SYSTEMATIC LITERATURE REVIEW: MANAGEMENT EDUCATION TO IMPROVE THE QUALITY OF EDUCATION

Fatkul Anam,[1] Nur Asitah[2] & Masyitah Noviyanti[3]

[1] Universitas Wijaya Kusuma, Indonesia. Email:
fatkulanam_fbs@uwks.ac.id.
[2] Universitas Nahdlatul Ulama Sidoarjo, Indonesia. Email:
nurasitah@unusida.ac.id.
[3] Universitas Nahdlatul Ulama Sidoarjo, Indonesia. Email:
noviyuska@gmail.com.

ABSTRACT

Management education can help individuals develop the ability to manage change. Research in the field of education management has an important urgency in dealing with social, economic and political changes that occur in society. The aim of this paper is to review the body of knowledge and academic research in order to develop research related to management education. This shows significant concerns, trends and knowledge gaps around management education. Literature reviews were carried out systematically by applying PRISMA's guidelines for conducting and summarising systematic reviews. Based on a systematic search of the ScienceDirect database, a total of 48 articles were included. Within the topics of conceptual models, research frameworks, and management education measurement and evaluation, a research agenda for future studies in this field is offered.

Keywords: education, management education, PRISMA, systematic literature review.

INTRODUCTION

Education management is a field of research related to the management of the education system to achieve predetermined educational goals (Istijarti et al., 2019). In the era of globalisation and advances in information technology, the need for effective and efficient education management is increasing. This condition encourages researchers to deepen their understanding of important aspects of education management, such as leadership, strategic planning, curriculum development, human resource management and educational evaluation (Darling-Hammond et al., 2020). Technological developments that continue to occur are one of the challenges for institutional managers to provide adequate facilities and infrastructure for the learning process carried out. The provision of educational facilities and infrastructure is very important to be handled more seriously because it is very influential in the smooth running of the learning process (Rizky et al., 2022).

Research on management education is part of a subdiscipline of business science (Müller & Wulf, 2020). In higher education, particularly in media management courses, educators are currently aiming to develop new course activities that stimulate students to critically reflect on social media communication (Schulz et al., 2020). Research on education management can also provide insight into how to develop strong and mutually supportive collaborations between education stakeholders (Penuel et al., 2020). Research in education management also has an essential urgency in dealing with social, economic and political changes that occur in society. In facing these challenges, educational institutions need to implement adaptive, responsive and innovative management principles (Haleem et al., 2022). Therefore, research in this field can provide a deeper understanding of how education management can contribute to improve the quality of education at various levels, both in formal and non-formal education.

Educational management involves various disciplines such as management, psychology, sociology, economics and education itself (Ashiru et al., 2022; Greenland et al., 2022; Haneberg et al., 2022; Martínez-Gregorio et al., 2021). Through literature research, we can study the contributions of these various disciplines in understanding and improving education management. A systematic literature review (SLR) is a credible academic survey method of collecting works on a particular topic or field (Petticrew & Roberts, 2006). Relevant studies were found, evaluated and synthesised using a transparent and repeatable approach (Jahan et al., 2016; Snyder, 2019). The protocol is then described and a paper trail is offered on the following procedures for document search, document exclusion and inclusion, and analysis (Jones et al., 2011).

Regardless of origin, this SLR aims to collect current evidence-based research relating to the subject under study as much as possible (Thorpe et al., 2005). Through literature research, we can gather knowledge about best practices, theories and key issues related to education management. Literature research can identify effective models or approaches in managing educational institutions, develop relevant curricula, involve parents and the community, and build a conducive learning environment. These best practices can serve as a guide for education managers to improve the quality of their education systems.
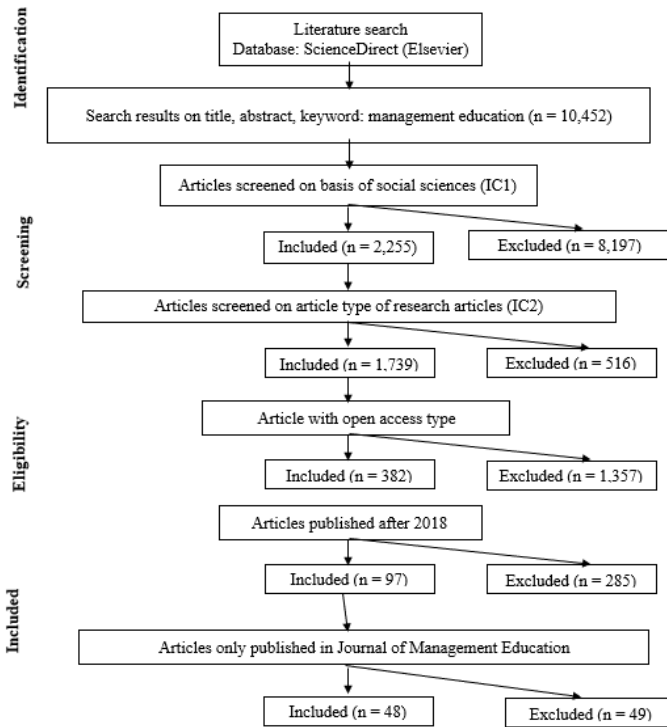
LITERATURE REVIEW

Management education has an important role in forming effective leadership skills, and achieving success in a complex and dynamic business world (van Diggele et al., 2020). Through management education, individuals can develop the knowledge, skills and attitudes necessary to manage organisations with efficiency and effectiveness. Management education helps individuals understand the basic management principles that underlie good decision making (Siebert et al., 2021). Management education was found to help strengthen individual analytical and critical skills in solving problems and making sound decisions.

Furthermore, management education also plays an important role in the development of leadership skills (Chen, 2018).

Based on a research conducted by Fulmore et al., (2023), management education helps individuals develop interpersonal skills such as the ability to communicate effectively and the ability to adapt to various types of people in organisations. Moreover, management education plays an important role in increasing operational efficiency and promoting innovation within the organisation. Choi et al., (2021) emphasised that management education helps individuals gain a better understanding of best management practices and innovative strategies that can be applied in organisational contexts.

Management education can help individuals develop the ability to manage change. Management education is considered a catalyst for developing leaders who are able to manage change and face complex challenges in the rapidly changing business world. Management education is also important in creating a productive and high-performance work environment (Hanaysha, 2016). In order to achieve organisational success, management education plays a crucial role in strengthening individual leadership abilities, increasing operational efficiency, promoting innovation and developing a better understanding of the factors that influence organisational performance. Through good management education, individuals can become leaders who are able to face complex challenges and achieve competitive advantage for the organisation.

METHODOLOGY

Figure 9.1: PRISMA Protocol

This research follows the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines (PRISMA, 2022) to carry out a systematic cleaning of the literature. In this study, a systematic literature look was applied to a large database of literature. This study has assigned appropriate keywords related to education management research to find and list relevant papers in the ScienceDirect database that includes 18 million content from more than 4,000 academic journals and 30,000 Elsevier e-books.

This study uses the keyword "educational management" in the title, abstract and author keywords to obtain relevant data from the Elsevier database, as shown in Figure 9.1. We only take research on a social science basis to direct research in the social field, where we get data as much as 2,255 articles. Furthermore, we obtained data for 382 articles after we tried to screen the data for research articles and open-access articles only. Data mining is limited to annual data to collect fully published data for the year. Search query options used in data mining were carried out in January 2023. We found 97 articles at this stage. Next, we retrieved articles from educational management journals only, to find topics relevant to this research and found a total of 48 articles.

RESULT AND DISCUSSION

This SLR uses multilevel perspective analysis consisting of quantitative analysis, perspective analysis and multilevel analysis.

Annual Publications
In Figure 9.2, there are 123 articles that have been published since they first appeared in the ScienceDirect database. Based on publication data related to education management, it has existed since 2000 and continues to grow yearly. Throughout the years, research in this field has continued to increase quite well. The highest study is located in 2022, which is affected by the return to stability of the world economy after the COVID-19 pandemic (Abdelkafi et al., 2022), thereby affecting research productivity related to this field. In addition, this growth rate is also influenced by journals related to the topic.
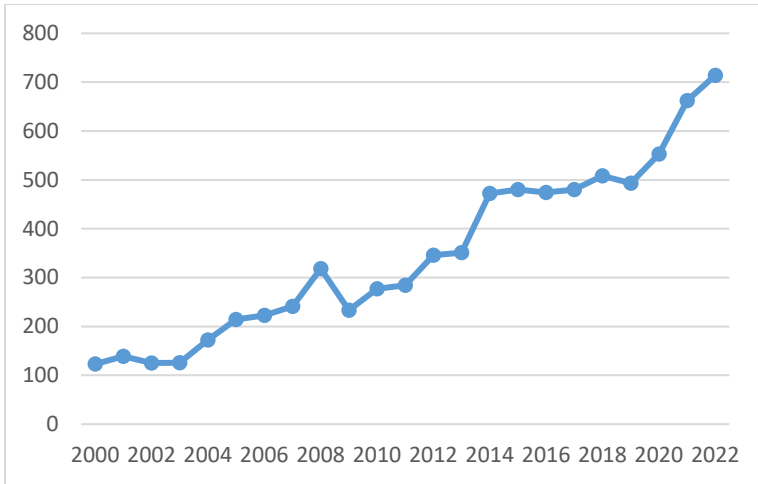
Figure 9.2: The Educational Innovation Sector's Annual Publications

Many developing countries are struggling to fully recover from the pandemic, with high inflation, rising borrowing costs and a significant economic slowdown, further worsening their growth prospects (United Nations, 2022). The COVID-19 pandemic has changed the landscape of education around the world. The challenges faced by educational institutions during the pandemic may have sparked an increase in research to find solutions and strategies for effective and adaptive education management (Hayat et al., 2021; Rasli et al., 2022).

Multilevel Analysis and Perspective Analysis
Based on our data analysis, we produced 48 published articles. We divide it into four different levels of analysis. The four levels of analysis are the individual, team, corporate and institutional levels. Table 9.1 categorises the documents analysed according to the level of analysis used. Based on the 48 documents that we analysed, we can divide them into five different levels of analysis. The five levels of analysis are curriculum and learning, learners, educators and education personnel, facilities and infrastructure, and school-community relations. Researchers usually use sociological and socio-psychological methodologies at this level

of analysis. Company-level research is conducted on corporate culture, corporate structure, cultural diversity, inter-organisational cooperation and conflict, change, technology, and external environmental variables (Foss & Saebi, 2015). Social interaction (of individuals acting on behalf of their organisations), relationships, collective action, connectedness, cooperation, collaboration and trust are all included in the level of network analysis (Scott, 1995).

Table 9.1: Category of Documents by Level of Analysis

Analysis of Perspective & Multilevel	Primary School	Junior High School	Senior High School	University
Curriculum and Learning			(Knox, 2022; Morselli & Gorenc, 2022)	(Hanafizadeh & Shaikh, 2021; Iermolenko et al., 2021; Koltai & Tamás, 2022; Mozahem & Adlouni, 2021; Ortiz-Martinez et al., 2022; Rauer et al., 2021; Ruiz-Jiménez et al., 2022; Walsh & Rísquez, 2020)
Learners			(Fauchald et al., 2022; Fraj-Andrés et al., 2022)	(del Brío González et al., 2022; Ginting et al., 2020; Lechuga Sancho et al., 2021; Leenheer, 2022; Palmunen et al., 2021; Petkova et al., 2021; Schulz et al., 2020; Tung et al., 2020)
Educators and education personnel			(San-Martín et al., 2022; Walsh et al., 2021)	(Ginting et al., 2020; Kummitha & Kummitha, 2021; Lechuga Sancho et al., 2022; Schulz et al., 2020)

Analysis of Perspective & Multilevel	Primary School	Junior High School	Senior High School	University
Facilities and infrastructure			(Fernández-Mesa et al., 2022; Greenland et al., 2022; Haneberg et al., 2022; Tseng et al., 2022)	(López et al., 2021; Rivo-López et al., 2022; Vähämäki et al., 2021; Ver Steeg, 2022; Walmsley & Wraae, 2022)
School relations with the community			(Baviera et al., 2022; Castilla-Polo et al., 2022; Farrokhnia et al., 2022; Martínez-Gregorio et al., 2021; Ryder & Downs, 2022)	(Biloslavo et al., 2018; Edeigba, 2022; Iglesias et al., 2021; López-Carril et al., 2022; Santana-Domínguez et al., 2022; Santos-Jaén et al., 2022; Wei et al., 2022)

Overall, the university level is the most frequently used research on this topic, with at least 31 research documents using the university as its research analysis. Meanwhile, the ones that have never been used the most are the primary school and junior high school levels. Gamification research on basic education can be analysed using multilevel analysis and perspective analysis, as shown in Table 9.1. Five levels of analysis; curriculum and learning, students, educators and education personnel, facilities and infrastructure, and school-community relations have been emphasised.

Researchers use the analysis of School-Based Management (SBM) as a way to classify the level analysis. SBM is an effective method to increase participatory decision making, budget transparency and community participation. Mixed methods, multisite evaluation of a project that aims to improve the management and governance of quality services in schools (Tansiri & Bong, 2019). It was also found that effective implementation of SBM requires time management skills, as well as assistance from government, education experts and foreign aid agencies.

Senior high school is the lowest level, there are 13 studies at this level. Educational management has more influence on students, this can be seen from the large number of studies conducted on the analysis of learners (Ashiru et al., 2022; Leenheer, 2022; Palmunen et al., 2021; Tung et al., 2020). This is because all policies carried out by educational institutions will have a lot of influence on students (Ashiru et al., 2022). In addition, the direct effect of training programs for students can improve soft skills at the levels of reaction, learning and behaviour (Ginting et al., 2020). Not only training programs students, universities should be more aware of the quality of the teachers present in schools, not only in terms of scientific skills but also professorship leadership and interpersonal skills (Vähämäki et al., 2021). Therefore, it will produce graduates with good quality as well.

The analysis in the field of educators and education personnel has the lowest analysis results, namely six articles. The research findings show that characteristics such as being kind, comprehensive, polite, responsible, sociable, empathetic and flexible are the keys for teachers' success. The perception that success depends more on oneself than on external circumstances, self-confidence, courage to take risks, ability to easily identify new business opportunities, ability to encourage student participation, mastery of subjects, adequate preparation of sessions, use of different methodologies and ability to help students think for yourself (Kummitha & Kummitha, 2021; San-Martín et al., 2022).

Analysis of the field of school relations with the community is the field with the highest research, namely 12 documents. It provides important insights for university and business school managers to design or modify curricula related to management accounting in line with sustainability (Castilla-Polo et al., 2022). A teaching approach based on social constructivism is more in line with the perspective of opportunity creation (Farrokhnia et al., 2022).

School-community relation plays a central role in the field of education management because it connects educational institutions with their environment. Positive interactions between schools and communities create a holistic and sustainable educational environment (Iglesias et al., 2021). When schools develop strong relationships with their surrounding communities, this can lead to strong support, productive collaboration and effective communication. Communities who feel involved and contribute to the educational process will tend to care more about the quality of learning, student development and overall school success (López-Carril et al., 2022; Wei et al., 2022). Through transparency, open communication, and the active participation of parents, guardians and community members, the school's community relations lay a strong foundation for growth and sustainable development in the education system.

CONCLUSION

Basically, education management analysis is intended to help business people to understand real problems better. However, it turns out that this concept can not only help with business success but can also make it easier to find it. With the right company management concept in its application, it will provide two advantages at once. Based on the results of the analysis obtained, it can be concluded that business people do not only need good company management to achieve success but also support from all directions, such as the skills of educators who collect and also commensurate operational funds.

Education management is needed to manage and facilitate various aspects related to the operation, development and achievement of educational institution goals. The main goal of education management is to create an effective, efficient and high-quality learning environment for students, and involve various stakeholders, such as teachers, staff, parents and the community. This study examines the distribution of research related to educational management analysis by providing several descriptive analyses related to the literature on educational management analysis, such as qualitative, multilevel and prospective analyses.

Most research related to education management is carried out at the higher education level, such as senior high school and university levels. This opens up more opportunities related to education management research at lower education levels such as primary school and junior high school. Many researchers use research related to education management conducted at the higher education level due to the complexity of the higher education system. The results show that educational management analysis has been studied in various fields of science with various sectors. However, the study is limited to only published articles from ScienceDirect. The researchers hope that in future, research the studies will be broader by using more databases such as those from ScienceDirect, Sage Publication, Emerald, Scopus or Web of Science. Hopefully, this research will pave the way for new

studies from minimal knowledge disciplines and sophisticated analysis.

REFERENCES

Abdelkafi, I., Ben Romdhane, Y. & Mefteh, H. (2022). Economic issue and technological resilience of pre- and post-COVID-19. *Arab Gulf Journal of Scientific Research*, *40*(4), 330–346. https://doi.org/10.1108/AGJSR-06-2022-0084.

Ashiru, F., Whitfield, I. & Warwick, P. (2022). Business school capital and study choices in undergraduate education: A student-centered approach. *The International Journal of Management Education*, *20*(2), 100633. https://doi.org/10.1016/j.ijme.2022.100633.

Baviera, T., Baviera-Puig, A. & Escribá-Pérez, C. (2022). Assessing Team Member Effectiveness among higher education students using 180° perspective. *The International Journal of Management Education*, *20*(3), 100702. https://doi.org/10.1016/j.ijme.2022.100702.

Biloslavo, R., Bagnoli, C. & Edgar, D. (2018). An eco-critical perspective on business models: The value triangle as an approach to closing the sustainability gap. *Journal of Cleaner Production*, *174*, 746–762. https://doi.org/10.1016/j.jclepro.2017.10.281.

Castilla-Polo, F., Licerán-Gutiérrez, A. & Ruiz-Rodríguez, M. del C. (2022). The adoption of corporate social responsibility active learning methodology with management accounting students. *The International Journal of Management Education*, *20*(1), 100613. https://doi.org/10.1016/j.ijme.2022.100613.

Chen, T.-Y. (2018). Medical leadership: An important and required competency for medical students. *Tzu Chi Medical Journal*, *30*(2), 66. https://doi.org/10.4103/tcmj.tcmj_26_18.

Choi, S., Slaubaugh, M. & Tian, X. (2021). Integrating learning interpersonal skills through team-based learning (TBL) in a management course. *Journal of Education for Business*, *96*(8), 498–509. https://doi.org/10.1080/08832323.2020.1868962.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791.

del Brío González, J. Á., Mitre Aranda, M. & Barba-Sánchez, V. (2022). Environmental awareness and the entrepreneurial intention in university students: Direct and mediating effects. *The International Journal of Management Education*, *20*(3), 100719. https://doi.org/10.1016/j.ijme.2022.100719.

Edeigba, J. (2022). Employers' expectations of accounting skills from vocational education providers: The expectation gap between employers and ITPs. *The International Journal of Management Education*, *20*(3), 100674. https://doi.org/10.1016/j.ijme.2022.100674.

Farrokhnia, M., Baggen, Y., Biemans, H. & Noroozi, O. (2022). Bridging the fields of entrepreneurship and education: The role of philosophical perspectives in fostering opportunity identification. *The International Journal of Management Education*, *20*(2), 100632. https://doi.org/10.1016/j.ijme.2022.100632.

Fauchald, R. N., Aaboen, L. & Haneberg, D. H. (2022). Utilisation of entrepreneurial experiences in student-driven mentoring processes. *The International Journal of Management Education*, *20*(2), 100651. https://doi.org/10.1016/j.ijme.2022.100651.

Fernández-Mesa, A., Olmos-Peñuela, J., García-Granero, A. & Oltra, V. (2022). The pivotal role of students' absorptive capacity in management learning. *The International Journal of Management Education*, *20*(3), 100687. https://doi.org/10.1016/j.ijme.2022.100687.

Foss, N. J. & Saebi, T. (2015). *Business Model Innovation: The Organizational Dimension*. Oxford University Press.

Fraj-Andrés, E., Herrando, C., Lucia-Palacios, L. & Pérez-López, R. (2022). Students apprehension and affective inertia in a Twitter-based activity: Evidence from students of an economics degree. *The International Journal of Management Education*, *20*(3), 100683. https://doi.org/10.1016/j.ijme.2022.100683.

Fulmore, J. A., Olson, J. & Maellaro, R. (2023). Aligning Leadership Education: Linking Interpersonal Skills Development to Business Needs. *Journal of Management Education*, *47*(3), 263–291. https://doi.org/10.1177/10525629221133369.

Ginting, H., Mahiranissa, A., Bekti, R. & Febriansyah, H. (2020). The effect of outing Team Building training on soft skills among MBA students. *The International Journal of Management Education*, *18*(3), 100423. https://doi.org/10.1016/j.ijme.2020.100423.

Greenland, S., Saleem, M., Misra, R. & Mason, J. (2022). Sustainable management education and an empirical five-pillar model of sustainability. *The International Journal of Management Education*, *20*(3), 100658. https://doi.org/10.1016/j.ijme.2022.100658.

Haleem, A., Javaid, M., Qadri, M. A. & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004.

Hanafizadeh, P. & Shaikh, A. A. (2021). Developing doctoral students' / researchers' understanding of the journal peer-review process. *The International Journal of Management Education*, *19*(2), 100500. https://doi.org/10.1016/j.ijme.2021.100500.

Hanaysha, J. (2016). Work Environment and Organizational Learning as Key Drivers of Employee Productivity: Evidence from Higher Education Sector. *International Journal of Human Resource Studies*, *6*(2), 1. https://doi.org/10.5296/ijhrs.v6i2.9203.

Haneberg, D. H., Aaboen, L. & Williams Middleton, K. (2022). Teaching and facilitating action-based entrepreneurship education: Addressing challenges towards a research agenda. *The International Journal of Management Education*, *20*(3), 100711. https://doi.org/10.1016/j.ijme.2022.100711.

Hayat, A. A., Keshavarzi, M. H., Zare, S., Bazrafcan, L., Rezaee, R., Faghihi, S. A., Amini, M. & Kojuri, J. (2021). Challenges and opportunities from the COVID-19 pandemic in medical education: a qualitative study. *BMC Medical Education*, *21*(1), 247. https://doi.org/10.1186/s12909-021-02682-z.

Iermolenko, O., Aleksandrov, E., Nazarova, N. & Bourmistrov, A. (2021). The "Bermuda triangle" of academic writing. *The International Journal of Management Education*, *19*(2), 100511. https://doi.org/10.1016/j.ijme.2021.100511.

Iglesias, V., Entrialgo, M. & Müller, F. (2021). Program characteristics and price in MBAs: The interactive effects of external quality signals and co-creation processes. *The International Journal of Management Education*, *19*(3), 100551. https://doi.org/10.1016/j.ijme.2021.100551.

Istijarti, A., Riyanto, Y. & Setyowat, S. (2019). Implementation of Management Based School in Improving the Quality of Secondary Education. *International Journal for Educational and Vocational Studies*, *1*(8), 904–907. https://doi.org/10.29103/ijevs.v1i8.2255.

Jahan, N., Naveed, S., Zeshan, M. & Tahir, M. A. (2016). How to Conduct a Systematic Review: A Narrative Literature Review. *Cureus*, *8*(11). https://doi.org/10.7759/cureus.864.

Jones, M. V., Coviello, N. & Tang, Y. K. (2011). International Entrepreneurship Research (1989–2009): A Domain Ontology and Thematic Analysis. *Journal of Business Venturing*, *26*(6), 632–659. https://doi.org/10.1016/j.jbusvent.2011.04.001.

Knox, S. (2022). Fostering student engagement in virtual entrepreneurship education environments. *The International Journal of Management Education*, *20*(3), 100705. https://doi.org/10.1016/j.ijme.2022.100705.

Koltai, T. & Tamás, A. (2022). Performance evaluation of teams in business simulation games with weight restricted data envelopment analysis models. *The International Journal of Management Education*, *20*(3), 100688. https://doi.org/10.1016/j.ijme.2022.100688.

Kummitha, H. R. & Kummitha, R. K. R. (2021). Sustainable entrepreneurship training: A study of motivational factors. *The International Journal of Management Education*, *19*(1), 100449. https://doi.org/10.1016/j.ijme.2020.100449.

Lechuga Sancho, M. P., Ramos-Rodríguez, A. R. & Frende Vega, M. Á. (2021). Is a favorable entrepreneurial climate enough to become an entrepreneurial university? An international study with GUESSS data. *The International Journal of Management Education*, *19*(3), 100536. https://doi.org/10.1016/j.ijme.2021.100536.

Lechuga Sancho, M. P., Ramos-Rodríguez, A. R. & Frende Vega, M. de los Á. (2022). The influence of university entrepreneurship-oriented training in the transformation of intentions into new businesses. *The International Journal of Management Education*, *20*(2), 100631. https://doi.org/10.1016/j.ijme.2022.100631.

Leenheer, J. (2022). Do you think we are a match? The predictive power of matching activities for prospective students of an international business program. *The International Journal of Management Education*, *20*(2), 100637. https://doi.org/10.1016/j.ijme.2022.100637.

López-Carril, S., Alguacil, M. & Anagnostopoulos, C. (2022). LinkedIn in sport management education: Developing the students' professional profile boosting the teaching-learning process. *The International Journal of Management Education*, *20*(1), 100611. https://doi.org/10.1016/j.ijme.2022.100611.

López, F. R., Arias-Oliva, M., Pelegrín-Borondo, J. & Marín-Vinuesa, L. M. (2021). Serious games in management education: An acceptance analysis. *The International Journal of Management Education*, *19*(3), 100517. https://doi.org/10.1016/j.ijme.2021.100517.

Martínez-Gregorio, S., Badenes-Ribera, L. & Oliver, A. (2021). Effect of entrepreneurship education on entrepreneurship intention and related outcomes in educational contexts: a meta-analysis. *The International Journal of Management Education*, *19*(3), 100545. https://doi.org/10.1016/j.ijme.2021.100545.

Molloy, J. C., Ployhart, R. E. & Wright, P. M. (2011). The Myth of "the" Micro-Macro Divide: Bridging System-Level and Disciplinary Divides. *Journal of Management*, *37*(2), 581–609. https://doi.org/10.1177/0149206310365000.

Morselli, D. & Gorenc, J. (2022). Using the EntreComp framework to evaluate two entrepreneurship education courses based on the Korda Method. *The International Journal of Management Education*, *20*(1), 100591. https://doi.org/10.1016/j.ijme.2021.100591.

Mozahem, N. A. & Adlouni, R. O. (2021). Using Entrepreneurial Self-Efficacy as an Indirect Measure of Entrepreneurial Education. *The International Journal of Management Education*, *19*(1), 100385. https://doi.org/10.1016/j.ijme.2020.100385.

Müller, F. A. & Wulf, T. (2020). Technology-supported management education: a systematic review of antecedents of learning effectiveness. *International Journal of Educational Technology in Higher Education*, *17*(1), 47. https://doi.org/10.1186/s41239-020-00226-x.

Ortiz-Martínez, E., Santos-Jaén, J.-M. & Palacios-Manzano, M. (2022). Games in the classroom? Analysis of their effects on financial accounting marks in higher education. *The International Journal of Management Education*, *20*(1), 100584. https://doi.org/10.1016/j.ijme.2021.100584.

Palmunen, L.-M., Lainema, T. & Pelto, E. (2021). Towards a manager's mental model: Conceptual change through business simulation. *The International Journal of Management Education*, *19*(2), 100460. https://doi.org/10.1016/j.ijme.2021.100460.

Penuel, W. R., Riedy, R., Barber, M. S., Peurach, D. J., LeBouef, W. A. & Clark, T. (2020). Principles of Collaborative Education Research With Stakeholders: Toward Requirements for a New Research and Development Infrastructure. *Review of Educational Research*, *90*(5), 627–674. https://doi.org/10.3102/0034654320938126.

Petkova, A. P., Domingo, M. A. & Lamm, E. (2021). Let's be frank: Individual and team-level predictors of improvement in student teamwork effectiveness following peer-evaluation feedback. *The International Journal of Management Education*, *19*(3), 100538. https://doi.org/10.1016/j.ijme.2021.100538.

Petticrew, M. & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Blackwell Publishing Ltd.

PRISMA. (2022). *PRISMA Transparent Reporting of Systematic Review and Meta-Analysis*. Prisma.

Rasli, A., Tee, M., Lai, Y. L., Tiu, Z. C. & Soon, E. H. (2022). Post-COVID-19 strategies for higher education institutions in dealing with unknown and uncertainties. *Frontiers in Education*, *7*. https://doi.org/10.3389/feduc.2022.992063.

Rauer, J. N., Kroiss, M., Kryvinska, N., Engelhardt-Nowitzki, C. & Aburaia, M. (2021). Cross-university virtual teamwork as a means of internationalization at home. *The International Journal of Management Education*, *19*(3), 100512. https://doi.org/10.1016/j.ijme.2021.100512.

Rivo-López, E., Lampón, J. F., Villanueva-Villar, M. & Míguez-Álvarez, C. (2022). The impact of visual narrative formats on women's entrepreneurship training. *The International Journal of Management Education*, *20*(2), 100636. https://doi.org/10.1016/j.ijme.2022.100636.

Rizky, D., Karnati, N. & Supadi, S. (2022). Management of Educational Facilities and Infrastructure in Islamic Junior High School. *Journal of Education Research and Evaluation*, *6*(1), 26–35. https://doi.org/10.23887/jere.v6i1.37070.

Ruiz-Jiménez, M. C., Martínez-Jiménez, R., Licerán-Gutiérrez, A. & García-Martí, E. (2022). Students' attitude: Key to understanding the improvement of their academic RESULTS in a flipped classroom environment. *The International Journal of Management Education*, *20*(2), 100635. https://doi.org/10.1016/j.ijme.2022.100635.

Ryder, M. & Downs, C. (2022). Rethinking reflective practice: John Boyd's OODA loop as an alternative to Kolb. *The International Journal of Management Education*, *20*(3), 100703. https://doi.org/10.1016/j.ijme.2022.100703.

San-Martín, P., Pérez, A. & Fernández-Laviada, A. (2022). Turning teachers into entrepreneurship role models: Development of a measurement scale of useful characteristics. *The International Journal of Management Education*, *20*(3), 100721. https://doi.org/10.1016/j.ijme.2022.100721.

Santana-Domínguez, I., Ballesteros-Rodríguez, J. L. & Domínguez-Falcón, C. (2022). An application of training transfer literature to the analysis of training for entrepreneurship: A conceptual model. *The International Journal of Management Education*, *20*(2), 100649. https://doi.org/10.1016/j.ijme.2022.100649.

Santos-Jaén, J. M., Iglesias-Sánchez, P. P. & Jambrino-Maldonado, C. (2022). The role of gender and connections between entrepreneurship and employability in higher education. *The International Journal of Management Education*, *20*(3), 100708. https://doi.org/10.1016/j.ijme.2022.100708.

Schulz, D., der Woud, A. van & Westhof, J. (2020). The best indycaster project: Analysing and understanding meaningful YouTube content, dialogue and commitment as part of responsible management education. *The International Journal of Management Education*, *18*(1), 100335. https://doi.org/10.1016/j.ijme.2019.100335.

Scott, W. R. (1995). *Institutions and organizations (Foundations for organizational science)* (1st editio). SAGE Publications, Inc.

Siebert, J. U., Kunz, R. E. & Rolf, P. (2021). Effects of decision training on individuals' decision-making proactivity. *European Journal of Operational Research*, *294*(1), 264–282. https://doi.org/10.1016/j.ejor.2021.01.010.

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.

Tansiri, I. Y. & Bong, Y. J. (2019). The Analysis of School-Based Management (SBM) Implementation to the Educational Quality Service of State Junior High School. *Proceedings of the 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018)*. https://doi.org/10.2991/icream-18.2019.89.

Thorpe, R., Holt, R., Macpherson, A. & Pittaway, L. (2005). Using Knowledge within Small and Medium-sized Firms: A Systematic Review of The Evidence. *International Journal of Management Reviews*, *7*(4), 257–281. https://doi.org/10.1111/j.1468-2370.2005.00116.x.

Tseng, T. H., Wang, Y.-M., Lin, H.-H., Lin, S., Wang, Y.-S. & Tsai, T.-H. (2022). Relationships between locus of control, theory of planned behavior, and cyber entrepreneurial intention: The moderating role of cyber entrepreneurship education. *The International Journal of Management Education*, *20*(3), 100682. https://doi.org/10.1016/j.ijme.2022.100682.

Tung, D. T., Hung, N. T., Phuong, N. T. C., Loan, N. T. T. & Chong, S.-C. (2020). Enterprise development from students: The case of universities in Vietnam and the Philippines. *The International Journal of Management Education*, *18*(1), 100333. https://doi.org/10.1016/j.ijme.2019.100333.

Vähämäki, M., Saru, E. & Palmunen, L.-M. (2021). Doctoral supervision as an academic practice and leader–member relationship: A critical approach to relationship dynamics. *The International Journal of Management Education*, *19*(3), 100510. https://doi.org/10.1016/j.ijme.2021.100510.

van Diggele, C., Burgess, A., Roberts, C. & Mellis, C. (2020). Leadership in healthcare education. *BMC Medical Education*, *20*(S2), 456. https://doi.org/10.1186/s12909-020-02288-x.

Ver Steeg, J. (2022). Anatomy of entrepreneurship: Using key competencies to drive social capital acquisition and develop social entrepreneurship practices in MBA education. *The International Journal of Management Education*, *20*(3), 100661. https://doi.org/10.1016/j.ijme.2022.100661.

Walmsley, A. & Wraae, B. (2022). Entrepreneurship education but not as we know it: Reflections on the relationship between Critical Pedagogy and Entrepreneurship Education. *The International Journal of Management Education*, *20*(3), 100726. https://doi.org/10.1016/j.ijme.2022.100726.

Walsh, J. N., O'Brien, M. P. & Costin, Y. (2021). Investigating student engagement with intentional content: An exploratory study of instructional videos. *The International Journal of Management Education*, *19*(2), 100505. https://doi.org/10.1016/j.ijme.2021.100505.

Walsh, J. N. & Rísquez, A. (2020). Using cluster analysis to explore the engagement with a flipped classroom of native and non-native English-speaking management students. *The International Journal of Management Education*, *18*(2), 100381. https://doi.org/10.1016/j.ijme.2020.100381.

Wei, C.-L., Wang, Y.-M., Lin, H.-H., Wang, Y.-S. & Huang, J.-L. (2022). Developing and validating a business simulation systems success model in the context of management education. *The International Journal of Management Education*, *20*(2), 100634. https://doi.org/10.1016/j.ijme.2022.100634.