

TRANSFORMATION OF SCHOOL MANAGEMENT IN IMPROVING THE QUALITY OF CONTINUOUS EDUCATION

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Abstract

School management transformation has become an important topic in improving the quality of sustainable education, especially at the high school and vocational school levels, which face serious challenges related to teacher quality and the effectiveness of the teaching and learning process. This study aims to analyze how changes in school management, particularly in the management of teaching staff, impact the improvement of sustainable learning quality. This study uses a literature review method with a descriptive qualitative approach. The data sources include indexed national and international journal articles, education policy reports, and relevant regulatory documents from the last five years. The data analysis techniques involve the stages of literature identification, theme classification, content analysis, and conceptual synthesis. The theories used include educational management theory, human resource management theory, and the concept of sustainable education. The results show that school management transformation that focuses on improving teacher competence, sustainable career development, and a flexible performance evaluation system contributes significantly to improving the quality of learning. These findings confirm that the sustainability of education is highly dependent on the effectiveness of teacher human resource management that is able to adapt to changes in the educational environment.

Keywords : school management transformation; teacher human resource management; learning quality; continuing education

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INTRODUCTION

The quality of secondary education is greatly influenced by the effectiveness of school management in managing teacher human resources. Teachers are one of the key elements that determine the success of long-term learning, to cope with changes in the global education world, there needs to be a change in the way teachers are managed. Research shows that if school management is poor, the quality of learning will also decline (Bush, 2020; Fullan & Sons,

2020; OECD, 2022; UNESCO, 2021). Research over the past five years shows a strong trend regarding the role of school management and leadership in improving the quality of education. Hallinger (2020) states that educational leadership plays an important role in improving school quality by strengthening management systems and learning practices. Leithwood et al (2020) reviewed the main claims about successful school leadership and found that management effectiveness has a direct influence on teacher competence and learning quality. On the other hand, Admiraal et al (2021) emphasize the importance of support from school management for teacher professional development at the secondary education level. However, these studies still tend to discuss leadership and teacher development in general, rather than focusing on teacher HR management in the context of continuous learning quality. 2 Recent research and reports also highlight teacher human resource management as a key factor in determining the quality of learning. Nguyen et al (2023) through direct research show that teacher human resource management practices such as recruitment, training, and performance appraisal have a major impact on learning effectiveness and secondary school performance. These findings are in line with the OECD (2022) report, which emphasizes that the quality of the education system is highly dependent on how educators are managed. In addition, UNESCO (2023) stresses the need for school management transformation to ensure sustainable learning quality. However, the application of these research findings and global policy frameworks in high schools and vocational schools has not been widespread. Based on previous research, there are several academic issues that have not been adequately addressed. First, research on changes in school management has focused more on principal leadership, while teacher human resource management as a system has not been analyzed in depth. Second, previous research has not comprehensively combined teacher human resource management practices with the concept of continuous learning quality. Third, the relationship between school management policies and their impact on long-term learning quality is still separate and has not been analyzed conceptually. Fourth, in educational management research, secondary education institutions, particularly senior high schools and vocational schools, are still less considered than other levels of education. Fifth, previous studies have focused more on teacher professional development separately from the school management system, thus failing to show the structural relationship between the two. Sixth, theoretical discussions linking research results to the global education policy framework on sustainable learning quality are still limited and fragmented. Responding to gaps in existing research, this study aims to analyze changes in teacher human resource management in senior high schools and vocational schools. Specifically, this study evaluates how teacher human resource management can effect the quality of sustainable learning. The objectives of this study are at the analysis and evaluation levels according to Bloom's Taxonomy, as it not only explains the phenomenon but also assesses the relationship between aspects of human resource management and learning quality. Thus, this study aims to fill the conceptual gap related to the integration of teacher HR management and sustainable learning quality in the context of secondary education. This study is based on the argument that the quality of continuous learning at the high school and vocational school levels can only be achieved through changes in the way schools are managed, especially in viewing teacher management as an important part of the strategy. Well organized, flexible, and sustainable teacher human resource management is considered to not only improve teachers' abilities in the short term, but also encourage the quality of learning in the long term. This argument is

constructed through a critical review of previous research result and conceptual frameworks on educational management. This study contributes to the development of educational management science, particularly in enriching the theoretical understanding of school management changes based on teacher human resource management in secondary education. In addition, this study also provides conceptual contributions by showing the relationship between how to manage teacher human resources and the quality of sustainable learning in accordance with the needs of senior high schools and vocational high schools. Thus, the results of this study are expected to be used as a reference by other researchers and as a basis for consideration by policy makers and education practitioners in designing school management strategies that support the sustainability of learning quality.

METHOD

This study uses a descriptive qualitative design with the aim of understanding and reorganizing the concept of school management transformation in teacher human resource management. A qualitative approach was chosen because this study focuses on explaining the meaning, patterns, and relationships between concepts in teacher human resource management and the quality of continuous learning, rather than on testing hypotheses statistically.. The type of research used is library research. This method was chosen because it is necessary to systematically review the theoretical and empirical findings of previous studies relevant to educational management. This study was conducted in the context of secondary education, particularly in high schools and vocational schools, to obtain a complete picture of practices and trends in teacher HR management. The data sources used were secondary sources, such as accredited scientific journal articles, international education policy reports, and academic publications related to the research topic. Data collection was carried out using the desk review technique, which involved searching and browsing online journal databases and academic repositories using keywords such as school management, teacher human resource management, and learning quality. The data analysis technique used descriptive-interpretative qualitative analysis. The analysis process was carried out in several stages, namely collecting literature, selecting sources based on relevance and credibility, grouping emerging themes, and understanding the findings based on the perspective of educational management and human resource development theory. The results of the analysis were presented in the form of conceptual synthesis in order to answer the research objectives

RESULTS AND DISCUSSION

Table.	Synthesis of Previous Research Findings	Focus of Study	Main Findings	Research Limitations
	School Management	Effective leadership	influences teacher performance	Sustainability of quality has not been examined
	Teacher HR management	Professional development	improves teaching quality	Approach is still partial
	Quality of learning	Qualitu is influenced by-school climate and management	Long-term analysis is lacking	High School/Vocational School Context
	Teacher management characteristics	differ	Comparative analysis is lacking	Sustainability HR systems determine quality stability
	Conceptual synthesis	is		

minimal The table above emphasizes that the reserch gap lies in the integrationof teacher HR management and sustainable learning quality in high schools and vocational schools. The results of the literature review show that school management transformation is very important factor in improving the quality of sustainable learning at the secondary education level. Recent studies show that schools with flexible and responsive management systems are able to maintain the quality of learning despite facing policy changes and demands from the international community (Bush & Ng, 2021; Harris et al., 2022; Wang & Hallinger, 2022). Data from previous studies show that systematic teacher management, such as planning, professional development, and performance evaluation, correlates with learning quality. Schools that implement strategy-based HR management tend rely on conventional administrative methods (Alkutich & Al-Salim, 2023; Ho & Lee, 2022). 4 In the context of secondary education, several studies show that high schools and vocational schools face different mangerial challenges. High schools focus more on strengthening academic learning, while vocational schools require teacher management that is more adaptive to industry dynamics and 21st-century skill requirements (Nguyen et al., 2023; Yang & Liu, 2023). The study also found that the sustainability of learning quality is greatly influenced by a continuous professional development system for teacher. Teachers who are active in professional learning communities and learning networks tend to improve learning quality consistently (Admiraal et al., 2021a; Poortman & Brown, 2021). In addition, several recent studies state taht weak school management systems cause fragmentation in teacher development and instability in learning quality. These findings emphasize the importance of a close relationship between school management transformation and teacher human resource management (J. Chen & Guo, 2024; Wu & Shen, 2022). Theoretically, school management transformation is understood as a change in the way educational organizations are managed towards a system that is more oriented towards learning and sutainability. Modern educational leadership and management theories describe schools as learning organizations that require flexibility and cooperation (Y. Chen & Walker, 2022; Eacott, 2022). Educational human resource management theory views teachers as important human resources that require long-term investment. Continuous professional development of teachers is considered the main way to gradually maintain the quality of learning (Day et al., 2021; Park & Ham, 2023). In the world of education, teachers are considered important assets that must be managed properly. According to the book “Human Resource Management”, effective human resource management includes several steps such as planning, skill development, performance appraisal, and efforts to retain teachers on an ongoing basis. This approach emphasizes that the quality of learning is higly dependent on a structured HR management system that encourages the professional growth of teachers (Armstrong & Taylor, 2020). From a sustainability perspective, sustainability leadership theory emphasizes that improving the quality of education cannot be achieved through short-term interventions. Sustaining the quality of education requires a consistent school management system and planned teacher human resource management (Qin & Cherkowski, 2022; Silins & Mulford, 2022). Transformational leadership in schools has a significant impact on encouraging change in the way teachers work and adapt. In the book “Educational Leadership”, vitionary principals are able to create a collaborative work environment, boost teacher morale, and connect individual goals with the institution’s vision. This type of leadership is fundamental to achieving change in teacher human resource management in secondary schools (Bush, 2020). In addition, the

theory of learning organizations helps us understand how schools change in terms of management. Schools are seen as systems that continuously learn from experience and reflection. In this approach, school management plays a role in supporting the learning process in schools, including innovation in teaching methods and teacher learning. This approach emphasizes that good quality learning can only be achieved if schools can create management systems that encourage cooperation and adaptability (Eacott, 2022; Schechter & Feldman, 2021). The concept of continuous learning quality is an effort to improve the quality of education gradually and continuously. In the book "Leading in a Culture of Change", Fullan emphasizes that continuous learning quality can only be achieved if changes in teaching methods are supported by a flexible school system. Teachers play a key role as agents of change who need to be supported by consistent HR management policies that encourage lifelong learning (Fullan & Stons, 2020). These theories are used in this study as analytical tools to understand the relationship between school management transformation, teacher HR management, and sustainable learning in senior high schools and vocational schools.

School Management Transformation

The results of the study indicate that school management transformation is a key requirement for improving the quality of sustainable learning. Schools that implement comprehensive changes to their management systems are better able to manage change and maintain the quality of learning (DeMatthews & Izquierdo, 2023; Harris et al., 2022). Compared to previous studies, these findings confirm that school leadership alone is insufficient without the support of a strong teacher human resource management system. This pattern is consistent with the studies by Gümüş et al (2021) and Kılınc et al (2022), which emphasize the importance of integration between leadership and human resource management. In the context of secondary education, school management transformation must be adapted to the local context. Senior high schools and vocational schools require different management strategies because they have different student characteristics and learning objectives (Torres, 2023; Tran & Nguyen, 2024). The results of the study show that changes in school management affect teachers' morale and loyalty. A clear management system that actively involves teachers increases their sense of ownership of the school's goals. This situation builds a professional work culture and helps teachers to be better prepared to implement new learning methods. These findings are in line with the research by De Nobile & McCormick (2021), which emphasizes the importance of the work environment in supporting the success of school management changes. These findings indicate that school management transformation should be considered a systemic and continuous process. An important lesson to be learned is that structural changes without changes to the teacher human resource management system will not result in long-term learning quality. Teacher Human Resource Management

Teacher human resource management contributes significantly to the quality of continuous learning. Schools with a planned teacher development system show a more stable improvement in learning quality (Bellibaş & Gümüş, 2021; Li et al., 2023). This study shows that effective teacher HR management should not only focus on improving individual abilities, but also on strengthening cooperation and professional culture among teachers. These findings are consistent with the research of Vanblaere & Devos (2021) and Printy & Liu (2021). In the context of senior high schools and vocational schools, teacher HR management must be flexible and adaptive to different learning needs. Vocational schools require flexibility in vocational competencies, while senior high schools require strengthening of academic pedagogical aspects (Ho & Lee, 2022;

Yang & Liu, 2023). This study found that success in managing teacher human resources is highly dependent on the consistency of school policies. Teacher development programs that are not linked to assessment and career planning tend to be less effective. On the other hand, schools that combine teacher competency development with long-term planning show more sustainable improvements in learning quality. These findings reinforce the results of research by Liu & Hallinger (2022) and Sun & Leithwood (2021) on the importance of policy alignment in managing human resources in education. These findings emphasize the need for a paradigm shift in teacher management from an administrative approach to a more strategic and sustainable approach. Sustainable Learning Quality Sustainable learning quality is defined as the ability of schools to maintain consistent learning quality. Research results show that this quality can only be achieved through synergy between school management transformation and teacher human resource management (Huang & Li, 2024; Zhang & Ng, 2022). This study adds insight by showing that the sustainability of learning quality is not only the result of teachers' teaching practices, but also of the stability of the school management system. This pattern is consistent with the findings of Zhao & Watterston (2021) and Zhou & Brown (2022). Sustainable learning quality is also influenced by teachers' welfare and career growth. The findings show that teachers who receive support from a school management system that pays attention to their working conditions tend to produce consistent learning outcomes. Thus, sustainable learning quality involves not only teaching methods but also management and teacher welfare aspects (Day et al., 2021; De Nobile & McCormick, 2021). In addition, the quality of continuous learning needs to be viewed from a long-term perspective in policy and leadership. Schools that are able to maintain the quality of learning despite changes in leadership demonstrate that their school management system is stable and developing. An important lesson from these findings is that the quality of continuous learning depends more on a strong management system than on specific individuals (Qin & Cherkowski, 2022; Silins & Mulford, 2022). Thus, the argument in the study that school management transformation based on teacher human resources is the foundation of sustainable learning quality can be considered correct. An important lesson that can be learned is that the sustainability of learning quality arises from system consistency, not from temporary interventions. Based on previous research findings, the arguments in this qualitative study are considered appropriate both theoretically and practically. Many studies show that schools with good teacher HR management systems tend to have better learning quality (J. Chen & Guo, 2024; Nguyen et al., 2023). This study contributes by strengthening the conceptual framework that combines school management and teacher HR management, particularly at the high school and vocational school levels.

CONCLUSION

This study concludes that school management transformation plays a strategic role in improving the quality of sustainable learning through systematic teacher human resource management. The purpose of this study is to analyze and reorganize changes in the way teachers are managed in senior igh schools and vocational schools, as well as their impact on the quality of sustainable learning. The results show that systematic teacher management, including planning, continuous professional development, performance appraisal, and the promotion of a culture of cooperation, has a significant effect on improving teacher quality and the consistency of learning quality. Changes in school management have been shown to depend not only on the leadership of the principal, but also on the alignment of policies, organizational structures, and school cultures that support lifelong learning. 7 Theoretically, this study reinforces the view that teachers are an important asset in a sustainable school system, while also expanding research on teacher management towards long-term learning quality. Practically, the results of this study can be used as a reference for school administrators and policy makers in designing flexible, systematic strategies for change in teacher management that focus on improving the quality of secondary education. Further research is recommended using quantitative or qualitative approaches to examine the causal relationship between teacher management practices and learning quality. Additionally, field research in various types of schools and regions is needed to strengthen the validity and applicability of these findings.

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