance and practical strategies for enhancing management quality, ultimately contributing to improved educational outcomes and broader societal benefits.

RESEARCH METHODS

This study employed a quantitative, non-experimental correlational design. The quantitative approach was selected because the study aimed to examine relationships and causal influences among variables objectively through inferential statistical analysis, thereby enabling generalization of the findings to a broader population (Takona, 2024; Weyant, 2022). A correlational design was used, as the study did not involve any treatment or intervention but instead analyzed existing empirical data to examine associative and predictive relationships among variables (Buur et al., 2024; Probst et al., 2022). Specifically, this study examined the relationships among Information and Communication Technology (ICT) utilization, community partnership, financial management transparency, and school management quality. The research model was explanatory, aiming to explain structural relationships among variables through statistical hypothesis testing (Ghaleb & Yaslioglu, 2024).

The study population consisted of educational personnel involved in school management at public junior high schools in Tengaran Subdistrict, Semarang Regency, totaling 185 individuals. This included teachers as well as key school management actors such as principals, vice principals, and school treasurers who are directly engaged in managerial decision-making processes. In quantitative research, a population refers to the entire group of subjects possessing specific characteristics relevant to the research objectives (Takona, 2024). The inclusion of multiple respondent groups was intended to ensure a more comprehensive representation of school management practices, particularly in planning, budgeting, governance, and evaluation, thereby reducing potential bias arising from reliance on a single respondent category. The sample size was determined using the Isaac and Michael formula at the 5% significance level, yielding 127 teachers as respondents. The sampling technique employed was probability sampling, specifically proportional random sampling, ensuring that each member of the population had an equal opportunity to be selected while maintaining proportional representation from each school (Adeoye, 2023; Cheung, 2024). This technique is recommended in correlational studies to enhance sample representativeness and strengthen external validity (Weyant, 2022).

This study involved three independent variables: ICT utilization (X1), community partnership (X2), and financial management transparency (X3), and one dependent variable: school management quality (Y). ICT utilization was defined as the use of digital systems and technologies to support managerial functions in schools, encompassing accessibility, intensity of use, and its impact on efficiency and data accuracy (Timotheou et al., 2023). Community partnership refers to strategic collaboration between schools and external stakeholders through open communication, active participation, and sustained support for educational development (Muslim et al., 2026). Financial management transparency was defined as openness practices throughout the school budgeting cycle to ensure accountability and public trust (Cuadrado-Ballesteros & Bisogno, 2022). School management quality reflected the effectiveness of managerial functions, including planning, organizing, implementation, evaluation, and continuous improvement (Sopandi et al., 2025).

The research instrument was a closed-ended questionnaire using a five-point Likert scale ranging from strongly disagree (1) to agree (5) strongly. The Likert scale was chosen because it is effective for measuring respondents' perceptions and attitudes toward abstract constructs in social and educational research (Alabi & Jelili, 2023). The instrument consisted of 56 statement items, developed from the conceptual indicators of each variable and carefully selected to ensure content validity while minimizing respondent fatigue and potential response bias. Item construction followed the principles of construct validity and content validity to ensure that each dimension of the variables was proportionally represented and that the intended constructs were accurately measured (Weyant, 2022).

Data were collected through direct distribution of questionnaires to respondents. The quantitative survey method was employed because it enables systematic, standardized data collection from a large number of participants within a limited time frame (Alabi & Jelili, 2023; Takona, 2024). Respondents completed the questionnaires independently, and the completed instruments were returned directly to the researcher for further analysis.

The research instrument was developed based on conceptual indicators for each variable to ensure construct validity. The operationalization of variables is presented in Table 1.

Table 1. Operational Definition of Variables and Indicators

Variable	Indicators
ICT Utilization (X1)	(1) Use of digital systems for planning, (2) ICT-supported decision-making, (3) digital administrative management, (4) data-based monitoring and evaluation
Community Partnership (X2)	(1) Stakeholder involvement in planning, (2) participation in school programs, (3) collaboration in evaluation processes, (4) resource support from the community
Financial Management Transparency (X3)	(1) Openness of budget planning, (2) financial reporting transparency, (3) accessibility of financial information, (4) stakeholder involvement in financial oversight
School Management Quality (Y)	(1) Planning effectiveness, (2) organizing, (3) implementation, (4) evaluation, (5) continuous improvement

Before hypothesis testing, classical assumption tests were conducted to ensure that the data met the parametric assumptions. Normality was assessed using the Kolmogorov-Smirnov test to verify normality of the data distribution (Weyant, 2022). Linearity testing was performed to confirm that relationships among variables were significantly linear (Ghaleb & Yaslioglu, 2024). Additionally, multicollinearity was assessed using Variance Inflation Factors (VIFs) and tolerance values to ensure that no high correlations existed among independent variables, which could bias regression estimates (Weyant, 2022). Autocorrelation was assessed using the Durbin-Watson statistic to confirm residual independence (Hamza, 2025). Furthermore, heteroscedasticity was tested using the Glejser method to ensure that residuals were not heteroscedastic in the regression model (Hamza, 2025).

Data analysis was conducted using SPSS version 22 through several stages. First, Pearson correlation analysis was employed to determine the strength of relationships among variables (Weyant, 2022). Second, simple linear regression analysis was used to test the partial effect of each independent variable on the dependent variable (Buur et al., 2024). Third, multiple linear regression analysis was applied to examine the simultaneous influence of ICT utilization, community partnership, and financial management transparency on school management quality (Takona, 2024; Weyant, 2022). Finally, the coefficient of determination (R^2) was calculated to determine the proportion of variance in the dependent variable explained by the independent variables. Hypothesis decisions were based on a significance level of ≤ 0.05 , where the alternative hypothesis was accepted if the probability value met this criterion (Weyant, 2022).

RESULTS AND DISCUSSION

Results

This study involved 127 teachers from public junior high schools in Tenganan Subdistrict, Semarang Regency, as respondents. Descriptive analysis was conducted to describe data trends for the variables of school management quality (Y), ICT utilization (X1), community partnership (X2), and financial management transparency (X3).

The results indicate that the mean score of school management quality was 146.61 with a standard deviation of 12.701. The categorical distribution shows that 23.6% of respondents were in the moderately high category, 17.3% in the high category, and 16.5% in the very high category. However, 26.0% of respondents were in the low category and 16.5% in the very low category. These findings suggest that overall school management quality falls within the moderately high category, although considerable room for improvement remains.

The ICT utilization variable had a mean score of 57.24 (SD = 6.334). Most respondents were categorized as moderately high (38.6%) and high (33.9%), indicating that ICT use in school management has been implemented effectively. Community partnership showed a mean score of 72.77 (SD = 9.174), with the largest proportion in the high (42.5%) and very high (17.3%) categories, suggesting that schools have established relatively strong collaboration with external stakeholders. Financial management transparency had a mean score of 85.35 (SD = 12.253), with most respondents in the high (36.2%) and very high (29.1%) categories, indicating that accountability and budget openness practices have been implemented relatively effectively. The descriptive statistics for the research variables are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation
ICT Utilization (X1)	127	57.24	6.334
Community Partnership (X2)	127	72.77	9.174
Financial Management Transparency (X3)	127	85.35	12.253
School Management Quality (Y)	127	146.61	12.701

The descriptive statistics presented in Table 2 indicate that all research variables fall within the moderately high to high category, suggesting that the overall condition of school management and its supporting factors is relatively well established. ICT utilization shows a stable distribution, reflecting the increasing adoption of digital systems in supporting school administration and decision-making processes. Community partnership and financial management transparency demonstrate higher mean values, indicating that collaboration and accountability practices have been well developed within the school context.

These findings are relevant to the research objective, as they provide an initial indication that the independent variables ICT utilization, community partnership, and financial management transparency have the potential to contribute positively to school management quality. The relatively high mean scores across variables suggest that improvements in managerial effectiveness may be associated with stronger digital integration, stakeholder collaboration, and transparent governance practices, all of which are essential components of enhancing planning, implementation, monitoring, and continuous improvement processes in school management.

Construct Validity Test (Dimensional Analysis)

Dimensional testing was conducted using Principal Component Analysis (PCA). All dimensions across variables showed extraction values above 0.50, indicating acceptable construct validity.

For school management quality, extraction values ranged from 0.676 to 0.843, with the implementation dimension emerging as the most dominant (0.843). ICT utilization showed extraction values ranging from 0.750 to 0.811, with the impact dimension yielding the highest value (0.811). Community partnership demonstrated very high extraction values (0.848–0.875). Financial management transparency exhibited extraction values ranging from 0.841 to 0.913, with financial reporting accuracy as the dominant dimension (0.913). These results indicate that all research constructs were strongly and representatively formed.

Assumption Testing Results

Before conducting multiple linear regression analysis, classical assumption tests were performed to ensure that the data met the requirements for parametric statistical analysis. These tests included normality, linearity, multicollinearity, and autocorrelation. The results of the classical assumption tests are presented in Table 3.

Table 3. Classical Assumption Test Results

Test	Indicator	Result	Interpretation
Normality (Kolmogorov-Smirnov)	Sig.	0.062	Data are normally distributed.
Linearity	Sig. deviation (X1, X2, X3)	0.132; 0.096; 0.084	Relationships are linear
Multicollinearity	VIF (X1, X2, X3) Tolerance	1.860; 3.911; 3.035 > 0.10	No multicollinearity Acceptable
Autocorrelation (Durbin-Watson)	DW value	1.892	No autocorrelation

Based on Table 3, the Kolmogorov–Smirnov test yields a p-value of 0.062 (> 0.05), indicating that the data are normally distributed. Linearity testing also confirms that the relationships between each independent variable and the dependent variable are linear, as all deviation values exceed 0.05. Multicollinearity testing indicates that all Variance Inflation Factor (VIF) values are below 10 and tolerance values are above 0.10, confirming that there is no multicollinearity among the independent variables. Furthermore, the Durbin–Watson value of 1.892 indicates that the regression model is free from autocorrelation. The Glejser test results also show no heteroscedasticity, as all significance values are greater than 0.05. Overall, these results demonstrate that the data meet the assumptions of multiple linear regression.

Hypothesis Testing Results

The correlation coefficient between ICT utilization and school management quality was 0.816 ($p < 0.001$), indicating a very strong and significant relationship. Simple linear regression analysis yielded $F = 248.224$ ($p < 0.001$) with a coefficient of determination (R^2) of 0.665. This means that ICT utilization accounted for 66.5% of the variance in school management quality. The regression equation was: $Y = 87.480 + 1.639X_1$. The positive regression coefficient ($\beta = 1.639$; $t = 15.760$; $p < 0.001$) indicates that greater ICT utilization is associated with improved school management quality.

The correlation coefficient between community partnership and school management quality was 0.795 ($p < 0.001$), indicating a strong and significant relationship. Regression analysis yielded $F = 214.662$ ($p < 0.001$) and $R^2 = 0.632$, indicating that community partnership accounted for 63.2% of the variance in school management quality. The regression equation was: $Y = 98.036 + 1.420X_2$. The positive regression coefficient ($\beta = 1.420$; $t = 14.652$; $p < 0.001$) indicates that improved community partnerships enhance school management quality.

The correlation coefficient between financial management transparency and school management quality was 0.774 ($p < 0.001$), indicating a strong and significant relationship. Regression analysis showed $F = 186.677$ ($p < 0.001$) and $R^2 = 0.599$, indicating that financial transparency accounted for 59.9% of school management quality. The regression equation was: $Y = 107.151 + 0.462X_3$. The positive regression coefficient ($\beta = 0.462$; $t = 5.572$; $p < 0.001$) indicates that greater financial transparency is associated with better school management quality.

Multiple linear regression analysis produced $F = 146.295$ ($p < 0.001$), indicating that the three independent variables simultaneously had a significant effect on school management quality. The coefficient of determination (R^2) was 0.781, meaning that 78.1% of the variance in school management quality could be explained jointly by ICT utilization, community partnership, and financial management transparency. The multiple regression equation was: $Y = 80.926 + 0.462X_1 + 0.351X_2 + 0.298X_3$.

These results indicate that ICT utilization was the most dominant variable in the model, followed by community partnership and financial management transparency.

Table 4. Summary of Regression Test Results

Model	R	R ²	F	t	Sig.	Regression Equation
X1 → Y	0.816	0.665	248.224	15.760	0.000	Y = 87.480 + 1.639X1
X2 → Y	0.795	0.632	214.662	14.652	0.000	Y = 98.036 + 1.420X2
X3 → Y	0.774	0.599	186.677	5.572	0.000	Y = 107.151 + 0.462X3
X1, X2, X3 → Y	0.884	0.781	146.295		0.000	Y = 80.926 + 0.462X1 + 0.351X2 + 0.298X3

The results indicate, based on Table 4, that ICT utilization (X1), community partnership (X2), and financial management transparency (X3) each have a positive and significant effect on school management quality. ICT utilization contributes 66.5%, making it the most dominant predictor, followed by community partnership at 63.2% and financial management transparency at 59.9%. These findings demonstrate that each independent variable plays an important role in explaining variations in school management quality.

Simultaneously, the three variables explain 78.1% of the variance in school management quality, indicating a very strong combined influence. This suggests that school management quality is influenced not only by a single factor but by the interaction of multiple governance dimensions, including digital systems, stakeholder collaboration, and financial accountability.

Discussion

The findings of this study demonstrate that ICT utilization has a substantial and positive impact on school management quality, accounting for 66.5% and showing a very strong correlation. This result aligns with prior research emphasizing digital governance as a mechanism to enhance accountability, decision-making quality, and organizational efficiency (Abdallah et al., 2025; Shenkoya, 2023). The consistency between the study's findings and the literature underscores that ICT serves not merely as an administrative tool but as a strategic instrument for evidence-based planning, monitoring, and continuous improvement. Nonetheless, this study reveals that ICT alone cannot fully determine management quality; its effectiveness depends on leadership alignment, managerial competence, and a supportive organizational culture. Theoretically, these findings reinforce digital governance theory, which posits that data-driven systems improve institutional responsiveness. In practice, this implies that school leaders must cultivate both digital infrastructure and human capacity to fully leverage ICT to strengthen management processes.

Community partnership emerges as another significant determinant of school management quality, accounting for 63.2% of the overall variance. This result supports collaborative governance theory, which suggests that stakeholder participation enhances institutional responsiveness and policy legitimacy (Carvalho Filho et al., 2025; Hui & Smith, 2022). The similarity between these findings and prior studies indicates that structured engagement of parents, local communities, and other stakeholders positively affects planning, implementation, and evaluation processes. However, the slightly lower contribution relative to ICT indicates that community involvement alone may be insufficient without robust internal management systems. The emphasis on active participation rather than symbolic engagement highlights the practical need for schools to institutionalize

structured, program-based collaboration (Berman et al., 2024; Canales et al., 2024). Theoretically, this reinforces the principle that organizational performance depends on participatory processes, while practically, it suggests that schools must design partnership strategies that foster meaningful, decision-oriented involvement.

Financial management transparency significantly influences school management quality, accounting for 59.9% of its improvement. This finding is consistent with the governance literature, which emphasizes accountability as a core component of effective management (Ahmad, 2026; Helle & Roberts, 2024). The convergence with prior studies indicates that transparent financial practices such as accurate reporting, open budgeting, and stakeholder oversight enhance trust and institutional legitimacy. However, its comparatively lower contribution highlights that transparency alone cannot optimize management outcomes without integration into broader managerial systems (Jaradat & Oudat, 2026; Lachmann et al., 2024). The dominance of accurate reporting over mere openness underscores the essential role of high-quality financial information in reliable decision-making. Theoretically, this aligns with the concept that fiscal transparency supports both technical governance and social accountability; practically, it implies that schools must ensure the validity and verifiability of financial data to strengthen organizational control.

When ICT utilization, community partnership, and financial transparency are considered simultaneously, they collectively explain 78.1% of school management quality, indicating a very strong integrated effect. This finding corroborates the literature suggesting that systemic and holistic governance approaches outperform isolated interventions (Qin et al., 2024; Sguanci et al., 2025). The convergence of digital, collaborative, and accountability mechanisms enables schools to implement more adaptive, responsive, and accountable management practices, effectively enhancing planning, execution, monitoring, and continuous improvement (Cosa & Torelli, 2024). Practically, this implies that policy and school-level interventions should focus on integrated strategies rather than piecemeal initiatives. The theoretical implication is that multidimensional governance models provide a more robust explanatory framework for understanding and improving school management quality than single-factor models.

Despite the strong influence of these three variables, 21.9% of the variance remains unexplained, suggesting the presence of other influential factors such as principal leadership, organizational culture, teacher professionalism, and work climate. This observation highlights both a limitation and an opportunity for future research to explore additional determinants that may interact with digital, collaborative, and financial governance factors. In practice, schools seeking maximal improvement in management quality should not rely solely on ICT, community engagement, or financial transparency, but also invest in leadership development, professional capacity building, and institutional culture enhancement. Theoretically, this indicates that school management quality is a multifaceted construct shaped by interrelated human, organizational, and technological factors.

Overall, this study provides empirical evidence that school management quality is most effectively enhanced through integrated approaches combining ICT utilization, community partnerships, and transparent financial management. These findings extend prior research by demonstrating the synergistic effects of multiple governance mechanisms on educational organizational outcomes. Theoretically, the study reinforces the principles of digital governance, collaborative governance, and transparency as interdependent contributors to effective management. Practically, it offers actionable insights for educational policymakers and school leaders to design comprehensive governance interventions that improve planning, implementation, monitoring, and continuous improvement, ultimately fostering higher-quality educational outcomes and stakeholder trust within school communities.

CONCLUSION

This study demonstrates that ICT utilization, community partnership, and financial management transparency are significant determinants of school management quality. ICT utilization makes the most dominant contribution, followed by community partnership and financial transparency; their simultaneous effects indicate that an integrated approach best explains school management quality. These findings highlight that effective school governance in the digital era requires the synergy of data-driven systems, stakeholder collaboration, and accountable financial practices to strengthen planning, implementation, monitoring, and continuous improvement processes.

This study contributes theoretically by proposing an integrative model of school management that combines digitalization, collaboration, and accountability within a single analytical framework, addressing the limitations of previous studies that examined these variables separately. However, this study is limited by its quantitative design, which does not capture the depth of implementation processes, and by its focus on three variables within a single district context, which may limit generalizability. Future research is recommended to incorporate additional variables and mixed-method approaches to provide a more comprehensive understanding of school management quality.

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