

How to Cite

Nhiem, B. T. (2026). Factors affecting the management of teachers' professional activities in upper secondary schools toward professional autonomy in Vietnam. *International Journal of Humanities, Literature and Arts*, 9(1), 9-16.
<https://doi.org/10.21744/ijhla.v9n1.2484>

Factors Affecting the Management of Teachers' Professional Activities in Upper Secondary Schools Toward Professional Autonomy in Vietnam

Bui Thi Nhiem

Hanoi Department of Education and Training, Hanoi city, Vietnam

Abstract---This study examines the factors affecting the management of teachers' professional activities toward professional autonomy in upper secondary schools in Vietnam. In the context of ongoing educational reform, competency-based education, and school decentralization, professional autonomy has become an important requirement for enhancing teachers' professional agency, instructional innovation, and educational quality. The study employed a qualitative document analysis approach to review Vietnamese educational policies, legal documents, and international studies related to teacher autonomy, school leadership, organizational culture, and professional development. The findings reveal that the management of teachers' professional activities is influenced by two major groups of factors: objective factors and subjective factors. Objective factors include institutional frameworks, educational policies, financial mechanisms, and socio-cultural conditions, while subjective factors involve teachers' professional competence and motivation, school leadership, organizational culture, and professional development support systems. The study also highlights that school-level conditions play a mediating role in connecting educational reforms with teachers' professional practices. In the Vietnamese context, promoting professional autonomy requires not only supportive policies but also democratic leadership, collaborative school cultures, equitable professional development opportunities, and balanced accountability mechanisms. The findings contribute to clarifying the theoretical and practical foundations for improving the management of teachers' professional activities and strengthening professional autonomy in Vietnamese upper secondary schools.

Keywords---professional autonomy, teacher professional activities, educational management, upper secondary schools, school leadership, professional development, Vietnam.

Introduction

In recent years, educational reform in Vietnam has increasingly focused on promoting school autonomy, competency-based education, and innovation in educational governance. Within this reform context, teachers are expected not only to implement prescribed curricula but also to act as active professionals who are capable of making pedagogical decisions, adapting instructional strategies, and continuously developing their professional competencies. Consequently, the management of teachers' professional activities in upper secondary schools has gradually shifted from traditional administrative supervision toward approaches that emphasize teacher empowerment and professional autonomy.

Professional autonomy is considered an important condition for enhancing teachers' professional agency, instructional creativity, and responsibility in educational practice. It enables teachers to participate actively in curriculum implementation, teaching innovation, assessment design, and professional learning activities. Previous studies have demonstrated that teacher autonomy contributes positively to instructional quality, professional motivation, and educational improvement (Pearson & Hall, 1993; Priestley et al., 2015). In addition, educational systems that support teacher autonomy are often associated with stronger professional collaboration, higher levels of teacher engagement, and more sustainable school development.

However, teacher autonomy does not develop automatically within schools. Research has shown that teachers' professional practices are influenced by a wide range of institutional, organizational, and individual factors,

including educational policies, leadership approaches, organizational culture, professional learning conditions, and socio-cultural contexts (Hargreaves, 1998; Leithwood, 1994; Priestley et al., 2015). Therefore, the effectiveness of managing teachers' professional activities depends largely on how these factors interact within the educational environment.

In Vietnam, the implementation of the 2018 General Education Curriculum has created new opportunities for promoting teacher autonomy and professional innovation. Teachers are encouraged to adopt flexible teaching methods, develop competency-based instruction, and participate more actively in professional learning communities. Nevertheless, many upper secondary schools still operate under management practices characterized by administrative control, centralized decision-making, and formalistic professional evaluation. Such conditions may limit teachers' initiative, reduce opportunities for instructional experimentation, and constrain the development of professional autonomy.

Furthermore, the current context of digital transformation, educational decentralization, and increasing public expectations toward schools has created additional pressures on teachers and school leaders. Teachers are required to continuously update their professional competencies, integrate technology into teaching, and respond to increasingly diverse student learning needs. These challenges highlight the importance of developing management approaches that not only ensure accountability but also create supportive conditions for teachers' professional growth and autonomy (Figueiró & Raufflet, 2015).

Given these issues, identifying and analyzing the factors affecting the management of teachers' professional activities toward professional autonomy is both theoretically and practically significant. Such analysis contributes to clarifying the conditions necessary for promoting teacher agency and improving school governance in the context of educational reform in Vietnam. Therefore, this study aims to examine the major objective and subjective factors influencing the management of teachers' professional activities in upper secondary schools toward professional autonomy.

Research Methodology

This study employed a qualitative document analysis approach to examine theoretical perspectives and previous studies related to teacher autonomy and the management of professional activities in upper secondary schools. Document analysis was selected because it allows the researcher to systematically synthesize theoretical foundations, educational policies, and empirical findings relevant to the research topic.

The study reviewed and analyzed a wide range of materials, including Vietnamese educational policies, legal documents, teacher professional standards, educational reform guidelines, and international studies on teacher autonomy, school leadership, organizational culture, professional development, and educational management. Key policy documents in Vietnam, such as the 2018 General Education Curriculum and regulations concerning teacher professional standards and school governance, were also examined to contextualize the discussion within the Vietnamese educational system.

In addition, international literature on teacher agency, instructional leadership, professional learning communities, and organizational culture was synthesized to establish the conceptual framework for the study. Through comparative and interpretive analysis, the study identified major factors influencing the management of teachers' professional activities toward professional autonomy and clarified the relationships among these factors within the educational management system.

The analytical process focused on categorizing the influencing factors into objective and subjective dimensions, examining their interactions, and interpreting their implications for school governance and teacher professional development in Vietnam. This approach provides a theoretical basis for understanding how management practices can support or constrain teacher autonomy in upper secondary schools.

3. Research Results

3.1. Objective Factors Affecting the Management of Teachers' Professional Activities toward Professional Autonomy in Vietnam

Institutional Frameworks, Policies, and Legal Regulations

Institutional frameworks, educational policies, and legal regulations are macro-level factors that strongly influence the management of teachers' professional activities toward professional autonomy in Vietnam. These factors include curriculum regulations, teacher professional standards, decentralization policies, accountability mechanisms, and

educational governance structures that define the scope and conditions of teachers' professional practices in upper secondary schools.

Within the Vietnamese educational system, policies such as Resolution No. 29-NQ/TW on fundamental and comprehensive educational reform, the 2018 General Education Curriculum, and the Professional Standards for Teachers have created important legal foundations for promoting teacher autonomy and innovation. The Professional Standards for Teachers not only define expectations regarding teachers' competencies and professional ethics but also serve as a basis for teacher evaluation, professional development, and school management activities. When implemented from a developmental perspective, these standards encourage teachers' self-improvement and pedagogical innovation. However, when applied primarily through administrative inspection and formal accountability procedures, they may restrict teachers' creativity and reduce opportunities for professional initiative.

Gavriliuk & Lakhnoa (2013), argued that professional autonomy can only develop effectively in institutional environments that recognize teachers as active educational agents and empower them to participate in pedagogical decision-making. Similarly, Priestley et al. (2015), emphasized that teachers' professional agency is shaped by structural and policy conditions. These perspectives indicate that educational policies not only provide direction for professional activities but also determine the extent of teachers' "space for action" within schools.

In Vietnam, the transition toward decentralized educational governance has created favorable conditions for enhancing teacher autonomy. Nevertheless, many upper secondary schools still maintain centralized management practices characterized by administrative supervision and formal compliance requirements. Such conditions may reduce teachers' willingness to experiment with innovative instructional approaches and limit the effectiveness of autonomy-oriented management practices.

Financial Mechanisms for Professional Activities and Professional Development

Financial mechanisms constitute another important objective factor influencing the management of teachers' professional activities toward professional autonomy in Vietnam. These mechanisms refer to the allocation, utilization, and management of financial resources supporting professional learning, instructional innovation, educational research, and teacher development activities.

Funding for professional development programs, workshops, lesson study activities, educational research, and professional learning communities plays a significant role in improving teaching quality and strengthening teachers' professional competencies. OECD (2017) emphasized that adequate educational funding is essential for supporting effective teaching and sustainable professional development. Likewise, Darling-Hammond et al. (2017), argued that successful professional development initiatives require stable and contextually relevant financial support.

In the Vietnamese context, disparities in educational resources among regions remain a considerable challenge. Upper secondary schools in major urban areas such as Hanoi and Ho Chi Minh City generally have better access to training programs, technological infrastructure, and professional learning opportunities than schools in rural or disadvantaged areas. Such inequalities may affect teachers' opportunities to participate in continuous professional development and exercise professional autonomy effectively.

Financial mechanisms influence teacher autonomy by determining the availability of resources for professional activities and innovation. Transparent and flexible funding systems allow teachers to actively select professional learning opportunities that meet their developmental needs. Conversely, limited or bureaucratic funding procedures may reduce teachers' participation in professional learning and constrain their professional growth.

Social Awareness and Coordination among Social Stakeholders

Social awareness and coordination among social stakeholders are socio-cultural factors affecting teachers' professional autonomy and the management of professional activities in Vietnam. These factors reflect the level of public recognition, trust, and support for teachers' professional roles, as well as the cooperation between schools, families, and communities in educational activities.

In Vietnamese society, teachers have traditionally been highly respected; however, rapid social changes and increasing public expectations have created new challenges for the teaching profession. Parents and communities increasingly expect schools to demonstrate measurable educational outcomes, which may increase pressure on teachers and school leaders. Hargreaves (1998) argued that teaching is deeply connected to emotional and social contexts, while Priestley et al. (2015), emphasized that teacher agency is shaped within specific socio-cultural environments.

When teachers are respected and trusted professionally, they are more likely to engage in pedagogical experimentation, instructional innovation, and professional learning. Conversely, excessive social pressure, traditional expectations, and negative public perceptions may discourage innovation and reduce teachers' willingness to exercise autonomy (Eden, 2015).

The expansion of digital technologies and social media has also transformed professional communication and collaboration among teachers in Vietnam. Teachers now have greater opportunities to participate in online professional learning communities, share instructional experiences, and access educational resources. However, [Selwyn \(2016\)](#) noted that digital environments also require stronger professional ethics, digital responsibility, and self-regulation.

In addition, [Epstein \(2011\)](#) and OECD (2019) emphasized the importance of school–family–community partnerships in improving educational quality and supporting teachers’ professional activities. Therefore, positive social awareness and effective stakeholder collaboration contribute significantly to creating supportive environments for professional autonomy and improving the management of teachers’ professional activities in Vietnamese upper secondary schools.

3.2. Subjective Factors Affecting the Management of Teachers’ Professional Activities toward Professional Autonomy in Vietnam

Teachers’ Professional Competence and Motivation

Teachers’ professional competence and motivation are internal factors directly influencing their ability to exercise professional autonomy and participate effectively in professional activities. These factors include pedagogical competence, subject knowledge, professional values, self-learning ability, intrinsic motivation, and commitment to continuous professional development.

According to self-determination theory, [Deci & Ryan \(2000\)](#) argued that intrinsic motivation develops when individuals experience autonomy, competence, and relatedness within their professional environment. In educational settings, teachers are more likely to exercise professional autonomy effectively when they possess strong professional competencies and positive professional motivation. [Priestley et al. \(2015\)](#) further emphasized that teacher agency depends not only on external structures but also on teachers’ personal capacities and decision-making abilities.

In Vietnam, the implementation of the competency-based curriculum requires teachers to adopt more flexible teaching methods, integrate technology into instruction, and respond to increasingly diverse student learning needs. These demands require teachers to continuously update their professional competencies and engage actively in professional learning activities.

Teachers with strong professional competence and intrinsic motivation are more capable of designing instructional plans, adapting teaching strategies, conducting reflective practice, and participating in collaborative professional learning communities. Conversely, limited competence or weak professional motivation may reduce the effectiveness of autonomy-oriented management approaches and limit teachers’ willingness to innovate ([Avalos, 2011](#)).

School Leadership in Empowerment and Professional Management

School leadership plays a decisive role in organizing and coordinating professional activities toward teacher autonomy in Vietnam. Principals and instructional leaders are not only administrative managers but also facilitators who establish supportive environments, professional structures, and empowerment mechanisms for teachers.

From the perspective of educational management, school leaders are responsible for translating national educational reforms into contextually appropriate school practices. [Marzano & Waters \(2009\)](#) argued that effective school leadership directly influences teaching quality through instructional guidance and supportive learning environments. Similarly, [Leithwood \(1994\)](#) emphasized that educational leadership should focus on teacher empowerment and professional capacity building.

In the Vietnamese context, many school principals continue to operate within hierarchical management traditions characterized by centralized decision-making and administrative control. However, current educational reforms increasingly require principals to adopt transformational and instructional leadership approaches that encourage teacher participation, collaboration, and innovation.

Research by [Pearson & Hall \(1993\)](#), [Bogler \(2001\)](#), and [OECD \(2021\)](#) demonstrated that teachers tend to experience higher levels of professional autonomy in schools characterized by democratic leadership, transparent communication, and distributed management structures. In autonomy-oriented professional management, school leaders empower teachers to participate in planning, implementation, evaluation, and improvement processes while also facilitating professional learning communities and collaborative inquiry activities.

Consequently, school leadership functions as a mediating factor connecting educational policies with teachers' professional practices and plays a critical role in creating conditions that support professional autonomy in Vietnamese upper secondary schools.

School Organizational Culture

School organizational culture refers to the shared values, beliefs, norms, and interaction patterns developed within the school environment. It significantly influences teachers' attitudes, professional behaviors, and levels of engagement in professional activities.

[Cameron & Freeman \(1991\)](#) suggested that organizational culture strongly affects organizational effectiveness through its influence on collaboration and member behaviors. [Schein \(2010\)](#) also argued that shared assumptions and values shape individuals' perceptions and actions within organizations.

In Vietnamese upper secondary schools, organizational culture is reflected through professional collaboration, openness in communication, collegial support, and attitudes toward innovation. Schools that encourage collaborative professional learning, lesson study, and reflective practice often demonstrate higher levels of teacher participation and instructional innovation. Conversely, bureaucratic and compliance-oriented cultures may discourage initiative and reduce teachers' willingness to exercise autonomy.

At the departmental level, cultures characterized by trust, collaboration, and mutual support create favorable conditions for professional learning and pedagogical improvement. Therefore, organizational culture serves as a foundational value system influencing the quality and effectiveness of autonomy-oriented professional management in Vietnam.

Professional Development Support Systems

Professional development support systems refer to institutional mechanisms and organized activities that enable teachers to continuously improve their professional competencies. These systems include structured professional learning opportunities, mentoring, collaborative learning activities, and school-based support mechanisms.

[Darling-Hammond et al. \(2017\)](#) emphasized that effective professional development should be collaborative, practice-based, and continuous. [Lieberman & Miller \(2001\)](#), as well as [DuFour & Fullan \(2013\)](#), highlighted the importance of professional learning communities in sustaining teacher professional growth.

In Vietnamese upper secondary schools, professional support systems include professional meetings, classroom observations, lesson study, mentoring activities, workshops, and collaborative professional learning programs. These mechanisms provide opportunities for teachers to engage in reflective practice, exchange experiences, and improve instructional competencies.

According to [Priestley et al. \(2015\)](#), teacher autonomy depends not only on individual competence but also on organizational support and contextual conditions. Therefore, professional development support systems play a critical role in transforming educational policies into practical opportunities for teacher learning and professional autonomy.

When professional development activities are flexible, relevant, and responsive to teachers' needs, teachers are more likely to engage actively in self-directed professional learning and instructional innovation. In contrast, formalistic or mandatory activities may reduce teachers' motivation and limit the effectiveness of autonomy-oriented management approaches.

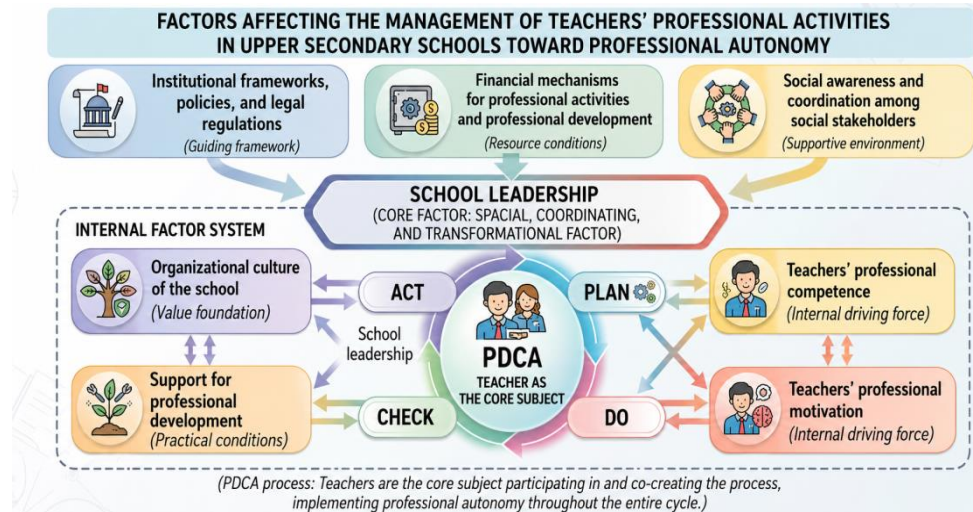


Figure 1. Factors Affecting the Management of Teachers' Professional Activities in Upper Secondary Schools toward Professional Autonomy

Discussion

The findings of this study demonstrate that the management of teachers' professional activities toward professional autonomy in Vietnam is influenced by the interaction of institutional, organizational, and individual factors. In the context of educational reform in Vietnam, these factors are particularly important because the educational system is transitioning from a centrally controlled administrative model toward competency-based education, school decentralization, and greater professional accountability. This transformation has created both opportunities and challenges for strengthening professional autonomy among upper secondary school teachers.

First, the study indicates that institutional frameworks and educational policies play a decisive role in shaping the conditions for professional autonomy in Vietnam. Recent reforms, including Resolution No. 29-NQ/TW, the 2018 General Education Curriculum, and the Professional Standards for Teachers, have increasingly emphasized teacher empowerment, instructional flexibility, and competency-based teaching. These reforms encourage teachers to become active professionals who are capable of designing instructional activities, adapting teaching methods, and engaging in continuous professional learning. However, despite these policy directions, the implementation process in many upper secondary schools remains strongly influenced by administrative management traditions. Professional activities are often evaluated through documentation, formal inspections, and compliance-oriented procedures rather than through pedagogical effectiveness and instructional innovation. As a result, teachers may experience limited opportunities to exercise genuine professional autonomy in their daily practices.

Second, the findings reveal that financial mechanisms continue to be a significant issue affecting the management of professional activities toward professional autonomy in Vietnam. Although educational reform requires teachers to continuously improve their competencies and engage in professional learning, access to professional development opportunities remains uneven across regions and schools. Upper secondary schools in major urban areas such as Hanoi and Ho Chi Minh City generally possess more favorable conditions, including better technological infrastructure, stronger professional learning communities, and greater access to training programs. In contrast, schools in rural, mountainous, and disadvantaged regions often face shortages of educational resources and limited opportunities for professional development. Such disparities may affect teachers' ability to participate in continuous learning and reduce the effectiveness of autonomy-oriented management practices. Therefore, equitable and transparent investment in professional development is essential for supporting teacher autonomy and improving educational quality nationwide.

Third, the study highlights the important influence of social awareness and stakeholder collaboration on teachers' professional autonomy in Vietnam. Traditionally, teachers have occupied a respected position in Vietnamese society. However, rapid socio-economic changes, digital transformation, and increasing public expectations toward schools have created additional pressures on teachers and school leaders. Parents and communities increasingly expect schools to demonstrate measurable academic outcomes and educational effectiveness, which may increase accountability pressures on teachers. At the same time, digital technologies and social media have expanded opportunities for teachers to participate in online professional learning communities, share pedagogical experiences,

and access instructional resources. This dual impact suggests that professional autonomy in Vietnam must be accompanied by stronger professional ethics, digital responsibility, and collaborative relationships among schools, families, and communities (Sudarmo, 2020).

The findings also emphasize that school leadership is a critical factor influencing the management of teachers' professional activities toward autonomy in Vietnam. In many upper secondary schools, principals still operate within hierarchical leadership traditions characterized by centralized decision-making and administrative control. Nevertheless, current educational reforms increasingly require principals to adopt transformational and instructional leadership approaches that empower teachers and promote collaborative professional learning. Schools with democratic leadership practices, transparent communication, and distributed decision-making structures are more likely to encourage teacher initiative, innovation, and reflective practice. This finding aligns with international research emphasizing the close relationship between school leadership and teacher agency.

In addition, school organizational culture significantly affects the implementation of professional autonomy in Vietnamese upper secondary schools. In schools where teachers are encouraged to share experiences, participate in lesson study, and engage in collaborative professional learning communities, instructional innovation and professional engagement are more likely to occur. Conversely, in schools where professional activities are implemented primarily for administrative compliance, opportunities for meaningful collaboration and reflective practice may remain limited. Therefore, building a supportive, collaborative, and trust-based school culture is essential for strengthening teacher autonomy and improving the management of professional activities.

Finally, the study suggests that professional autonomy should not be understood simply as individual freedom but rather as a professional capacity developed within supportive institutional and organizational conditions. In Vietnam, promoting professional autonomy requires balancing teacher empowerment with accountability mechanisms that ensure educational quality and professional responsibility. Teachers need sufficient professional space to make pedagogical decisions, while educational authorities and school leaders must establish supportive systems that encourage innovation, collaboration, and continuous learning. Consequently, future educational management policies in Vietnam should focus not only on decentralization but also on strengthening professional learning systems, collaborative organizational cultures, and instructional leadership practices that enable teachers to exercise professional autonomy effectively and responsibly.

Conclusion

This study examined the factors affecting the management of teachers' professional activities toward professional autonomy in Vietnam. The findings indicate that these factors can be categorized into two major groups: objective factors and subjective factors. Objective factors include institutional frameworks, educational policies, financial mechanisms, and socio-cultural conditions, whereas subjective factors consist of teachers' professional competence and motivation, school leadership, organizational culture, and professional development support systems.

The study demonstrates that these factors interact within a multidimensional and interconnected educational system. Among them, school-level factors play a particularly important mediating role in connecting macro-level educational reforms with teachers' professional practices in upper secondary schools. Effective school leadership, collaborative organizational culture, and meaningful professional development systems are essential conditions for enabling teachers to exercise professional autonomy and participate actively in continuous professional learning.

In the Vietnamese educational context, the transition toward competency-based education and decentralized school governance has created favorable opportunities for strengthening teacher autonomy and promoting professional innovation. However, several challenges remain, including centralized administrative management traditions, unequal access to professional development opportunities, limited financial resources, and increasing social expectations toward teachers and schools. These challenges indicate that the development of professional autonomy requires not only policy reform but also organizational and cultural transformation within schools.

Therefore, improving the management of teachers' professional activities toward professional autonomy in Vietnam should focus on developing supportive institutional frameworks, strengthening democratic and instructional leadership, fostering collaborative school cultures, and expanding equitable opportunities for continuous professional development. Such efforts will contribute to enhancing teachers' professional agency, improving instructional quality, and supporting sustainable educational innovation in Vietnamese upper secondary schools.

References

- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and teacher education*, 27(1), 10-20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662–683.
- Cameron, K. S., & Freeman, S. J. (1991). Cultural congruence, strength, and type: Relationships to effectiveness. *Research in Organizational Change and Development*, 5, 23–58.
- Central Executive Committee. (2013). *Resolution No. 29-NQ/TW on fundamental and comprehensive reform of education and training*. Hanoi, Vietnam.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning policy institute*.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- DuFour, R., & Fullan, M. (2013). *Cultures built to last: Systemic PLCs at work*. Solution Tree Press.
- Eden, D. (2015). From school leadership to community leadership. *Procedia-social and behavioral sciences*, 186, 487-494. <https://doi.org/10.1016/j.sbspro.2015.04.101>
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.
- Figueiró, P. S., & Raufflet, E. (2015). Sustainability in higher education: a systematic review with focus on management education. *Journal of cleaner production*, 106, 22-33. <https://doi.org/10.1016/j.jclepro.2015.04.118>
- Gavriliuk, O. A., & Lakhnoa, A. V. (2013). Professional autonomy of a university teacher in the USA and Russia: Freedom from control or freedom for development. *Journal of Siberian Federal University. Humanities & Social Sciences*, 6(3), 455–467.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835–854.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498–518.
- Lieberman, A., & Miller, L. (Eds.). (2001). *Teachers caught in the action: Professional development that matters*. Teachers College Press.
- Marzano, R. J., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Solution Tree Press.
- Ministry of Education and Training. (2018a). *Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, promulgating the General Education Curriculum*. Hanoi, Vietnam.
- Ministry of Education and Training. (2018b). *Circular No. 20/2018/TT-BGDĐT dated August 22, 2018, promulgating the Professional Standards for General Education Teachers*. Hanoi, Vietnam.
- Ministry of Education and Training. (2020). *Circular No. 32/2020/TT-BGDĐT promulgating the Charter of Lower Secondary Schools, Upper Secondary Schools, and Multi-level General Schools*. Hanoi, Vietnam.
- National Assembly of Vietnam. (2019). *Law on Education No. 43/2019/QH14 dated June 14, 2019*. Hanoi, Vietnam.
- Nguyen Thi My Loc, & Nguyen Vu Bich Hien (Eds.). (2019). *School culture management*. Vietnam National University Press, Hanoi.
- OECD. (2017). *The funding of school education: Connecting resources and learning*. OECD Publishing. <https://doi.org/10.1787/9789264276147-en>
- OECD. (2019). *TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- OECD. (2021). *Teachers and leaders in schools: Findings from TALIS 2018*. OECD Publishing. <https://doi.org/10.1787/69e92ed4-en>
- Pearson, L. C., & Hall, B. W. (1993). Initial construct validation of the teaching autonomy scale. *The Journal of Educational Research*, 86(3), 172–178.
- Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury Academic.
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.
- Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.
- Sudarmo, S. (2020). Excellent human resource management in business practices: achieving sustainable. *International Journal of Humanities, Literature and Arts*, 3(1), 93-98. <https://doi.org/10.31295/ijhla.v3n1.280>