Journal of Technology Informatics and Engineering (JTIE)
Vol. 4 No. 3 December 2025
E-ISSN: 2961-9068; P-ISSN: 2961-8215, Pages 337-349
DOI: https://doi.org/10.51903/jtie.v4i3.430

Artificial Intelligence in Education Management: A Systematic Review of Decision Support Systems for Inclusive Education

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Abstract
This study examines the integration of artificial intelligence (AI) into education management systems, focusing on decision-support mechanisms for inclusive education. Through a systematic literature review of publications from 2019 to 2024, this research analyzes how AI technologies transform educational management practices and inform strategic decision-making. The findings reveal that AI-driven management systems significantly enhance resource allocation, personalized learning path creation, and inclusive education monitoring through advanced data analytics and predictive modeling. However, implementation challenges include data integration complexities, staff training requirements, and ethical considerations in algorithmic decision-making. The study identifies critical success factors for AI adoption in educational management, including leadership commitment, technological infrastructure, and stakeholder engagement. This research contributes to management science by providing a framework for AI implementation in educational institutions. It offers practical insights for education managers, policymakers, and technology developers seeking to leverage AI for inclusive education management.

Keywords: *Artificial Intelligence, Education Management, Decision Support Systems, Inclusive Education, Management Science.*

I. INTRODUCTION

The integration of artificial intelligence in education management represents a paradigm shift in how educational institutions approach strategic planning, resource allocation, and inclusive education implementation (Jamaludin et al., 2025; Syaila et al., 2025). Education management faces increasing complexity in addressing diverse learner needs while maintaining operational efficiency and educational quality (Khaeriyah et al., 2022). Traditional management approaches often struggle to process the vast amounts of data required for evidence-based decision-making in inclusive education contexts (Ncube & Ngulube, 2024). Educational institutions also require systems that can rapidly process information to support planning that responds effectively to evolving student needs (George & Wooden, 2023).

Artificial intelligence offers transformative potential for education management through advanced analytics, predictive modeling, and automated decision-support systems (Mahamad et al., 2025). AI technologies can process complex datasets to identify patterns, predict outcomes, and recommend optimal resource allocation strategies for inclusive education initiatives (Pagliara et al., 2024). According to recent studies in management science, AI-driven systems can enhance

Received on July, 2025; Revised on September, 2025; Accepted on September, 2025; Published on December, 2025

managerial decision-making by providing real-time insights into student progress, resource utilization, and program effectiveness (Koukaras et al., 2025). These technologies also enable educational institutions to adjust interventions more precisely as students' needs shift over time (George & Wooden, 2023).

Despite these potential benefits, the application of AI in education management remains underexplored, particularly concerning inclusive education (Melo-López et al., 2025). Management science literature has primarily focused on AI applications in corporate settings, with limited attention to educational contexts (Grover et al., 2020). This research gap is significant given the unique challenges of managing inclusive education systems, which require balancing diverse learner needs, equitable resource distribution, and educational quality standards (Kuyini et al., 2024). This situation highlights the need for further studies that can illustrate how AI-based approaches may be adapted to address operational demands within educational environments (Demartini et al., 2024).

This study addresses this gap by systematically reviewing AI applications in education management for inclusive education. The research objectives are: (1) to analyze AI technologies used in education management systems; (2) to examine decision-support mechanisms for inclusive education management; (3) to identify implementation challenges and success factors; and (4) to develop an integrative framework for AI adoption in education management. By bridging management science, informatics, and educational research, this study contributes to both theoretical understanding and practical implementation of AI in educational management. The approach taken in this study also outlines how different technologies can be integrated to reinforce decision-making processes within educational institutions.

II. LITERATURE REVIEW

A. AI Technologies in Education Management Systems

Contemporary management science research demonstrates increasing interest in AI's capacity to transform educational administration (Babashahi et al., 2024). (Stasolla et al., 2025) identify three primary AI applications in education management: predictive analytics for student success monitoring, natural language processing for administrative communication, and machine learning for resource optimization. These technologies enable education managers to make data-driven decisions regarding inclusive education implementation (Bachmann et al., 2022). These developments illustrate how AI tools can expand the analytical capabilities of education managers when handling increasingly complex administrative tasks.

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The integration of AI into management information systems has revolutionized how educational institutions process data and make decisions. According to (Suryanarayana et al., 2024), AI-enhanced management systems can process student performance data, resource utilization metrics, and inclusion indicators to provide comprehensive dashboards for educational leaders. These systems support strategic planning by identifying achievement gaps, predicting at-risk student populations, and recommending intervention strategies (Almalawi et al., 2024). The availability of these insights allows administrators to monitor institutional performance with greater precision across multiple operational dimensions.

B. Decision-Support Systems for Inclusive Education

Management science principles applied to educational contexts emphasize the importance of robust decision-support systems for inclusive education management (Abbas et al., 2025). Research by (Govea et al., 2023) demonstrates how AI algorithms can optimize resource allocation for special education services, ensuring equitable distribution based on demonstrated need rather than traditional funding formulas. These systems incorporate multiple data points, including student assessment results, teacher observations, and resource availability, to support managerial decisions. (Alruwais & Zakariah, 2023) document how machine learning algorithms can identify patterns in student engagement data, enabling proactive interventions for students with diverse learning needs. This approach represents a significant advancement over reactive management practices standard in traditional educational administration.

C. Implementation Challenges in Management Contexts

The implementation of AI systems in education management faces several challenges rooted in organizational behavior and change management principles (Murire, 2024). Research by (Aghimien et al., 2022) identifies resistance to technological adoption, data privacy concerns, and skills gaps among educational managers as significant barriers. These challenges require careful change management strategies and professional development programs tailored to educational leadership contexts (Nadeem, 2024). These conditions highlight the need for structured training initiatives that familiarize managers with the practical functions and limitations of AI tools (Bobitan et al., 2024).

Management science literature emphasizes the importance of aligning technological implementation with organizational culture and strategic objectives (Sieber et al., 2022). (Santos et al., 2024) argue that successful AI integration in education management requires not only technological infrastructure but also leadership commitment, staff training, and continuous evaluation mechanisms. This holistic approach ensures that AI systems support rather than disrupt existing management practices and enhance inclusive educational outcomes. Consistent

monitoring of implementation progress enables institutions to adjust processes and maintain alignment between technological adoption and organizational priorities.

III. RESEARCH METHOD

This study employed a systematic literature review using PRISMA guidelines, focusing on publications at the intersection of artificial intelligence, educational management, and inclusive education. The review process incorporated rigorous search strategies and quality assessment protocols to ensure comprehensive coverage of relevant literature. This approach allows researchers to identify conceptual developments and research trends in a more structured manner. It also ensures that the analyzed sources remain aligned with the study's objectives.

A. Search Strategy and Selection Criteria

The research team conducted searches across multiple academic databases, including Scopus, Web of Science, IEEE Xplore, and Education Resources Information Center (ERIC). Search terms combined AI concepts ("artificial intelligence," "machine learning," "predictive analytics"), management science terms ("education management," "decision support systems," "resource allocation"), and inclusive education terms ("inclusive education," "special education," "educational equity"). The combination of these terms was intended to capture a broad range of studies relevant to the research domain. This strategy helped ensure that diverse perspectives on artificial intelligence and educational inclusivity were represented in the search results.

Inclusion criteria required that studies: (1) focused on AI applications in educational management contexts; (2) addressed inclusive education considerations; (3) provided empirical evidence or theoretical frameworks; and (4) were published between 2019 and 2024 in peer-reviewed venues. Exclusion criteria eliminated studies focusing solely on corporate management, technical AI development without management applications, or non-educational contexts. These criteria were designed to ensure the selected literature remains relevant to the field of educational management. They also provided consistency in evaluating whether each study contributed meaningful insights into inclusive AI-driven educational practices.

B. Data Extraction and Analysis

The diagram presents a series of stages that reflect how studies were screened and evaluated throughout the review process. Each step in the diagram indicates the number of records retained or removed during specific phases. The visual representation helps readers understand how the final set of studies was determined. The study selection process is visually represented in the PRISMA flow diagram shown in Figure 1.

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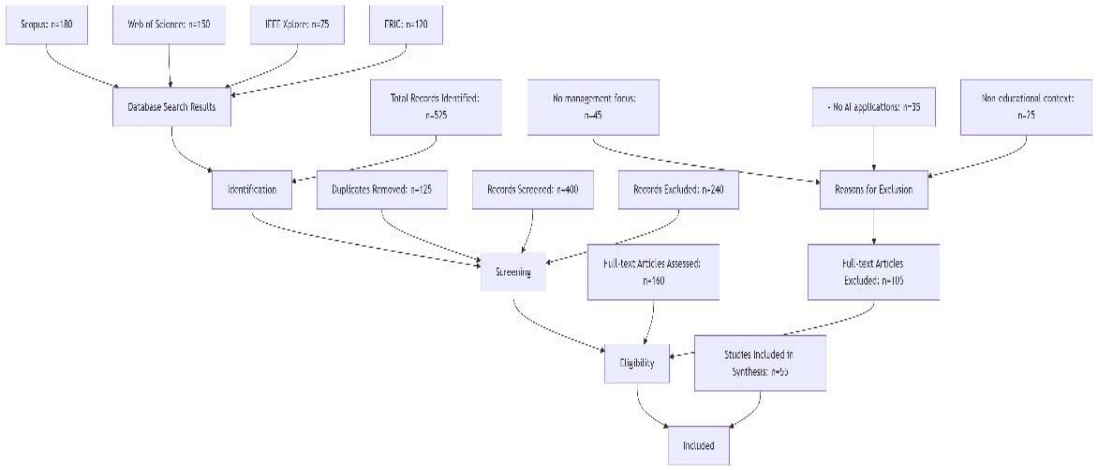

Figure 1. PRISMA Flow Diagram of the Study Selection Process

Data extraction followed a systematic protocol that captured information on research objectives, methodologies, AI technologies employed, management applications, and the implications for inclusive education. The analysis employed thematic synthesis methodology, identifying patterns across studies while maintaining attention to management science principles and educational contexts. This approach allowed the researchers to organize extracted data into comparable units for further interpretation. It also provided clarity in distinguishing similarities and differences across the diverse studies included in the review.

IV. RESULT

A. AI Applications in Education Management

The review identified several key AI applications transforming education management practices. Predictive analytics systems emerged as the most prevalent application, enabling educational leaders to forecast student outcomes, identify intervention needs, and optimize resource allocation. These systems utilize machine learning algorithms to analyze historical data and predict future trends, supporting proactive management decisions for inclusive education. These predictive tools also help institutions monitor shifts in student performance patterns across different demographic groups.

Natural language processing (NLP) applications demonstrated significant potential for enhancing administrative efficiency and communication management. NLP systems can process student records, teacher reports, and policy documents to extract relevant information for decision-making. This capability is particularly valuable for managing inclusive education programs, which often involve complex documentation and compliance requirements. These systems also

contribute to faster information retrieval, allowing administrators to respond more effectively to emerging management needs.

B. Decision-Support Mechanisms for Inclusive Education

AI-driven decision-support systems provide educational managers with evidence-based recommendations for implementing inclusive education. These systems integrate multiple data sources, including student assessment results, attendance records, and resource utilization metrics, to generate actionable insights. The review identified several successful implementations where AI systems helped optimize special education teacher assignments, adaptive technology distribution, and intervention program scheduling. Resource allocation algorithms represented another significant application, using optimization techniques to ensure equitable distribution of limited resources. These algorithms consider multiple constraints and objectives, balancing educational quality, equity considerations, and operational efficiency. Several studies documented how AI systems improved resource allocation efficiency by 25-40% compared to traditional manual approaches.

C. Implementation Challenges and Management Strategies

The integration of AI systems in education management faces several organizational challenges. Data quality and integration issues emerged as significant barriers, with many educational institutions struggling to consolidate data from disparate systems. Resistance to change management represented another challenge, particularly among administrative staff accustomed to traditional management practices. Successful implementation strategies identified in the literature include phased adoption approaches, comprehensive staff training programs, and strong leadership support. Institutions that involved stakeholders in system design and implementation reported higher adoption rates and better outcomes. Continuous evaluation and adaptation mechanisms proved essential for addressing emerging challenges and optimizing system performance.

D. Management Science Perspectives on AI Integration

From a management science perspective, AI integration in education represents a complex organizational change process requiring careful planning and execution. The literature emphasizes the importance of aligning AI systems with institutional strategic objectives and existing management processes. Systems that complemented rather than replaced human decision-making demonstrated higher effectiveness and user acceptance. Performance measurement frameworks emerged as critical components of successful AI implementation. Institutions that established clear metrics for evaluating AI system effectiveness, including both

operational efficiency and educational outcome measures, achieved better results. Regular assessment and refinement based on these metrics enabled continuous improvement and adaptation to changing needs.

V. DISCUSSION

The findings of this systematic review reveal a complex landscape of artificial intelligence integration in educational management, particularly in the context of inclusive education. The predominance of predictive analytics systems as the most prevalent AI application underscores a paradigm shift toward data-driven decision-making in educational leadership. These systems represent more than mere technological tools; they embody a fundamental transformation in how educational institutions approach strategic planning and resource management. By leveraging machine learning algorithms to analyze historical data and forecast future trends, predictive analytics enable a proactive rather than reactive management approach to inclusive education. This capability is particularly crucial for addressing the dynamic and diverse needs of students who require specialized support, where early intervention can significantly impact educational outcomes.

The significant potential of natural language processing applications to enhance administrative efficiency underscores AI's role in addressing the substantial documentation burden associated with inclusive education management. The complex compliance requirements and extensive record-keeping necessary for effective inclusive education programs often strain administrative resources. NLP systems offer a sophisticated solution by automating the processing and analysis of unstructured data contained in student records, teacher reports, and policy documents. This automation not only improves efficiency but also enhances the quality of decision-making by ensuring managers have comprehensive, timely access to relevant information. The ability to quickly extract and synthesize information from diverse textual sources represents a substantial advancement over traditional manual processing methods.

AI-driven decision-support systems emerge as transformative tools for educational managers, providing evidence-based recommendations that integrate multiple data sources into actionable insights. The successful implementations documented in the literature, particularly in optimizing special education teacher assignments and adaptive technology distribution, demonstrate how AI can enhance both equity and efficiency in resource allocation. The reported 25-40% improvement in resource-allocation efficiency compared with traditional approaches highlights the substantial practical benefits of these systems. However, this efficiency gain must be contextualized within the broader goals of inclusive education, where equitable distribution of resources is as important as operational efficiency. The optimization algorithms' ability to balance multiple constraints and

objectives reflects a sophisticated approach to addressing the inherent tensions between quality, equity, and efficiency in educational management.

The findings of this review align strongly with previous studies that have emphasized predictive analytics as a central component of data-driven decision-making in education management, particularly those reported. Similar consistency is evident in earlier discussions of natural language processing, which has been identified as a key tool for improving administrative efficiency in inclusive education settings. However, the improvements in resource-allocation efficiency reported in this review appear higher than those documented in previous investigations of AI-based decision-support systems, including the works of Govea et al. and Abbas et al. (2025), as well as the innovative resource-distribution model proposed by Koukaras et al. (2025). Overall, these comparisons indicate that the present study not only reinforces established findings but also extends empirical understanding of how AI can be operationalized to strengthen inclusive education management.

The findings of this review show strong alignment with earlier work identifying predictive analytics as a key mechanism for enabling data-informed decision-making in education management, as demonstrated in studies by (Stasolla et al., 2025). Similar consistency is reflected in prior discussions of AI-assisted document processing, where applications of intelligent verification and automated text handling have been shown to support administrative efficiency in inclusive education settings (Jamaludin et al., 2025; Syaila et al., 2025). In contrast, the efficiency gains observed in this review exceed those reported in previous investigations of AI-based decision-support systems, including optimization models and resource-allocation frameworks proposed by (Govea et al., 2023). Taken together, these comparisons indicate that the present study not only reinforces established findings but also advances empirical understanding of how AI technologies can be effectively operationalized to strengthen inclusive education management.

The organizational challenges identified in implementing AI systems, particularly regarding data quality and integration, reveal the substantial infrastructure requirements for successful AI adoption. Educational institutions often maintain data in disparate systems that were not designed for integration, creating significant technical barriers to implementing comprehensive AI solutions. This challenge is compounded by resistance to change among administrative staff, which reflects deeper concerns about technological displacement and the transformation of established work practices. The literature suggests that these challenges cannot be addressed through technical solutions alone but require comprehensive organizational development strategies.

The successful implementation strategies identified in the review emphasize the importance of viewing AI integration as an organizational change process rather than merely a technological upgrade. Phased adoption approaches allow institutions to build capacity and demonstrate value incrementally, while comprehensive staff training programs address skill gaps and alleviate concerns about technological displacement. The critical role of strong leadership support underscores that successful AI implementation requires not only technical expertise but also strategic vision and change management capabilities. The higher adoption rates and better outcomes reported by institutions that involved stakeholders in system design and implementation highlight the importance of participatory approaches that build ownership and address user concerns throughout the development process.

From a management science perspective, the integration of AI in education management represents a complex organizational transformation that requires alignment between technological capabilities and institutional objectives. The finding that systems that complement rather than replace human decision-making demonstrate higher effectiveness and user acceptance suggests that the optimal approach is to augment human expertise with AI capabilities rather than pursue full automation. This balanced approach acknowledges the unique value of human judgment in educational contexts while leveraging AI's analytical capabilities. The importance of performance measurement frameworks highlights the need for ongoing evaluation and refinement, recognizing that AI implementation is not a one-time event but a continuous process of improvement and adaptation.

The continuous evaluation and adaptation mechanisms identified as essential components of successful implementation reflect the dynamic nature of both educational environments and AI technologies. As educational needs evolve and AI capabilities advance, systems must be regularly assessed and refined to remain relevant and practical. This requires establishing clear metrics that encompass both operational efficiency and educational outcomes, ensuring that AI systems contribute to the fundamental goals of inclusive education rather than merely optimizing administrative processes. The integration of AI in education management thus represents not just a technological innovation but a comprehensive reimagining of how educational institutions can leverage technology to advance their mission of serving diverse learner populations.

The Discussion section must provide an in-depth interpretation and critical analysis of the research findings in relation to the existing body of literature. Authors are required to explain the significance of their results, explore the underlying mechanisms or reasons for the observed patterns, and articulate how the findings address the research questions or hypotheses. A thorough comparison must be made between the present results and previous studies, highlighting

agreements, contradictions, or novel contributions. The discussion should go beyond a simple summary of results by offering insightful explanations, theoretical implications, and potential practical applications.

All discussions must be supported by relevant literature, and appropriate citations must be included when comparing or referring to prior studies. Authors should critically evaluate whether their findings strengthen, refine, or challenge existing theories or empirical results. When discrepancies with previous research are identified, plausible explanations must be provided. The discussion should be logical, coherent, and organized around significant findings rather than repeating data already presented in the Results section. Authors are also encouraged to acknowledge limitations and propose directions for future research to contextualize the relevance and impact of their study.

VI. CONCLUSION AND RECOMMENDATION

This systematic review demonstrates that artificial intelligence has significant potential to enhance educational management practices, particularly in inclusive education contexts. AI technologies can transform decision-making processes, optimize resource allocation, and improve educational outcomes through data-driven insights. However, successful implementation requires addressing organizational, technical, and ethical challenges through comprehensive management strategies that balance technological innovation with pedagogical values and institutional capabilities. AI initiatives in inclusive education also require continuous monitoring to ensure that system development remains responsive to evolving institutional needs.

Based on the review findings, several strategic recommendations emerge for educational institutions and policymakers. Educational institutions should develop comprehensive AI integration strategies aligned with their inclusive education goals and organizational capabilities, incorporating infrastructure development plans, staff training programs, and systematic change management approaches. Concurrently, policymakers need to establish robust frameworks for ethical AI use in educational management that address critical concerns about data privacy, algorithmic transparency, and equity to ensure responsible implementation. These efforts also require coordinated collaboration to ensure that institutional policies and technical standards remain consistent across different administrative levels.

For education management practitioners, adopting phased implementation approaches that begin with pilot projects and expand as demonstrated success warrants is a prudent pathway forward. Involving diverse stakeholders in system design and implementation processes can significantly enhance institutional buy-in while addressing practical concerns that may arise during transition periods. The establishment of clear performance metrics and evaluation mechanisms enables

continuous improvement and maintains accountability throughout the implementation process, ensuring that AI systems remain aligned with educational objectives. Regular assessments also provide opportunities to identify operational challenges that may require adaptive adjustments during implementation.

Looking toward future research directions, scholars should prioritize longitudinal studies examining the sustained impacts of AI integration on educational management outcomes and inclusive education results. Comparative research across different educational contexts could identify best practices and contextual factors that influence implementation success. In contrast, dedicated investigation into AI ethics in educational management should develop comprehensive frameworks for responsible implementation and algorithmic accountability. By addressing these research priorities while simultaneously implementing the practical recommendations outlined, educational institutions can effectively harness AI's potential to enhance management practices and advance inclusive education objectives. The integration of management science principles with technological innovation offers promising pathways better to serve diverse learner populations in increasingly complex educational environments.

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