

AN INTEGRATIVE REVIEW OF STRATEGIC MANAGEMENT WITH IMPLICATIONS FOR SEAMEO REGIONAL CENTRES

Nur Azwa Zynuddin^{1*}
Muhammad Izuddin Mohamad Ghazi²
Nurul Latifah Mohamad Ghazi³

¹ Faculty of Contemporary Islamic Studies, Universiti Sultan Zainal Abidin, Malaysia

Email: nurazwazynuddin@gmail.com

² Academy of Malay Study, Universiti Malaya, Malaysia

Email: 26071844@siswa.um.edu.my

³ Faculty of Education, Universiti kebangsaan Malaysia, Malaysia

Email: p168257@siswa.ukm.edu.my

* Corresponding Author

Article history

Received date : 15-8-2026

Revised date : 16-8-2026

Accepted date : 15-10-2026

Published date : 20-10-2026

To cite this document:

Zynuddin, N. A., Mohamad Ghazi, M. I., & Mohamad Ghazi, N. L. (2026). An integrative review of strategic management with implications for SEAMEO regional centres. *Journal of Islamic, Social, Economics and Development (JISED)*, 11 (87), 128 – 151.

Abstract: *This integrative review examines the interrelationships among leadership, strategic planning, governance, and monitoring and evaluation, with implications for SEAMEO regional centers through structured data extraction, design-sensitive critical appraisal, and thematic synthesis, governance and implementation, monitoring and feedback, evidence-based decision-making, learning and adaptation, and the broader integration of strategic management. The findings indicate that these functions are indeed interconnected, although the evidence regarding their implementation and effectiveness varies. Three gaps were identified in the reviewed literature: limited organizational evidence from regional educational organizations, unclear mechanisms for linking evidence to decision-making and learning, and a scarcity of evaluations within this context. Studies concerning SEAMEO primarily focus on programmatic practices. Future research should investigate organizational responsibilities, governance, the evidence shared, decision-making processes, and feedback mechanisms within SEAMEO regional centres. This review proposes a research agenda for context-specific investigation, rather than a single, validated model.*

Keywords: *leadership; strategic planning; governance; monitoring and evaluation; organisational effectiveness; integrative review; SEAMEO*

Introduction

Educational organizations face evolving policy expectations, diverse stakeholder demands, resource constraints, and mounting pressure to demonstrate organizational performance (UNESCO, 2017; Habeeb & Eyupoglu, 2024). An effective response requires a coherent strategic direction, actionable priorities, clear accountability, and evidence-based decision-making (Almeida et al., 2021; Albuja Mariño, 2026). Leadership, strategic planning, governance, and monitoring and evaluation (M&E) are interconnected functions within this process. Leadership sets the direction; strategic planning translates priorities into implementation pathways; governance structures authority, participation, and accountability; while M&E generates evidence regarding implementation and performance (UNESCO, 2017; Almeida et al., 2021; Berman et al., 2022; Habeeb & Eyupoglu, 2024; Albuja Mariño, 2026).

The specialized literature recognizes the interdependence of these functions, rather than viewing them as isolated constructs (Bieler & McKenzie, 2017; Albuja Mariño, 2026). Performance indicators, monitoring mechanisms, and benchmarking serve as the foundation for strategic planning and decision-making (Almeida et al., 2021; Berman et al., 2022), while strategic processes support organizational learning, flexibility, continuous improvement, and adaptation (Al-Absi & Ali, 2025; Albuja Mariño, 2026; El Cheikh & Ghazal, 2026). Despite this, identifying interrelated components does not necessarily explain how organizations translate strategic direction into action (Bieler & McKenzie, 2017).

This integrative review synthesizes how existing literature conceptualizes and integrates leadership, strategic planning, governance, and M&E. It examines connections among performance evidence, strategic decisions, and organizational learning, and identifies contextual and operational gaps relevant to regional educational organizations.

The Contextual Problem

These limitations highlight the research gap uncovered in this review. Existing evidence was collated on schools, universities, and other educational institutions, alongside government, business, healthcare, regional planning, infrastructure, and other organizational settings (Bieler & McKenzie, 2017; Castanho et al., 2020; Almeida et al., 2021; Berman et al., 2022; Habeeb & Eyupoglu, 2024; Al-Absi & Ali, 2025). In response to such evidence, its applicability to regional educational organizations requires careful consideration of differences in institutional contexts, stakeholders, governance structures, and strategic priorities. SEAMEO regional centres, for example, operate within an intergovernmental framework, with governing boards representing member countries overseeing operations, budgets, policies, and programmes (SEAMEO, n.d.).

Within the reviewed corpus, SEAMEO-related evidence primarily offers programme-level insights. Cuadra and Bacud (2024) identify challenges faced by SEA Teacher Project participants and recommend a feedback and monitoring system. These perspectives converge in highlighting the importance of interconnected organizational functions. However, evidence of the proposed monitoring system's implementation or effects remains scarce. How leadership, strategic planning, governance, and M&E interact to support evidence use, strategic decision-making, and organizational learning also remains unclear.

Empirical evidence regarding how these functions operate in an integrated manner within regional educational organizations remains limited in the body of literature examined. This

review explores the relationships between these functions, identifies gaps in the literature, and discusses the implications for SEAMEO regional centers.

Problem Statement

Collectively, previous studies link leadership, strategic planning, governance, and monitoring and evaluation (M&E) to organizational performance and improvement (Bieler & McKenzie, 2017; Habeeb & Eyupoglu, 2024; Albuja Mariño, 2026). These studies also connect performance assessment with planning (Almeida et al., 2021), data and scenario analysis with workforce priorities (Berman et al., 2022), and strategic planning with flexibility and competitive advantage (Al-Absi & Ali, 2025). Thus, the concept of such integration is well-recognized. However, these relationships do not fully explain how strategic direction guides implementation, how performance evidence informs decision-making, and how such decisions support organizational learning and adaptation.

This gap is significant for regional educational organizations, where mandates, stakeholders, governance structures, and operational contexts may differ from those examined in previous research. Within the reviewed literature, Cuadra and Bacud (2024) identified challenges in the SEA Teacher Project and recommended a feedback and monitoring system. However, their findings do not establish the system's implementation or effects, nor how leadership, planning, governance, and M&E interact at the organizational level.

Consequently, empirical explanations of how leadership, strategic planning, governance, and M&E operate together in regional educational organizations remain limited. In particular, how performance evidence informs strategic decisions, organizational learning, and adjustments to strategy and implementation requires further investigation. This review synthesizes these mechanisms, distinguishes proposed frameworks from evidence of implementation and outcomes, and identifies implications for practice and future research in SEAMEO regional centres.

Research Gap

The reviewed corpus reveals three interconnected gaps: context, integration mechanisms, and empirical evaluation.

First, strategic management relationships have been examined within the education, infrastructure, and business sectors (Bieler & McKenzie, 2017; Almeida et al., 2021; Habeeb & Eyupoglu, 2024; Al-Absi & Ali, 2025). Rather, the reviewed literature provides limited empirical evidence regarding how these relationships function collectively within regional educational organizations. Evidence on SEAMEO offers insights into programmes but does not explain how strategic management operates across the organization (Cuadra & Bacud, 2024).

Second, studies connect leadership, planning, performance assessment, evidence use, and strategic flexibility (Almeida et al., 2021; Berman et al., 2022; Habeeb & Eyupoglu, 2024; Al-Absi & Ali, 2025). However, how strategic direction drives implementation, how monitoring and evaluation (M&E) findings inform decision-making, and how these decisions support learning and adaptation remain insufficiently explained within regional educational organizations. In this regard, this review employs an analytical framework that links these functions to guide the synthesis process. This framework does not represent an empirically validated sequence; governance can shape the entire process, while feedback may lead to a revision of priorities and implementation.

Third, proposed models, including stakeholder-based governance in higher education (Albuja Mariño, 2026), do not establish their practical operation or organizational effects in regional educational settings. Expert assessment, end-user evaluation, and evaluation of organizational outcomes offer distinct forms of evidence that future studies should select according to their purpose and context.

Together, these gaps concern how integration operates in context, how it is applied, and what outcomes follow. This review synthesizes available evidence to identify implications for SEAMEO regional centres and priorities for empirical investigation.

Purpose of the Review

This integrative review critically synthesizes how strategic management research conceptualizes and integrates leadership, strategic planning, governance, and monitoring and evaluation (M&E). Previous studies link leadership to planning and performance (Habeeb & Eyupoglu, 2024), performance assessment and data to planning priorities (Almeida et al., 2021; Berman et al., 2022), and planning to strategic flexibility (Al-Absi & Ali, 2025). Broader models encompass stakeholder participation, governance, monitoring, and continuous improvement (Albuja Mariño, 2026).

Building on these studies, the review examines how these functions relate to performance evidence, strategic decision-making, organizational learning, adaptation, and outcomes. It distinguishes conceptual proposals and reported associations from evidence of implementation and observed outcomes. It also considers differences in context, research design, and the strength of evidence.

The review also assesses the relevance of findings from education and other sectors to regional educational organizations, while recognizing the limits of programme-level evidence in explaining organizational systems. It identifies contextual and operational gaps and draws implications for SEAMEO regional centres.

Review Questions

Three questions drive this review:

- a. How are leadership, strategic planning, governance, and monitoring and evaluation integrated within existing strategic management research?
- b. What mechanisms link these strategic management functions to the use of evidence, strategic decision-making, organizational learning, adaptation, and organizational outcomes?
- c. What contextual and operational gaps remain regarding the application of integrated strategic management configurations to regional educational organizations?

These questions progress from existing integration to integration mechanisms, and finally to the contextual and operational gaps that remain. Consequently, this allows research gaps to emerge from the synthesis itself, rather than being predetermined by the assumption that strategic management integration does not exist.

Contribution of the Review

This review makes three interconnected contributions.

This review makes three intertwined contributions. First, it synthesizes evidence incorporates leadership, strategic planning, governance, and monitoring and evaluation (M&E). Previous studies connect leadership with planning and performance (Habeeb & Eyupoglu, 2024), performance assessment with planning (Almeida et al., 2021), and data and scenario analysis with planning priorities (Berman et al., 2022). Broader configurations incorporate stakeholder participation, governance, monitoring, and continuous improvement (Albuja Mariño, 2026). The review compares functional relationships, partial integration, and comprehensive configurations, distinguishing proposed mechanisms from evidence of implementation and outcomes.

Second, it clarifies the limits of existing knowledge. Relationships among leadership, planning, governance, and performance assessment are already established in the literature (Bieler & McKenzie, 2017; Almeida et al., 2021; Habeeb & Eyupoglu, 2024; Albuja Mariño, 2026), alongside strategic flexibility and continuous improvement (Al-Absi & Ali, 2025; El Cheikh & Ghazal, 2026). Consequently, its contribution lies in comparing integration mechanisms, their evidential limits, and their relevance to regional educational organizations.

Third, it develops a contextual research agenda for SEAMEO regional centres, examining how performance evidence informs governance and decisions, how decisions support learning, and how learning guides strategic adjustments. These connections form provisional propositions for empirical investigation rather than an established causal pathway or validated model. Further investigation and refinement are required before anticipated conclusions about organizational effectiveness.

Methodology

Integrative Literature Review Design

This study employs an integrative literature review with critical thematic synthesis to examine how leadership, strategic planning, governance, and monitoring and evaluation are conceptualized and interconnected within strategic management research. This design supports the synthesis of conceptually and methodologically diverse evidence, enables comparison of integration patterns, and allows the review to examine of mechanisms linking evidence, decisions, and organizational responses. It also contributes to the development of a research agenda informed by organizational context (Whittemore & Knafl, 2005; Snyder, 2019).

The review follows the stages outlined by Whittemore and Knafl (2005): problem identification, literature search, data evaluation, data analysis, and presentation. Consistent with Snyder (2019), this review emphasizes a clear purpose, transparent evidence selection, systematic extraction, and analysis aligned with the research questions.

The evidence base was developed through an iterative process of literature mapping; the review was not pre-registered. Procedures for searching, selection, extraction, and evaluation are reported based on available research records. Search details and screening outcomes that were not originally recorded have not been reconstructed retrospectively, and the limitations of the available records are taken into account when interpreting the scope of the review and the conclusions drawn.

Review Focus and Analytical Questions

This review focuses on four key domains of strategic management: Leadership (L), Strategic Planning (SP), Governance (G), and Monitoring and Evaluation (M&E). Rather than examining these domains merely as standalone constructs, this analysis investigates the extent to which they are interconnected—both with each other and with broader mechanisms involving implementation, performance evidence, strategic decision-making, organizational learning, adaptation, and organizational outcomes.

Three review questions guide this synthesis process:

- RQ1: How are leadership, strategic planning, governance, and monitoring and evaluation integrated within existing strategic management research?
- RQ2: What mechanisms link these strategic management functions to the use of evidence, strategic decision-making, organizational learning, adaptation, and organizational outcomes?
- RQ3: What does the reviewed evidence reveal about the applicability of integrated strategic management configurations to regional educational organizations, and what contextual and operational gaps, if any, remain?

These questions distinguish between the forms of integration described in the literature, the mechanisms supported by evidence, and the contextual limits of that evidence. They allow gaps to emerge from the synthesis rather than assuming that integration or implementation is absent.

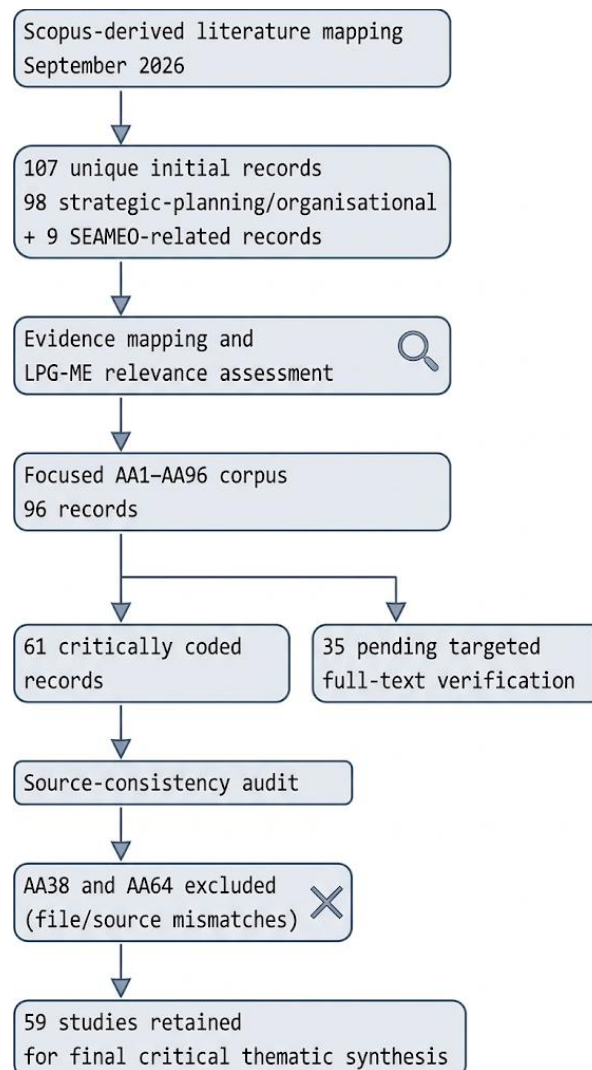


Figure 1. Development of the review corpus from initial literature mapping to the final analytical corpus.

Note. The figure represents corpus development within an evolving integrative-review process and should not be interpreted as a PRISMA systematic-review flow diagram.

Development of the Literature Corpus

The corpus was developed from Scopus bibliographic records retained during literature mapping in September 2026. Two sources contained 98 records on strategic and organizational planning and nine on SEAMEO, yielding 107 unique records. These primarily comprised bibliographic information and abstracts, which supported evidence mapping and relevance assessment rather than substantive conclusions.

The corpus was refined to 96 records based on relevance to leadership, strategic planning, governance, and M&E, including their integration, implementation, evidence use, decision-making, learning, adaptation, and outcomes. Full texts with sufficient supporting evidence were critically coded in a Master Critical Synthesis Matrix.

As the corpus emerged through iterative mapping, unrecorded search strings, PRISMA flows,

and predefined screening sequences are not reconstructed retrospectively. Such reconstruction would overstate the available documentation. The review instead reports corpus development, analytical limitations, evidence verification, and critical appraisal supported by retained records.

Data Extraction and Critical Coding

Evidence from the retained studies was recorded in a Master Critical Synthesis Matrix, which encompasses context, constructs, patterns and integration mechanisms, outcomes, relevance, and unresolved issues. This matrix facilitates comparisons across terminology, research designs, and organizational settings, while distinguishing between conceptual propositions, reported associations, implementation evidence, and observed outcomes.

The coding process examined the relationships among leadership, planning, governance, and M&E, as well as feedback, performance measurement, the use of evidence, learning, and adaptation. Evidence that either supports or challenges the proposed research gaps was considered collectively. This approach clarifies the limitations of existing knowledge and evidence, helping to avoid claims of novelty that might otherwise arise from overlooking previous studies or combinations of functions that have already been established.

Table 1. Data Extraction and Critical Synthesis Framework

Analytical Field	Purpose in the Synthesis
Study context	Recorded the organizational and sectoral setting to support assessments of contextual transferability.
Key constructs	Identified the strategic management functions and related concepts examined in each study.
Forms of integration described	Recorded which functions were connected and whether integration was proposed or examined empirically.
Integration mechanisms	Identified how functions were linked through participation, coordination, monitoring, feedback, evidence use, decision-making, or learning.
Reported outcomes	Recorded the outcomes reported in each study and distinguished proposed benefits from observed findings.
Relevance to integrated strategic management configurations	Examined how each study informed an understanding of connections across strategic management functions.
Issues addressed	Identified the contribution supported by the study's evidence.
Unresolved issues	Recorded questions and contextual or evidential limitations that remained unresolved.
Implications for claims of novelty	Examined whether the study provided prior evidence that challenged a proposed claim of novelty.
Contributions to the identified research gaps	Identified how each study informed the contextual, operational, or empirical evaluation gaps emerging from the synthesis.

Note. The table summarizes the analytical fields used in the extraction and coding matrix. Conceptual proposals, reported associations, evidence of implementation, and observed outcomes were distinguished during the synthesis.

Critical Appraisal of Evidence

Appraisal was adapted to each study's design. Empirical studies were assessed using relevant MMAT 2018 categories for qualitative, quantitative nonrandomized, quantitative descriptive, and mixed-methods research, including the integration of mixed-methods components (Hong et al., 2018). Conceptual papers, narrative accounts, and model-development studies were assessed for clarity, source credibility and relevance, analytical transparency, support for interpretations, and adequacy of validation. These adapted criteria did not constitute a complete JBI checklist assessment.

Methodological quality and relevance were considered separately, without numerical scores. Confidence was classified as High, Moderate-High, Moderate, or Low, while contributions were labelled Core, Supporting, Contextual, or Interpret Cautiously. These were review-specific judgements, not official MMAT or JBI ratings. Limitations informed interpretation rather than automatic exclusion, and conceptual contributions were distinguished from implementation and outcome evidence.

Source checks identified Preda and Matei (2020) as a conceptual discussion of time capital. It was removed from the Theme 4 evidence chain but retained as contextual evidence, leaving the corpus unchanged at 59 studies.

Appraisal records included AI-assisted drafts of judgements, rationales, and source locations. Independent second-reviewer verification and consensus resolution remained incomplete. These additions were therefore provisional, did not constitute independent human appraisal, and limited confidence in the classifications.

Critical Thematic Synthesis

Analysis followed four stages: coding individual studies, comparing studies, synthesizing patterns, and identifying gaps, using the framework in Section 2.5. Coding captured strategic management functions, mechanisms, outcomes, and evidential limits. Comparisons examined relationships among leadership, planning, governance, M&E, evidence use, decisions, learning, and adaptation.

Six themes emerged:

- (a) Leadership and Strategic Planning;
- (b) Strategic Planning, Governance, and Implementation;
- (c) Monitoring, Evaluation, and Strategic Feedback;
- (d) Performance Evidence for Strategic Decision-Making;
- (e) Organizational Learning and Strategic Adaptation; and
- (f) Towards an Integrated Strategic Management Architecture.

Each of the 59 studies was counted once under its primary theme. Secondary links informed the synthesis without increasing theme counts. Following consistency checks, Themes 1–6 contained 8, 10, 6, 10, 4, and 21 studies, respectively. These counts indicate thematic distribution, not evidence quality.

Cross-theme analysis compared functional relationships, partial and multi-functional integration, evidence-informed and adaptive integration, and contextual configuration. These distinctions guided interpretation rather than representing fixed developmental stages.

Results

Overview of the Evidence Synthesis

The final analytical corpus comprised 59 critically coded studies. Each study was assigned to one primary theme according to its principal contribution to the synthesis. Secondary thematic relationships were retained where a study materially informed more than one area of strategic management. The analysis identified six themes: (1) Leadership and Strategic Planning; (2) Strategic Planning, Governance and Implementation; (3) Monitoring, Evaluation and Strategic Feedback; (4) Performance Evidence to Strategic Decision-Making; (5) Organisational Learning and Strategic Adaptation; and (6) Toward Integrated Strategic Management Architectures.

The primary thematic distribution comprised eight studies in Theme 1, ten in Theme 2, six in Theme 3, ten in Theme 4, four in Theme 5, and twenty-one in Theme 6. These counts total 59 studies and exclude secondary thematic contributions. Table 3 presents this distribution alongside representative studies illustrating the evidence within each theme.

Across the six themes, the evidence showed different forms of connection among strategic management functions. Some studies examined relationships between two functions, such as leadership and strategic planning. Others connected planning with governance, implementation, monitoring, performance information, stakeholder participation, decision-making, or organizational learning. More extensive configurations brought several of these functions together, although the evidence supporting their implementation and outcomes varied.

The synthesis therefore did not treat strategic management as simply fragmented or integrated. It compared functional relationships, partial and multi-functional integration, and evidence-informed or adaptive configurations. These distinctions organize the findings rather than represent a chronological progression or a validated sequence. Throughout the thematic presentation, conceptual proposals and reported associations are distinguished from evidence of implementation and observed outcomes.

Table 2.0 Primary Thematic Distribution and Representative Studies

Theme	Analytical Theme	Representative Studies	n
1	Leadership and Strategic Planning	Mohammad et al. (2024); Hermawan et al. (2025); Habeeb and Eyupoglu (2024)	8
2	Strategic Planning, Governance and Implementation	Zengerling (2019); Bieler and McKenzie (2017); Graves and Erickson (2024); Castanho et al. (2020)	10
3	Monitoring, Evaluation and Strategic Feedback	Lamprou and Vagiona (2017); Gandrita et al. (2023); Cuadra and Bacud (2024); Abdul Rahman (2019)	6
4	Performance Evidence to Strategic Decision-Making	Al-Kahtani et al. (2024); Varelas and Tsoupros (2024); Tsangas et al. (2020); Čajková and Butoracová Šindlerová (2022); Berman et al. (2022)	10
5	Organisational Learning and Strategic Adaptation	Al-Absi and Ali (2025); Alharbi (2026); El Cheikh and Ghazal (2026)	4
6	Toward Integrated Strategic Management Architectures	Begičević Ređep et al. (2026); Rosita and Kurniatun (2025); Lekena and Bayaga (2026); Hamidova (2026); Albuja Mariño (2026)	21
Total			59

Note. n represents the number of studies assigned to each primary theme. Each of the 59 studies is counted once; secondary thematic contributions are excluded from these counts. Representative studies are illustrative rather than exhaustive and do not indicate equal methodological confidence. The complete study-to-theme mapping is provided in the evidence-synthesis matrix.

Theme 1: Leadership and Strategic Planning

Across eight studies, leadership and strategic planning are connected, but their contributions to performance remain uneven. Beneš (2023) and Al-Qaisi (2026) examine leadership and planning in municipal and university settings, while Lovelace et al. (2024) contribute indirectly through a practitioner-informed tool supporting stakeholder engagement. Together, these studies illustrate how leadership and participation inform planning, but methodological limitations and differences in scope restrict conclusions about organisational effectiveness.

Performance findings suggest that leadership and planning may operate through different mechanisms. Mohammad et al. (2024) report a significant positive association between planning and business performance but no significant direct association between strategic leadership and performance. In contrast, Habeeb and Eyupoglu (2024) identify transformational leadership as a mediator between planning and performance in Nigerian universities. These findings are not necessarily contradictory, as they examine different leadership constructs, relationships, and settings. Their cross-sectional designs cannot establish causality or temporal sequence, while self-reported evidence warrants caution. Hermawan et al. (2025) further discuss visionary leadership and educational planning, although design and reporting inconsistencies weaken the supporting evidence.

Process-focused studies complement these findings without resolving the outcome question. Pieper (2022) describes consultation, working groups, and implementation arrangements without evaluating organisational outcomes. Boya and Venter (2023) identify planning practices and capacity constraints in grassroots football clubs, highlighting practical conditions that may shape implementation. Their relevance to education nevertheless requires contextual examination.

Collectively, the evidence supports a relationship between leadership and planning more clearly than it demonstrates how that relationship produces organisational outcomes. The unresolved issue concerns how leadership connects planning with implementation, governance, M&E, evidence use, learning, and adaptation. Addressing this issue in regional educational organisations requires context-specific evidence of how these processes operate in practice.

Theme 2: Strategic Planning, Governance and Implementation

Across ten studies, strategic planning involves participation, accountability, and coordination, but evidence of these processes differs from evidence of organisational outcomes. Virgana and Lapasau (2019) use stakeholder input and SWOC analysis to develop school priorities, while van der Vat et al. (2019) incorporate participatory modelling into river-basin planning. Both illustrate how participation informs priorities, but neither establishes comparable outcomes across settings. Calculation inconsistencies in Virgana and Lapasau (2019) further limit reproducibility.

Implementation accounts clarify how priorities become organisational arrangements. Cheng et al. (2025) describe budgets, leadership responsibilities, project teams, and monitoring tools, while Schoeman and Schoeman (2020) address coordination between spatial and transport planning. These contributions explain implementation arrangements more clearly than their effects. Cheng et al.'s participant-authored account also provides limited independent evidence of performance changes.

A similar distinction applies to governance. Zengerling (2019) and Bieler and McKenzie (2017) examine accountability and institutional commitments in planning documents, while Inga et al. (2021) propose a roadmap connecting management, governance, technology, and resources. These sources clarify formal priorities and proposed relationships but do not establish enacted practices. Hussein et al. (2021) add faculty perceptions of planning and university competitiveness, which cannot substitute for direct implementation evidence.

Graves and Erickson (2024) and Castanho et al. (2020) extend the discussion to shared governance and regional cooperation. However, the 12.8% response rate for the first case raises concerns regarding representativeness, while the limited reporting at the respondent level for the second case complicates interpretation. Although the study's findings offer contextual insights, they should be approached with caution when applied to regional educational organizations.

Together, these studies suggest that participation and governance provide arrangements through which planning may be implemented. The evidence remains less conclusive about how these arrangements operate together and produce outcomes. Future research should therefore trace how responsibilities, accountability, and coordination connect agreed priorities with action and subsequent evaluation in regional educational organisations.

Theme 3: Strategic Monitoring, Evaluation, and Feedback

Across six studies, M&E forms part of strategic planning, but evidence of feedback design is stronger than evidence of its organisational effects. Lamprou and Vagiona (2017) propose a cycle connecting implementation, monitoring, re-evaluation, and review. Olay Varillas et al. (2026) similarly incorporate M&E into regional planning. Both clarify where feedback enters planning, but their proposed arrangements do not establish whether feedback changes decisions or improves outcomes.

Other studies provide evidence of relationships rather than feedback processes over time. Sucuoğlu and Erdem (2021) associate planning with perceived total quality management effectiveness in primary schools. Gandrita et al. (2023) connect planning with sustainability and improvement, including evaluation and information systems. Abdul Rahman (2019) examines strategic planning processes, including evaluation, alongside perceived bank performance. These contributions support evaluation's relevance to strategic management, but cross-sectional evidence cannot establish whether monitoring precedes decisions and subsequent improvements. Reporting inconsistencies in Sucuoğlu and Erdem (2021) and Gandrita et al. (2023) further reduce confidence in interpretation.

Cuadra and Bacud (2024) offer directly relevant SEAMEO programme evidence by identifying a need for feedback and monitoring in the SEA Teacher programme. However, a recommendation does not demonstrate implementation or effectiveness. The small non-probability sample and inconsistent participant reporting also restrict interpretation. Its programme focus provides limited evidence of how M&E informs strategic management across SEAMEO regional centres.

Collectively, these studies establish M&E as part of strategic management but leave its practical influence insufficiently explained. The gap concerns how findings are interpreted through governance processes, translated into strategic decisions, and followed by action and review. Theme 3 therefore connects the implementation arrangements in Theme 2 with evidence use in Theme 4.

Theme 4: Performance Evidence for Strategic Decision-Making

Ten studies examine how information and analytical tools inform strategic planning and decisions. Their central distinction concerns the availability of evidence and its actual use. Preda and Matei (2020) provide conceptual background on time capital and were therefore excluded from this theme's evidence chain while remaining in the wider corpus.

Al-Kahtani et al. (2024) model strategic decision-making as a mediator connecting organisational resources and planning with performance. Al-Shakri et al. (2024) examine business intelligence as a mediator between management information systems and planning. Together, they suggest that information infrastructure may support strategic processes through interpretation and analysis. However, cross-sectional associations cannot establish causal mediation, while measurement, sampling, and reporting limitations warrant caution.

Applied studies clarify what analytical tools can contribute. Varelas and Tsoupros (2024) combine performance indicators and data envelopment analysis to support tourism benchmarking. Tsangas et al. (2020) use life-cycle assessment to recommend agricultural changes. Both demonstrate analytical support for identifying priorities, but do not establish whether recommendations were implemented or improved outcomes.

Berman et al. (2022) provide more direct evidence of use: modelling, scenarios, and stakeholder consultation informed Malawi's health workforce plan. Data gaps and modelling assumptions nevertheless affect estimates, and planning use does not establish improved health outcomes. By comparison, Čajková and Butoracová Šindleryová (2022) identify perceived barriers to using performance information in municipal planning and budgeting. Together, these studies indicate that analytical capacity and organisational arrangements both matter when translating evidence into decisions.

Other contributions address enabling conditions rather than demonstrated strategic action. Abdeljaber et al. (2025) and Al-Twijri et al. (2024) examine perceived contributions of AI and strategic information systems to planning. Kanabekova et al. (2025) discuss digital transformation, governance, and monitoring, although methodological and reporting inconsistencies limit interpretation. Hammarberg et al. (2023) identify limited connections among population growth, budgets, and data in planning documents, which reveal documented priorities rather than observed practices.

Overall, analytical tools support planning, but evidence of their organisational use remains uneven. Further research should trace who interprets evidence, how governance supports deliberation, and how decisions lead to implementation, learning, and adaptation in regional educational organisations.

Theme 5: Organizational Learning and Strategic Adaptation

Four core studies and four supporting contributions examine organisational responses beyond measurement and decisions. They address learning, flexibility, agility, and continuous improvement, but these processes are distinct and require different evidence.

Wu et al. (2020) illustrate how life-cycle assessment informs strategy selection and improvement recommendations in shipping. By comparison, Al-Absi and Ali (2025) examine strategic flexibility as a mediator between planning and competitive advantage, while Alharbi (2026) considers planning alongside entrepreneurial orientation and strategic agility. These

studies offer complementary perspectives on adaptation: an assessment-informed process and statistical relationships involving adaptive capabilities. Neither establishes how monitoring evidence produces sustained learning or change. Cross-sectional designs in the latter studies also limit explanations of how adaptation develops over time.

El Cheikh and Ghazal (2026) extend the discussion to planning, quality processes, employee satisfaction, and hospital performance, recommending patient feedback for improvement. However, their single-site, self-reported, cross-sectional evidence supports associations rather than a sequence connecting feedback, decisions, and improved outcomes. Similarly, improvement discussions in Gandrita et al. (2023) and analytical recommendations in Tsangas et al. (2020) do not establish changes in shared organisational understanding or practice.

Educational contributions broaden the proposed mechanisms. Hamidova Aydin (2026) discusses participatory governance, monitoring, and learning, while Albuja Mariño (2026) integrates planning, stakeholder participation, evaluation, and improvement within a governance model. These contributions clarify possible arrangements, but documentary analysis and expert assessment provide different evidence from observing learning in practice.

Collectively, the studies explain adaptive capabilities and proposed improvement processes more clearly than organisational learning over time. The remaining question concerns how evidence-informed decisions change shared understanding, practices, and subsequent strategies. Regional educational organisations require context-specific investigation of these mechanisms.

Theme 6: Towards an Integrated Strategic Management Architecture

Across 21 studies, strategic management integration appears in empirical research, reviews, applied approaches, and conceptual models. Their contributions differ in whether they describe relationships, document implementation, or evaluate outcomes.

Educational studies illustrate broader connections without establishing their effectiveness. Begičević Ređep et al. (2026) explore agile planning, leadership, governance, monitoring, and improvement in European universities. Rosita and Kurniatun (2025) describe similar processes in Indonesian primary schools, while Lkena and Bayaga (2026) examine institutional connections in South African universities. Together, they demonstrate that integration is already discussed in education. However, differences in interview focus, limited analytical transparency, and sampling and network-reporting limitations restrict comparison and conclusions about outcomes.

Applied studies provide complementary process evidence. Almeida et al. (2021) document an implemented performance assessment system connecting objectives, planning, and monitoring. Muminović et al. (2020) propose locally adapted strategic management for urban regeneration, while Huynh et al. (2024) integrate objectives, indicators, and decision analysis for coastal projects. These studies demonstrate contextual approaches to integration, but implementation and model development alone do not establish sustained organisational improvement.

Albuja Mariño (2026) offers a particularly relevant educational model connecting planning, participation, governance, monitoring, evaluation, and improvement. Alongside Hamidova Aydin's (2026) discussion of governance, monitoring, and learning, it challenges novelty claims based solely on combining these functions. Nevertheless, documentary evidence and

expert assessment cannot establish practical effectiveness. Reporting inconsistencies and Albuja Mariño's single-institution setting further limit conclusions about regional applicability.

Other studies broaden the scope through financial management, risk, planning priorities, educational performance, and sector-specific strategies (Kavousi & Salamzadeh, 2016; Al-Mawdieh, 2020; Abusharbeh, 2021; Bomani et al., 2021; Rahim et al., 2021; Ali et al., 2023; Garad et al., 2025; Liu et al., 2025). These contributions inform particular relationships without necessarily explaining a complete system. Endo et al. (2025a, 2025b) provide broader thematic perspectives, although methodological limitations and potentially overlapping evidence warrant caution.

Relevance also varies by level of analysis. Hardini et al. (2023) provide SEAMEO programme-related evidence, while Abu Bakar and Ramli (2024) validate an augmented reality measurement model. Neither directly evaluates organisational strategic management integration. Preda and Matei (2020) contribute conceptual background on time capital rather than evidence connecting M&E with strategic decisions.

It is worth noting that the literature supports several forms of integration but provides uneven evidence of their operation and outcomes. The remaining challenge is to explain how governance connects direction, implementation, evidence, decisions, learning, and adaptation within regional educational organisations. This requires contextual investigation of existing mechanisms and their effects.

Table 3. Critical Evidence Synthesis Across the Six Themes

Theme	What the Reviewed Evidence Supports	What Remains Unresolved
1. Leadership and Strategic Planning	Studies describe relationships between leadership, strategic direction, planning, implementation, and performance. Their designs and evidential strength vary.	How leadership operates within a wider configuration involving governance, M&E, evidence use, and organisational adaptation.
2. Strategic Planning, Governance and Implementation	Planning is connected with stakeholder participation, accountability, governance, coordination, and implementation. Formal planning does not necessarily demonstrate effective implementation.	How decision rights, participation, accountability, and implementation responsibilities operate together within an integrated strategic-management system.
3. Monitoring, Evaluation and Strategic Feedback	Monitoring, evaluation, reassessment, feedback, and revision are represented in planning approaches. Proposed cycles are not equivalent to demonstrated feedback use.	How M&E findings move beyond reporting and inform governance, strategic decisions, and subsequent action.
4. Performance Evidence to Strategic Decision-Making	Performance indicators, information systems, benchmarking, and modelling can support planning and strategic choices. Evidence of actual use varies across studies.	Who receives evidence, how it is interpreted and discussed, how decisions are authorised, and whether they lead to strategic action.

5. Organisational Learning and Strategic Adaptation	Learning, continuous improvement, flexibility, and agility are addressed as related but distinct processes. Most studies do not trace learning and adaptation over time.	How evidence-informed decisions become organisational learning and adaptation, and subsequently reshape planning, governance, and strategic direction.
6. Toward Integrated Strategic-Management Architectures	Multi-functional relationships and integrated planning configurations are described across several contexts. Conceptual integration, reported practice, and evaluated effectiveness remain distinct.	How established functions and mechanisms are configured and enacted together within regional educational organisations, and how their operation and outcomes can be evaluated.

Note. The table summarises the interpretive synthesis of the 59-study corpus. Unresolved issues refer to the reviewed evidence, particularly its application to regional educational organisations. The rows do not represent a validated causal sequence or imply equal methodological confidence across studies. Study-level citations and limitations are provided in Sections 3.2–3.7.

Cross-Theme Synthesis: From Functional Integration to Contextual Configuration

These six themes reveal various forms of strategic management integration, linking leadership and planning with governance, participation, implementation, monitoring and evaluation (M&E), the use of evidence, learning, and adaptation. The available evidence takes many forms—ranging from conceptual propositions and statistical correlations to reported practices and applied analytical tools. These connections, in themselves, do not guarantee improved organizational effectiveness.

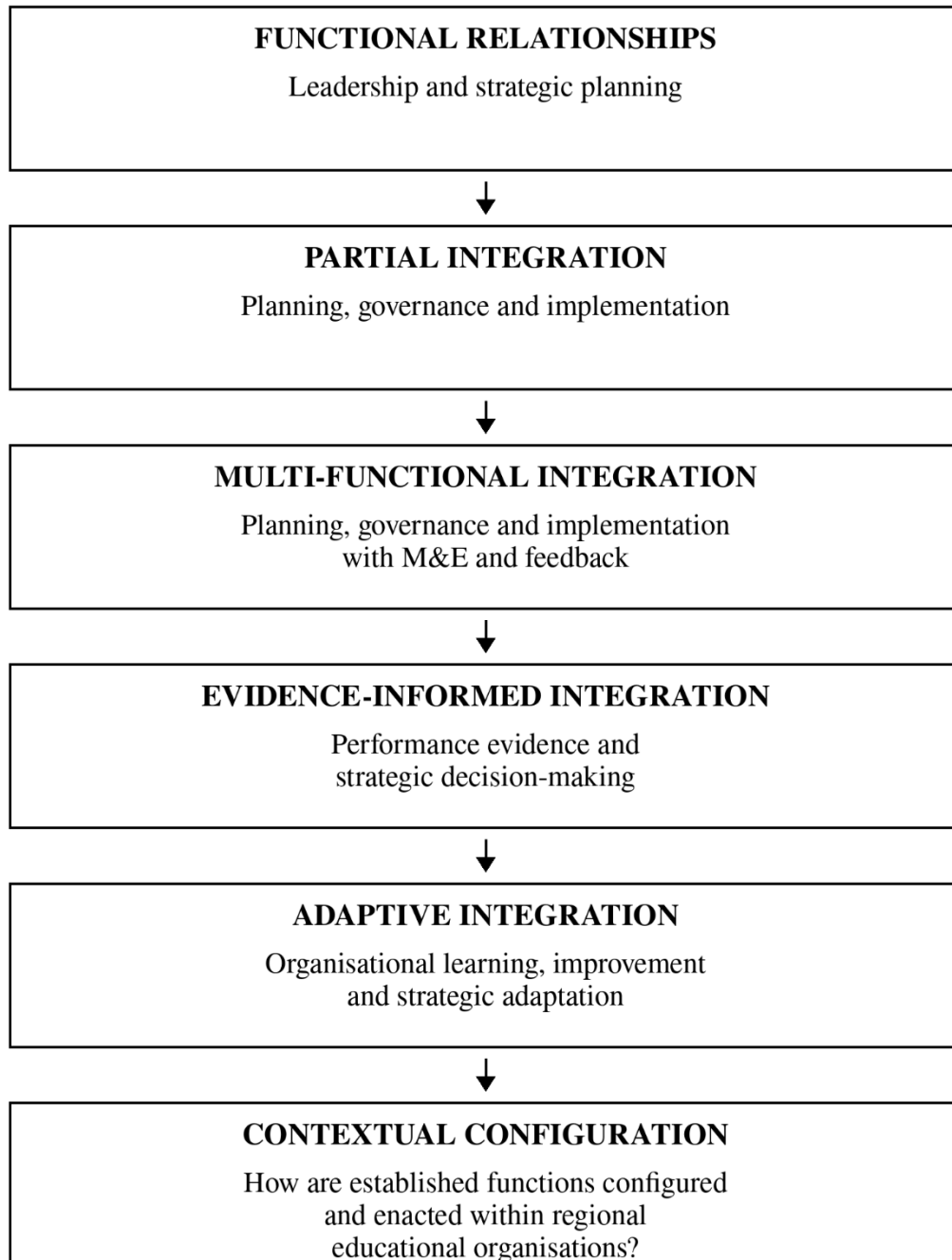
This synthesis progresses analytically from functional linkages toward broader integration, evidence-based adaptation, and context-specific configurations. This structure does not represent a chronological sequence, a hierarchy of effectiveness, or a universal causal pathway. Table 3 summarizes the supporting evidence and the questions that remain unanswered.

Within the reviewed corpus, educational studies cover schools and universities, while SEAMEO-related research addresses programmes (Hardini et al., 2023; Rosita & Kurniatun, 2025; Begičević Redep et al., 2026). Cuadra and Bacud (2024) recommend a feedback and monitoring system for the SEA Teacher programme. However, their study does not establish whether the system was implemented or explain how monitoring and evaluation (M&E) operates within organisational strategic management. This raises questions regarding contextual suitability, rather than indicating any inherent shortcomings within SEAMEO's regional centers.

Three gaps emerge from the reviewed literature: limited organisational evidence from regional educational organisations; insufficient explanation of how functions interact through evidence interpretation, authorised decisions, learning, and adaptation; and limited evaluation of implementation and outcomes in these contexts.

Consequently, the reviewed literature demonstrates several approaches to integrating strategic management functions. The remaining challenge concerns how these functions operate together within regional educational organisations. This supports a context-sensitive research agenda,

with novelty grounded in how integration works in practice. Figure 2 summarises the forms of integration identified across the six themes and the resulting question of contextual configuration.



Arrows indicate the analytical organisation of the synthesis.

They do not represent a chronological progression,

a hierarchy of effectiveness, or a validated causal pathway.

Figure 2. Cross-theme progression from functional relationships to contextual strategic-management configuration.

Note: The progression represents an analytical pattern derived across the reviewed literature rather than a universal causal or temporal sequence demonstrated by all included studies.

Discussion

Theoretical Implications

Theoretical development should explain how strategic management functions operate together in context. Existing studies already connect leadership, planning, governance, performance assessment, M&E, and improvement; combining these functions alone therefore offers limited theoretical novelty (Almeida et al., 2021; Albuja Mariño, 2026; Begičević Ređep et al., 2026).

Greater explanatory value lies in clarifying their roles and relationships: leadership shapes direction, planning defines objectives and implementation arrangements, governance structures participation and accountability, and M&E provides performance evidence. These roles remain propositions for investigation rather than universal organisational arrangements.

Theory must also distinguish evidence generation from organisational response. Berman et al. (2022) document analytical evidence informing planning, while Čajková and Butoracová Šindleryová (2022) identify barriers to using performance information. This distinction raises questions about how evidence is interpreted, balanced against priorities, and translated into authorised action.

Learning and flexibility likewise do not establish sustained change (Al-Absi & Ali, 2025; Hamidova, 2026). Further explanation should examine how decisions reshape shared understanding, practices, and strategies through feedback and adjustment.

The review thus distinguishes integration proposed in frameworks from integration enacted through responsibilities, evidence flows, deliberation, decisions, and follow-up. This analytical lens, rather than a validated theory, guides investigation of how contextual configurations operate and contribute to organisational effectiveness.

Implications for Research on Regional Educational Organizations

The reviewed literature offers limited organizational evidence regarding the integration of strategic management within regional educational organizations. This limitation does not imply that such integration or learning does not exist. Findings from schools, universities, and SEAMEO programs require contextual examination before they can be applied to SEAMEO regional centers (Cuadra & Bacud, 2024; Rosita & Kurniatun, 2025; Begičević Ređep et al., 2026).

Future research should investigate how mandates, stakeholders, accountability, and decision-making authority shape planning and implementation, and how monitoring evidence contributes to discussions, actions, and reviews. Documents, participant accounts, and observations can provide complementary insights. Iterative data collection can illuminate changes over time, with specific methods selected based on research objectives, access, and feasibility. Any resulting framework should be grounded in existing literature and organizational evidence, while the framework's operation and outcomes should be evaluated separately from its conceptual coherence.

Implications for Future Model Development and Evaluation

These insights informs model development but does not validate a new model. Future configurations should reflect organisational practices and specify responsibilities, evidence flows, decision-making authority, and feedback mechanisms. Dimensions and indicators should

serve the model's purpose and be supported by contextual evidence.

Expert assessment can evaluate coherence and relevance, while user evaluation can assess clarity, usability, and feasibility. These assessments support refinement but do not establish effectiveness. Comparisons with existing frameworks should clarify added value, while effectiveness claims require implementation and outcome evidence that considers alternative explanations and distinguishes perceptions from observed change. The contribution therefore depends on explaining and evaluating how functions operate together in context.

Limitations

This review developed through iterative literature mapping, with incomplete search documentation and screening records. Its evidence base relied primarily on Scopus, with limited coverage of other databases and grey literature. Relevant studies may therefore have been missed, and findings apply to the assembled corpus rather than the entire literature. Regional organisations may also document practices outside indexed publications.

Diverse designs and settings limit direct comparison and transferability. Cross-sectional, self-reported evidence and reporting inconsistencies restrict causal interpretation. SEAMEO-related studies mainly provide contextual or programme-level insights, preventing conclusions about organisation-wide integration or effectiveness within regional centres.

Independent duplicate and consensus assessments were not completed. AI-assisted assessment drafts were not all independently verified by humans and cannot substitute for second-reviewer assessments. Source and coding checks reduced inconsistencies but could not eliminate residual errors or interpretive bias. Thematic grouping also involved judgement; alternative arrangements remain possible, and study counts indicate neither evidence quality nor thematic importance.

Finally, Figure 2 presents a cross-theme synthesis, not a validated causal model. The review identifies existing connections and contextual research questions but does not establish their effectiveness or an absence of integration across the wider literature.

Conclusion

This integrative review synthesizes 59 studies on leadership, strategic planning, governance, M&E, and their connections with evidence use, decision-making, learning, adaptation, and organisational outcomes. Existing research demonstrates several forms of integration, challenging a broad characterisation of the literature as fragmented. However, conceptual relationships, reported practices, and statistical associations do not establish the effectiveness of integrated systems.

Within the reviewed corpus, organizational evidence from regional educational organisations remains limited. How performance evidence informs interpretation, formal decisions, action, and subsequent learning also requires further explanation. These gaps raise research questions for SEAMEO regional centres rather than establish organisational weaknesses.

Future research should examine existing responsibilities, evidence flows, and decision processes before adapting configurations from other settings. Proposed frameworks should draw on organisational evidence, with conceptual coherence, implementation, and effectiveness assessed separately. The review offers a research agenda rather than a validated model, focused

on how strategic management functions operate together and support learning, adaptation, and effectiveness in context.

References

- Abdeljaber, O., Al-Masaeed, S., Al-Mu'ani, L. A., Yaseen, H., & Alhnaity, B. (2025). Strategic intelligence: The power of AI in planning efficiency. *Human Behavior and Emerging Technologies*, 2025(1), Article 5383054. <https://doi.org/10.1155/hbe2/5383054>
- Abdul Rahman, A. A. A. (2019). The impact of strategic planning on enhancing the strategic performance of banks: Evidence from Bahrain. *Banks and Bank Systems*, 14(2), 140–151. [https://doi.org/10.21511/bbs.14\(2\).2019.12](https://doi.org/10.21511/bbs.14(2).2019.12)
- Abu Bakar, N., & Ramli, M. S. (2024). Strategic planning for inclusive education: Exploring and validating the measurement model for augmented reality applications among special needs children in Malaysia. *Journal of Education and Community Health*, 11(3), 156–162. <https://doi.org/10.34172/jech.2873>
- Abusharbeh, M. (2021). The mediating effect of risk management for Palestinian Islamic banks' strategic planning and profitability performance. *Problems and Perspectives in Management*, 19(4), 482–494. [https://doi.org/10.21511/ppm.19\(4\).2021.39](https://doi.org/10.21511/ppm.19(4).2021.39)
- Al-Absi, A. M., & Ali, M. A. (2025). Investigating the mediating role of strategic flexibility on strategic planning and competitive advantage in Yemeni cement companies. *Problems and Perspectives in Management*, 23(4), 696–713. [https://doi.org/10.21511/ppm.23\(4\).2025.47](https://doi.org/10.21511/ppm.23(4).2025.47)
- Albuja Mariño, P. A. (2026). Strategic planning for organizational sustainability: A stakeholder-based governance model. *Sustainability*, 18(16), Article 8326. <https://doi.org/10.3390/su18168326>
- Alharbi, I. B. A. (2026). Orchestrating competitive advantage: The synergistic roles of strategic planning, entrepreneurial orientation, and strategic agility. *GeoJournal of Tourism and Geosites*, 65(2), 705–718. <https://doi.org/10.30892/gtg.65208-1713>
- Ali, A. A. A., AlZgool, M., Alzoraiki, M., Milhem, M., & Al-Absy, M. S. M. (2023). Moderating effect of strategic planning on the relationship between career path planning and job performance. *Sustainability*, 15(11), Article 8490. <https://doi.org/10.3390/su15118490>
- Al-Kahtani, S. M., Senan, N. A. M., Alanazi, I. D., Badawi, M., & Almulaiki, W. A. (2024). Exploring strategic decision making as a mediator between enterprise resource planning, innovation, strategic planning, and organizational performance. *Discover Sustainability*, 5(1), Article 305. <https://doi.org/10.1007/s43621-024-00532-8>
- Al-Mawdieh, R. S. (2020). The reality of strategic planning in the faculties of educational sciences in Jordanian private universities, and its relation to academic excellence. *International Journal of Higher Education*, 9(1), 270–279. <https://doi.org/10.5430/ijhe.v9n1p270>
- Almeida, M. D. C., Brito, R. S., Jorge, C., & Cardoso, M. A. (2021). Performance assessment system to wastewater utilities strategic planning. *Water*, 13(18), Article 2489. <https://doi.org/10.3390/w13182489>
- Al-Qaisi, H. M. S. (2026). Effectiveness of academic leadership practice in strategic planning at Baghdad universities. *An-Najah University Journal for Research - B (Humanities)*, 40(2), 169–186. <https://doi.org/10.35552/0247.40.2.2536>
- Al-Shakri, K. S., Alzubaidi, R. S. M., Altaany, F. H., Al-Taani, E. S. A. A., Ayasrah, F. T. M., Fraihat, B. A. M., & Ahmad, A. Y. A. B. (2024). Exploring the influence of management information systems on strategic planning: The mediating role of business intelligence. *International Journal of Data and Network Science*, 8(3), 1741–1750. <https://doi.org/10.5267/j.ijdns.2024.2.014>

- Al-Twijri, A. B. M., Al-Anazi, H. N., Al-Ghamdi, R. B. H., & Al-Shehri, S. B. S. (2024). The role of strategic information systems in strategic planning for academic programs in emerging universities. *Cogent Education*, 11(1), Article 2336941. <https://doi.org/10.1080/2331186X.2024.2336941>
- Begičević Ređep, N., Pažur Aničić, K., & Šlibar, B. (2026). Agile approaches to strategic planning and decision-making: Insights from European higher education institutions. *SAGE Open*, 16(1), Article 21582440251408191. <https://doi.org/10.1177/21582440251408191>
- Beneš, L. (2023). Different forms of innovation leadership in the strategic planning of municipalities in the structurally affected regions of Czechia. *AUC Geographica*, 58(1), 113–128. <https://doi.org/10.14712/23361980.2023.9>
- Berman, L., Prust, M. L., Maungena Mononga, A., Boko, P., Magombo, M., Teshome, M., Nkhoma, L., Namaganda, G., Msukwa, D., & Gunda, A. (2022). Using modeling and scenario analysis to support evidence-based health workforce strategic planning in Malawi. *Human Resources for Health*, 20(1), Article 34. <https://doi.org/10.1186/s12960-022-00730-3>
- Bieler, A., & McKenzie, M. (2017). Strategic planning for sustainability in Canadian higher education. *Sustainability*, 9(2), Article 161. <https://doi.org/10.3390/su9020161>
- Bomani, M., Gamariel, G., & Juana, J. (2021). University strategic planning and the impartation of technopreneurship skills to students: Literature review. *Journal of Governance and Regulation*, 10(2, special issue), 196–203. <https://doi.org/10.22495/jjgrv10i2siart1>
- Boya, K. S., & Venter, P. (2023). Strategic planning in Gauteng grassroots football clubs. *South African Journal for Research in Sport, Physical Education and Recreation*, 45(1), 11–27. <https://doi.org/10.36386/sajrsper.v45i1.102>
- Čajková, A., & Butoracová Šindlerová, I. (2022). Usability of municipal performance-based budgets within strategic planning in Slovakia: Perception of elected local representatives. *NISPAcee Journal of Public Administration and Policy*, 15(1), 17–37. <https://doi.org/10.2478/nispa-2022-0002>
- Castanho, R. A., Loures, L., Cabezas, J., & Garrido Velarde, J. (2020). The socio-cultural factors in the common strategic planning in European territories: Principles for sustainable development extracted from borderlands. *WSEAS Transactions on Environment and Development*, 16, 764–775. <https://doi.org/10.37394/232015.2020.16.79>
- Cheng, S. J., Ortiz-Ortiz, A. M., & Grosh, K. (2025). Engineering change: Strategic planning to build a department culture of diversity, equity, and inclusion in mechanical engineering. *Frontiers in Education*, 10, Article 1469889. <https://doi.org/10.3389/feduc.2025.1469889>
- Cuadra, I. C., & Bacud, M. M. B. (2024). Issues and challenges faced by pre-service teacher-participants of the SEA Teacher Project of SEAMEO. *Mountain Journal of Science and Interdisciplinary Research*, 84(2), 103–119. <https://doi.org/10.70884/mjsir.v84i2.427>
- El Cheikh, M., & Ghazal, M. (2026). The role of strategic planning and continuous improvement in building sustainable hospital performance. *An-Najah University Journal for Research - B (Humanities)*, 40(6), 599–616. <https://doi.org/10.35552/0247.40.5.2546>
- Endo, S., Busari, A. H., & Abang Ibrahim, D. K. (2025a). Challenges and opportunities in strategic educational planning: A systematic literature review. *International Journal of Evaluation and Research in Education (IJERE)*, 14(3), 1621–1632. <https://doi.org/10.11591/ijere.v14i3.32750>
- Endo, S., Busari, A. H., & Abang Ibrahim, D. K. (2025b). Exploring the relationship between strategic planning and educational performance: A systematic literature review. *International Journal of Evaluation and Research in Education (IJERE)*, 14(2), 926–937. <https://doi.org/10.11591/ijere.v14i2.31810>

- Gandrita, D. M., Gandrita, A., Rosado, D. P., & Carmo, M. D. (2023). Environmental sustainability for strategic planning effectiveness and organizational improvement. *Sustainability*, 15(8), Article 6774. <https://doi.org/10.3390/su15086774>
- Garad, A., Yaya, R., Pratolo, S., Rahmawati, A., Ateeq, A., Al-Absy, M. S. M., Almuraqab, N. A. S., & Danish, F. (2025). Strategic planning, financial system management, and performance in higher education institutions. *Frontiers in Education*, 10, Article 1522107. <https://doi.org/10.3389/educ.2025.1522107>
- Graves, B. M., & Erickson, F. J. (2024). Strategic planning in higher education: Perceptions of faculty and administrators at public institutions. *Discover Education*, 3(1), Article 264. <https://doi.org/10.1007/s44217-024-00351-z>
- Habeeb, Y. O., & Eyupoglu, S. Z. (2024). Strategic planning, transformational leadership and organization performance: Driving forces for sustainability in higher education in Nigeria. *Sustainability*, 16(11), Article 4348. <https://doi.org/10.3390/su16114348>
- Hamidova Aydin, K. (2026). Strategic planning in the management of higher education institutions: Theoretical and applied approaches (on the example of Turkey and Azerbaijan). *Journal of Vasyl Stefanyk Precarpathian National University*, 13(2), 52–61. <https://doi.org/10.15330/jpnu.13.2.52-61>
- Hammarberg, R., Highfield, L., Walton, G., Wermuth, P., & Bowman, A. (2023). ‘Hot cities’ and their experiences and planning for rapid growth: An analysis of strategic planning documents. *IET Smart Cities*, 5(3), 220–229. <https://doi.org/10.1049/smc2.12061>
- Hardini, T. I., Yulianeta, Fikrianto, M., Hamidah, H., Emilia, E., & Kharismawati, L. R. S. (2023). ASEAN students’ interest in learning the Indonesian language: A descriptive study from the perspective of SEAMEO ASEAN. *International Journal of Language Education*, 7(4), 746–762. <https://doi.org/10.26858/ijole.v7i4.59491>
- Hermawan, R., Anggraeni, R. D., Yunus Amar, M., Rahman Kadir, A., & Hamid, N. (2025). Re-engineering management: The role of visionary leadership and strategic planning in organizational education transformation. *Jurnal Cakrawala Pendidikan*, 44(2), 436–444. <https://doi.org/10.21831/cp.v44i2.83457>
- Hong, Q. N., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M.-P., Griffiths, F., Nicolau, B., O’Cathain, A., Rousseau, M.-C., Vedel, I., & Pluye, P. (2018). The Mixed Methods Appraisal Tool (MMAT) version 2018 for information professionals and researchers. *Education for Information*, 34(4), 285–291. <https://doi.org/10.3233/EFI-180221>
- Hussein, A. M., Ahmed, M. M., & Mahmoud Khu, M. Y. (2021). The impact of strategic planning in the university’s competitiveness according to NIAS. *Academic Journal of Interdisciplinary Studies*, 10(5), 83–101. <https://doi.org/10.36941/ajis-2021-0125>
- Huynh, T. T.-M., Le-Hoai, L., & Pham, A.-D. (2024). A sustainability-driven integrated model of strategic management for coastal urban projects. *Journal of Asian Architecture and Building Engineering*, 23(5), 1624–1645. <https://doi.org/10.1080/13467581.2023.2270024>
- Inga, E., Inga, J., Cárdenas, J., & Cárdenas, J. (2021). Planning and strategic management of higher education considering the vision of Latin America. *Education Sciences*, 11(4), Article 188. <https://doi.org/10.3390/educsci11040188>
- Kanabekova, M., Issaeva, A., Kупenova, Z., Mukhit, A., & Oralbayeva, Z. (2025). Digital transformation impact on strategic planning effectiveness for the national economic development in Kazakhstan. *Economic Annals-XXI*, 214(3–4), 27–37. <https://doi.org/10.21003/ea.v214-05>
- Kavousi, S., & Salamzadeh, Y. (2016). Identifying and prioritizing factors influencing success of a strategic planning process: A study on National Iranian Copper Industries Company. *Asian Social Science*, 12(8), 230–244. <https://doi.org/10.5539/ass.v12n8p230>

- Lamprou, A., & Vagiona, D. (2017). An innovative strategic spatial planning model: The municipal unity of Thermi (Thessaloniki-Greece) case study. *Cogent Social Sciences*, 3(1), Article 1395784. <https://doi.org/10.1080/23311886.2017.1395784>
- Lekena, L. L., & Bayaga, A. (2026). Network analysis of strategic planning's influence on performance outcomes in South African universities. *Discover Education*, 5(1), Article 786. <https://doi.org/10.1007/s44217-025-00890-z>
- Liu, Y., Zhao, J., Ikram, R. M. A., Tan, S. K., & Wang, M. (2025). Strategic planning for nature-based solutions in heritage cities: Enhancing urban water sustainability. *Water*, 17(14), Article 2110. <https://doi.org/10.3390/w17142110>
- Lovelace, R., Talbot, J., Vidal-Tortosa, E., Mahfouz, H., Brick, E., Wright, P., O'Toole, G., Brennan, D., & Meade, S. (2024). Cycle route uptake and scenario estimation (CRUSE): An approach for developing strategic cycle network planning tools. *European Transport Research Review*, 16(1), Article 55. <https://doi.org/10.1186/s12544-024-00668-8>
- Mohammad, R. A., Alahmari, A. M. O., Faqih, R. H. A., Alshehri, A. I. A., & Al-Kahtani, S. M. (2024). Linking strategic intelligence, strategic leadership, strategic planning, and strategic thinking and business performance: The moderating effect of strategic flexibility. *Discover Sustainability*, 5(1), Article 434. <https://doi.org/10.1007/s43621-024-00670-z>
- Muminović, E., Radosavljević, U., & Beganović, D. (2020). Strategic planning and management model for the regeneration of historic urban landscapes: The case of historic center of Novi Pazar in Serbia. *Sustainability*, 12(4), Article 1323. <https://doi.org/10.3390/su12041323>
- Olay Varillas, D., Herrera Arenas, D., Fernández Bustamante, C., & Martínez Fernández, L. C. (2026). Planificación estratégica con enfoque territorial: Tres ensayos de método para Asturias. *Investigaciones Geográficas*, (86), 207–229. <https://doi.org/10.14198/ingeo.30335>
- Pieper, J. A. (2022). Strategic planning for the Academic Pharmacy Section. *Pharmacy Education*, 22(4), 19–23. <https://doi.org/10.46542/pe.2022.224.1923>
- Preda, M., & Matei, Ș. (2020). Time capital in strategic planning and sustainable management. *Transylvanian Review of Administrative Sciences*, (61), 105–124. <https://doi.org/10.24193/tras.61e.6>
- Rahim, M., Hamidi, M., & Rasekh, N. (2021). Strategic planning of physical education and sports in Iranian schools using QSPM matrix. *Annals of Applied Sport Science*, 9(4), Article e975. <https://doi.org/10.52547/aassjournal.975>
- Rosita, T., & Kurniatun, T. C. (2025). Bridging vision and reality: Examining strategic planning implementation in Indonesian state schools. *Educational Process: International Journal*, 15, Article e2025177. <https://doi.org/10.22521/edupij.2025.15.177>
- Schoeman, C. B., & Schoeman, I. M. (2020). Strategic planning and assessment of spatial and transportation planning instruments in promoting sustainability and resilience. *International Journal of Transport Development and Integration*, 4(4), 330–343. <https://doi.org/10.2495/TDI-V4-N4-330-343>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Southeast Asian Ministers of Education Organization. (n.d.). SEAMEO regional centres. https://www.seameo.org/Main_centres/117
- Sucuoğlu, E., & Erdem, G. (2021). Effects of sustainable strategic planning applications in primary schools on the effectiveness of total quality management practices. *Sustainability*, 13(18), Article 9998. <https://doi.org/10.3390/su13189998>

- Tsangas, M., Gavriel, I., Doula, M., Xeni, F., & Zorpas, A. A. (2020). Life cycle analysis in the framework of agricultural strategic development planning in the Balkan region. *Sustainability*, 12(5), Article 1813. <https://doi.org/10.3390/su12051813>
- UNESCO. (2017). Global education monitoring report 2017/8: Accountability in education—Meeting our commitments. <https://www.unesco.org/gem-report/en/publication/2017/8-accountability-education-meeting-our-commitments>
- van der Vat, M., Boderie, P., Bons, K., Hegnauer, M., Hendriksen, G., van Oorschot, M., Ottow, B., Roelofsen, F., Sankhua, R. N., Sinha, S. K., Warren, A., & Young, W. (2019). Participatory modelling of surface and groundwater to support strategic planning in the Ganga basin in India. *Water*, 11(12), Article 2443. <https://doi.org/10.3390/w11122443>
- Varelas, S., & Tsoupros, G. (2024). Key performance indicators and data envelopment analysis in Greek tourism: A strategic planning tool for destinations and DMMOs. *Sustainability*, 16(8), Article 3453. <https://doi.org/10.3390/su16083453>
- Virgana, & Lapasau, M. (2019). Enhancing strategic planning of school program through SWOC analysis. *Malaysian Online Journal of Educational Management*, 7(2), 1–26. <https://doi.org/10.22452/mojem/vol7no2.1>
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546–553. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>
- Wu, X., Zhang, L., & Feng, H. (2020). Green strategic planning approach for international shipping activities. *Sustainability*, 12(1), Article 41. <https://doi.org/10.3390/su12010041>
- Zengerling, C. (2019). Governing the city of flows: How urban metabolism approaches may strengthen accountability in strategic planning. *Urban Planning*, 4(1), 187–199. <https://doi.org/10.17645/up.v4i1.1750>