Al-Munawwarah: Journal of Islamic Education
E-ISSN: 2654-265X
Volume 2 (2), 2026, 245-265
DOI: 10.38073/almunawwarah.v2i2.6243
https://ejournal.uiidalwa.ac.id/index.php/almunawwarah

Systemic Challenges in Managing Teachers and Educational Personnel: A Thematic Literature Review

Miki Sandi[1*], Randa[2], Zamroni[3]
[1,2,3] Universitas Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia
Email: mikisandi8@gmail.com[1], randayudistira772@gmail.com[2], zamroni@uinsi.ac.id[3]
*Corresponding Author

ABSTRACT

Teachers and educational personnel play essential roles in maintaining educational quality, yet their professional responsibilities are increasingly affected by interconnected structural, managerial, and organizational challenges. Previous research has primarily examined these challenges separately, providing limited integrated explanations of their relationships within educational human resource management. This study aims to identify and synthesize the major challenges affecting teachers and educational personnel and examine their implications for institutional governance and educational quality. Employing a qualitative literature review approach, the study synthesizes scholarly publications primarily from 2022 to 2026 through thematic analysis. The synthesis identifies five major challenges: welfare disparities and employment insecurity, excessive administrative workload that may constrain pedagogical responsibilities, unequal teacher distribution and professional competency gaps, limited professional recognition and development opportunities for non-teaching educational personnel, and organizational difficulties in adapting to educational policies and digital transformation. The findings suggest that these challenges are interconnected through employment conditions, institutional support, workforce planning, professional development, and organizational readiness. Addressing them independently may therefore overlook important relationships within educational workforce governance. The study concludes that sustainable educational quality improvement requires an integrated human resource management approach emphasizing equitable employment conditions, balanced administrative responsibilities, strategic workforce distribution, inclusive professional development, and participatory digital transformation. Its principal contribution lies in developing a conceptual synthesis that connects five dimensions of educational workforce challenges and provides a foundation for more coordinated and context-sensitive institutional policies.

Keywords: *Teachers and Educational Personnel, Educational Human Resource Management, Teacher Welfare, Administrative Workload, Digital Transformation.*

Article History
Received: 14 September 2026 | Revised: 7 November 2026 | Accepted: 10 November 2026 | Available online: 12 November 2026

How to Cite this Article
Sandi, Miki, Randa Randa, and Zamroni Zamroni. "Systemic Challenges in Managing Teachers and Educational Personnel: A Thematic Literature Review." *Al-Munawwarah: Journal of Islamic Education* 2, no. 2 (2026): 245–65. https://doi.org/10.38073/almunawwarah.v2i2.6243.

Copyright © 2026 The Author(s)
This article is licensed under CC-BY-SA |

INTRODUCTION

Teachers and educational personnel play a strategic role in the education system, as educational quality depends not only on teachers' professional competencies but also on effective human resource management and institutional administrative support. Teachers are responsible for facilitating learning, developing students' competencies, and achieving educational objectives, while educational personnel support administrative services, information management, and school operations. Nevertheless, the management of teachers and educational personnel continues to face structural, managerial, and organizational challenges that may affect employee well-being, professionalism, and educational quality. Leithwood et al. (2026),[1] through a systematic review of previous studies, demonstrated that teachers' decisions to remain in or leave the profession are associated with various factors within the school organizational environment. These findings highlight that educational quality and sustainability are closely related to working conditions and human resource governance.

One fundamental challenge in managing teachers and educational personnel concerns employee welfare and employment insecurity. Differences in employment arrangements, career stability, professional recognition, and organizational support may contribute to unequal working experiences between permanent and non-permanent employees. Cobb-Clark and Nguyen (2026),[2] through a systematic review of risk and protective factors associated with teacher attrition, identified individual and workplace-related factors influencing teachers' decisions to leave the profession, including school leadership. Similarly, Finch and Syvertsen (2026)[3] examined teacher well-being within a broader institutional context. These studies suggest that employee welfare should not be understood solely in terms of financial compensation but should also encompass employment security, professional support, and career sustainability. However, the specific circumstances of honorary teachers and non-teaching educational personnel in Indonesia require further investigation through contextually relevant empirical studies.

Another significant challenge is the increasing administrative workload that may reduce teachers' capacity to perform their primary pedagogical responsibilities. Documentation requirements, performance reporting, digital administrative platforms, and institutional accountability mechanisms demand considerable time and administrative competencies. Romero-Ochoa et al. (2024),[4] through a systematic literature review, identified several dimensions of teacher workload, including non-teaching responsibilities, extended

[1] Kenneth Leithwood et al., "A School-Oriented Explanation of Teachers' Retention Decisions: Building on Evidence from a Systematic Review of Reviews," *Review of Education* 14, no. 2 (2026): e70182, https://doi.org/10.1002/rev3.70182.

[2] Merryll-Anne Cobb-Clark and Hoa Thi Mai Nguyen, "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context," *Teachers and Teaching* 0, no. 0 (2026): 1–25, https://doi.org/10.1080/13540602.2026.2630394.

[3] Karuna Samuel Finch and Ida Malini Syvertsen, "Rethinking Teacher Well-Being Research in India for SDG 16," *Discover Education* 5, no. 1 (2026): 364, https://doi.org/10.1007/s44217-026-01396-y.

[4] Miguel-Angel Romero-Ochoa et al., "Knowledge Management Strategies Supported by ICT for the Improvement of Teaching Practice: A Systematic Review," *Information* 16, no. 5 (2025): 414, https://doi.org/10.3390/info16050414.

working hours, occupational stress, and professional exhaustion. Parcerisa et al. (2022)[5] further demonstrated that performance-based accountability mechanisms have implications for teachers' professional autonomy, depending on their regulatory design and implementation context. These studies reveal tensions between administrative accountability and pedagogical autonomy. Therefore, administrative workload should be examined in relation to institutional policies, responsibility distribution, and the availability of support personnel rather than merely as an issue of individual time management.

Beyond welfare and administrative responsibilities, equitable teacher distribution and professional competency development remain important challenges in educational human resource management. Differences in teacher availability across regions and educational institutions may influence students' access to quality learning opportunities. Furthermore, mismatches between teachers' academic qualifications and their assigned teaching responsibilities may reduce instructional effectiveness. Koh et al. (2024),[6] through a systematic review of talent management among Malaysian secondary school teachers, emphasized the importance of identifying, developing, and retaining teaching professionals. Repenning-Bzdigian et al. (2026)[7] also identified challenges affecting the continuity of professional development among early childhood educators in Chile. Although these studies provide valuable insights into professional competency development, they do not directly address teacher maldistribution and out-of-field teaching in Indonesia. Consequently, teacher deployment, placement, and professional development should be examined as interconnected dimensions of educational workforce governance.

Discussions of educational human resources must also consider non-teaching educational personnel, including administrative staff, librarians, laboratory personnel, and other school support employees. These personnel contribute to institutional service continuity and provide essential support for teachers' professional responsibilities. Nevertheless, their career development, professional competencies, institutional recognition, and participation in organizational decision-making require greater scholarly attention. Alonzo et al. (2025)[8] demonstrated that teacher isolation is a multidimensional phenomenon associated with organizational support and professional relationships. Although their study focused specifically on teachers, its organizational perspective provides a useful starting point for examining professional recognition and institutional inclusion within school environments. The literature collected for this review provides limited direct evidence concerning the structural and cultural marginalization of non-teaching educational personnel. This limitation highlights the importance of distinguishing between the challenges

[5] Lluís Parcerisa et al., "Teacher Autonomy in the Age of Performance-Based Accountability: A Review Based on Teaching Profession Regulatory Models (2017-2020)," *Education Policy Analysis Archives* 30, no. 100 (2022), https://eric.ed.gov/?id=EJ1351052.

[6] Aik Siong Koh et al., "Systematic Literature Review: What Factors Influence Talent Management Among Secondary School Teachers in Malaysia?," *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 9, no. 3 (2024): e002746–e002746, https://doi.org/10.47405/mjssh.v9i3.2746.

[7] Susan Repenning-Bzdigian et al., "Unpacking the Professional Development of Early Childhood Educators in Chile," *International Journal of Early Childhood* 58, no. 1 (2026): 451–73, https://doi.org/10.1007/s13158-026-00487-z.

[8] Dennis Alonzo et al., "Teacher Isolation: Investigations, Conceptualisations and Future Directions," *European Journal of Education* 60, no. 1 (2025): e12844, https://doi.org/10.1111/ejed.12844.

experienced by teachers and support personnel while examining their interconnected roles within school management systems.

The management of teachers and educational personnel has become increasingly complex due to accelerated digital transformation and changing educational policies. Digital technologies offer opportunities to improve administrative efficiency and instructional innovation, but their implementation also requires technological competencies, infrastructure readiness, and supportive organizational cultures. Sandoval-Obando et al. (2026)[9] examined the relationship between teaching engagement and technostress, while Purnomo et al. (2026)[10] identified various sources of technology-related pressure among teachers, including digital system requirements and the development of generative artificial intelligence. Asriadi and Andriani (2026)[11] emphasized the significance of digital leadership in connecting technological readiness with schools' organizational capacities. These findings suggest that challenges associated with digital adaptation cannot be explained solely through individual technological limitations but should also be understood in relation to institutional support and change management. Palumbo and Manna (2019)[12] previously highlighted the importance of considering organizational drivers, barriers, and managerial consequences when implementing institutional change. Accordingly, what is commonly described as culture shock in educational digital transformation can be more precisely examined through organizational readiness, resistance to change, and technostress.

A synthesis of previous research reveals several major directions in the study of teachers and educational personnel. Existing studies have investigated teacher welfare and retention,[13] administrative workload and professional autonomy,[14] professional development and talent management,[15] and digital transformation and organizational readiness.[16] Although these studies provide important insights, they generally examine educational workforce challenges within their respective thematic areas. The literature reviewed offers limited integrated explanations of the systemic relationships among employee welfare and employment security, administrative workload, teacher distribution and competency, the organizational position of non-teaching educational personnel, and readiness for digital

[9] Eduardo Sandoval-Obando et al., "Generativity and Psychological Well-Being in Primary and Secondary Teachers: A Systematic Review," *Societies* 15, no. 11 (2025): 320, https://doi.org/10.3390/soc15110320.
[10] Eko Nurhaji Purnomo et al., "Teachers' Technostress in the Emerging Generative AI Era: A Systematic Review and Bibliometric Mapping (2005–2025)," *Cogent Social Sciences* 12, no. 1 (2026): 2748775, https://doi.org/10.1080/23311886.2026.2748775.
[11] Asriadi Asriadi and Dwi Esti Andriani, "A Systematic Literature Review of School Digital Leadership: From Digital Readiness to Organizational Outcomes," *Leadership and Policy in Schools* 0, no. 0 (2026): 1–18, https://doi.org/10.1080/15700763.2026.2646345.
[12] Rocco Palumbo and Rosalba Manna, "Making Educational Organizations Able to Change: A Literature Review," *International Journal of Educational Management* 33, no. 4 (2019): 734–52, https://doi.org/10.1108/IJEM-02-2018-0051.
[13] Cobb-Clark and Nguyen, "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context"; Leithwood et al., "A School-Oriented Explanation of Teachers' Retention Decisions."
[14] Parcerisa et al., "Teacher Autonomy in the Age of Performance-Based Accountability."
[15] Koh et al., "Systematic Literature Review"; Repenning-Bzdigian et al., "Unpacking the Professional Development of Early Childhood Educators in Chile."
[16] Asriadi and Esti Andriani, "A Systematic Literature Review of School Digital Leadership"; Purnomo et al., "Teachers' Technostress in the Emerging Generative AI Era."

transformation. Furthermore, the predominance of teacher-centered research indicates a need to expand scholarly attention to non-teaching educational personnel as integral components of educational institutions. These limitations establish the research gap addressed by the present study.

To address this gap, the novelty of this study lies in integrating five dimensions of challenges faced by teachers and educational personnel into an interconnected framework of educational human resource governance rather than treating them as separate administrative or individual problems. Using a literature review approach with thematic synthesis, this study seeks to identify major challenges, examine their underlying factors and interrelationships, and formulate alternative solutions based on previous research findings. Specifically, this study aims to (1) identify welfare and employment security challenges affecting teachers and educational personnel; (2) analyze administrative workloads and their implications for teachers' pedagogical responsibilities; (3) examine teacher distribution and professional competency development; (4) investigate the organizational position and professional challenges of non-teaching educational personnel; and (5) analyze institutional readiness for educational policy adaptation and digital transformation. The study is expected to contribute a conceptual understanding of interconnected educational workforce challenges and provide a foundation for developing more integrated, participatory, and quality-oriented human resource management policies in educational institutions.

METHOD

This study employed a qualitative literature review approach with thematic synthesis to identify, analyze, and integrate the major challenges faced by teachers and educational personnel in educational institutions. The literature review was selected to examine the relationships among five interconnected issues: employee welfare and employment insecurity, administrative workload, teacher distribution and competency disparities, the organizational marginalization of non-teaching educational personnel, and adaptation to educational policy changes and digital transformation. Rather than examining these issues independently, the study sought to develop an integrated understanding of their structural, managerial, and organizational dimensions.

The literature search focused on scholarly publications from 2022 to 2026, with an earlier publication included where necessary to establish relevant conceptual foundations. Literature was identified through academic search platforms and indexing services, including Google Scholar, Scopus, and SINTA, using combinations of Boolean operators (AND and OR). The search terms included "teacher welfare," "employment insecurity," "administrative workload," "teacher burnout," "teacher distribution," "out-of-field teaching," "non-teaching staff," "professional development," "digital transformation," and "technostress." These terms were combined to identify studies addressing working conditions, professional challenges, institutional governance, and organizational adaptation. The search strategy was designed to capture both international research and studies relevant to the Indonesian educational context.

Literature selection was guided by predefined inclusion and exclusion criteria. Eligible publications included peer-reviewed journal articles and scholarly reviews that

directly examined at least one of the five research themes, presented identifiable research methods or analytical approaches, and provided findings relevant to educational human resource management. Studies focusing exclusively on students, unrelated occupational sectors, or technological development without implications for teachers or educational personnel were excluded. Publications with insufficient methodological information or limited relevance to the research objectives were also excluded. Relevant conceptual studies and official educational policy documents could be considered as supplementary sources to contextualize the findings.

The collected literature was analyzed using thematic synthesis involving three interconnected stages: coding, descriptive theme development, and analytical interpretation. First, information concerning research objectives, methodological approaches, principal findings, and identified challenges was extracted from the selected publications. Second, the findings were organized into five thematic categories corresponding to the research objectives. Third, similarities, differences, and relationships among the studies were examined to identify underlying institutional and managerial factors connecting the five challenges. Particular attention was given to the relationships between employment conditions, administrative responsibilities, professional development opportunities, organizational support, and technological adaptation. The synthesis distinguished findings directly supported by the reviewed literature from broader conceptual interpretations and proposed managerial implications.

To strengthen analytical credibility, the synthesis considered the relevance, methodological clarity, contextual applicability, and consistency of findings across studies. Contradictory or context-dependent findings were interpreted in relation to their research settings rather than treated as universally applicable conclusions. The results were presented through thematic discussion and cross-study comparisons, followed by an integrated interpretation of the systemic challenges affecting teachers and educational personnel. As the study relied exclusively on published literature and publicly accessible documents, no direct participation of human research subjects was involved. Academic integrity was maintained through source attribution, accurate representation of previous findings, and the distinction between evidence-based conclusions and the authors' conceptual recommendations.

RESULTS AND DISCUSSION

Teacher Welfare and Employment Insecurity

Teacher welfare and employment insecurity represent fundamental challenges in educational human resource management. The reviewed literature indicates that teachers' professional well-being is influenced not only by financial compensation but also by employment stability, organizational support, career opportunities, and institutional working conditions. These dimensions are interconnected because uncertainty regarding employment and professional development may influence motivation, occupational commitment, and decisions to remain in the teaching profession. Leithwood et al. (2026),[17] through a systematic review of reviews, emphasized that teacher retention is shaped by multiple school-related

[17] Leithwood et al., "A School-Oriented Explanation of Teachers' Retention Decisions."

factors, particularly leadership, working conditions, and organizational environments. Similarly, Cobb-Clark and Nguyen (2026)[18] identified various risk and protective factors associated with teacher attrition, demonstrating that workforce retention cannot be explained exclusively through individual characteristics or financial considerations.

A comparison of these studies reveals that teacher welfare should be understood as a multidimensional condition rather than a matter of salary alone. While Leithwood et al. (2026)[19] emphasized school organizational factors, Cobb-Clark and Nguyen (2026)[20] examined the broader interaction between individual circumstances and workplace conditions. Finch and Syvertsen (2026)[21] further extended the discussion by situating teacher well-being within institutional and social contexts. These perspectives collectively suggest that employment security, supportive leadership, professional recognition, and opportunities for career development constitute important elements of sustainable educational workforce management. However, the studies differ in their geographical contexts and analytical approaches, requiring caution when applying their conclusions directly to Indonesian educational institutions.

In Indonesia, welfare and employment insecurity are particularly relevant to discussions concerning honorary teachers, contract employees, and other non-permanent educational personnel. Differences in employment arrangements may produce unequal access to compensation, career advancement, and institutional benefits. Nevertheless, the reviewed international literature does not independently establish the prevalence or specific consequences of these inequalities in Indonesian schools. Such claims require additional evidence from national studies and official employment data. The literature does, however, provide a conceptual basis for examining how employment uncertainty may interact with organizational commitment and professional well-being.

Furthermore, welfare challenges should be considered alongside the psychological dimensions of teaching. Tamam (2026),[22] through a review of work–life balance in the teaching profession, discussed the relationship between professional demands and teachers' ability to maintain balance between occupational and personal responsibilities. This perspective complements the findings of Finch and Syvertsen (2026)[23] by suggesting that professional well-being is influenced by the organization of work and the availability of

[18] Cobb-Clark and Nguyen, "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context."
[19] Leithwood et al., "A School-Oriented Explanation of Teachers' Retention Decisions."
[20] Cobb-Clark and Nguyen, "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context."
[21] Finch and Syvertsen, "Rethinking Teacher Well-Being Research in India for SDG 16."
[22] Moh Badrut Tamam, "Work-Life Balance in the Teaching Profession: Insights from a Decade of Scholarly Research," *Journal of Social, Educational and Religious Studies* 1, no. 4 (2026): 44–68, https://doi.org/10.67467/jsers.v1i4.71.
[23] Finch and Syvertsen, "Rethinking Teacher Well-Being Research in India for SDG 16"; Fandy Ahmad, "Reorienting the Pedagogy of Ta'lim al-Muta'allim in Shaping the Academic Ethics of Generation Z," *Al-Munawwarah: Journal of Islamic Education* 2, no. 2 (2026): 216–28, https://doi.org/10.38073/almunawwarah.v2i2.6110; Aidil Aidil et al., "E-Learning-Based Instructional Design in Islamic Religious Education for Enhancing Religious Literacy," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 5, no. 2 (2026): 129–43, https://doi.org/10.38073/adabuna.v5i2.4704.

institutional support. Consequently, improving teacher welfare requires attention to the broader employment environment rather than relying exclusively on financial incentives.

From a human resource management perspective, the synthesis identifies three interrelated priorities: employment security, professional support, and sustainable career development. Employment security concerns the predictability and clarity of employment arrangements; professional support involves leadership practices and organizational resources; and career development concerns opportunities for improving professional competencies and advancing within educational institutions. Although the relative importance of these factors differs across research contexts, their interaction is relevant to understanding teacher retention and institutional stability.

These findings have important managerial implications. Educational institutions should establish transparent employment arrangements, strengthen professional support systems, and provide equitable opportunities for career development. At the policy level, workforce planning should consider differences between permanent and non-permanent employment arrangements and their potential implications for institutional stability. Such recommendations should be adapted to the applicable Indonesian employment regulations and supported by context-specific evidence.

Overall, this thematic synthesis demonstrates that teacher welfare and employment insecurity are interconnected with broader institutional working conditions. The contribution of this analysis lies in positioning welfare as an organizational and structural concern that potentially influences other educational workforce challenges, particularly administrative workload, professional development, and adaptation to institutional change. However, the current evidence is more substantial for teachers than for non-teaching educational personnel, indicating a need for additional research addressing the employment experiences of school administrative and support staff.

Administrative Workload and Teachers' Pedagogical Responsibilities

Administrative workload constitutes another important challenge in educational human resource management, particularly when institutional reporting requirements compete with teachers' instructional responsibilities. The reviewed literature suggests that teachers' workloads extend beyond classroom teaching to include documentation, assessment reporting, administrative coordination, performance monitoring, and the use of digital management platforms. Although these activities contribute to institutional accountability, excessive or poorly coordinated administrative demands may reduce the time and resources available for lesson preparation, instructional innovation, and individualized student support.

Romero-Ochoa et al. (2024),[24] through a systematic literature review, identified several dimensions of teacher workload, including non-teaching responsibilities, extended

[24] Romero-Ochoa et al., "Knowledge Management Strategies Supported by ICT for the Improvement of Teaching Practice"; Muhammad Fadhil Hadziq and Narul Hasyim Muzadi, "The Renewal of Islamic Thought in the Middle East and South Asia and Its Influence on the Independence of Islamic Countries," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 2 (2025): 85–106, https://doi.org/10.38073/adabuna.v4i2.2582; Intan Humairah and Agus Salim Salabi, "Pengaruh Peminatan Santri, Dukungan Keluarga Melalui Budaya Pesantren Terhadap Pemilihan Perguruan Tinggi," *Afkaruna: International Journal of Islamic Studies (AIJIS)*, April 30, 2026, https://ejournal.uiidalwa.ac.id/index.php/aijis/article/view/4843.

working hours, occupational stress, and professional exhaustion. These findings suggest that workload challenges should be examined through both the quantity and characteristics of assigned responsibilities. Administrative tasks may become particularly burdensome when they are repetitive, poorly integrated, or insufficiently supported by institutional resources. Consequently, the relationship between administrative workload and educational quality cannot be understood simply through the number of working hours; it also requires attention to how professional responsibilities are distributed and organized.

The relationship between administrative requirements and professional autonomy is further illuminated by Parcerisa et al. (2022),[25] who reviewed teacher autonomy within performance-based accountability systems. Their analysis indicates that accountability arrangements can shape teachers' professional judgment and discretion, depending on the regulatory mechanisms and institutional contexts involved. Compared with workload-oriented research, this perspective highlights a different but related concern: administrative obligations may influence not only teachers' available time but also their capacity to make professional decisions concerning instruction. Together, these studies suggest that administrative workload involves both organizational efficiency and professional autonomy.

This distinction is particularly relevant to educational institutions implementing increasingly complex accountability mechanisms. Documentation, performance reporting, and quality assurance procedures are intended to improve transparency and institutional effectiveness. However, when reporting responsibilities are fragmented across multiple systems or insufficiently coordinated, they may create overlapping demands. These conditions can increase administrative complexity without necessarily improving the quality of information used for educational decision-making. The literature therefore supports the importance of distinguishing administrative activities that contribute directly to educational improvement from those that primarily fulfill procedural requirements.

Administrative demands also intersect with teachers' well-being and work–life balance. Tamam (2026)[26] examined work–life balance in the teaching profession, while Cobb-Clark and Nguyen (2026)[27] identified workplace conditions among the factors relevant to teacher attrition. Although these studies do not establish that administrative workload independently causes teachers to leave the profession, they suggest that professional demands should be considered within broader discussions of occupational sustainability. In this context, the accumulation of teaching, documentation, and organizational responsibilities may contribute to unfavorable working conditions when institutional support is insufficient.

---

[25] Parcerisa et al., "Teacher Autonomy in the Age of Performance-Based Accountability."

[26] Tamam, "Work-Life Balance in the Teaching Profession"; Nuke Ladyna Anggerawati and Novi Ariyanti, "Mapping Syntactic Vulnerabilities in Thesis Writing among Islamic Religious Education Students: A Three-Level Error Profile," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 1 (2026): 117–32, https://doi.org/10.38073/pelita.v4i1.5830; Nadya Syahda Faradillah et al., "The Diffusion of AI-Driven Digital Da'wah Innovation In Communication Media: A Perspective of Q.S. Al-Mulk 23 And Audio-Visual Cognitive Analysis On Instagram @Ace_Timetraveller," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 1 (2026): 96–111, https://doi.org/10.38073/aijis.v4i1.4691.

[27] Cobb-Clark and Nguyen, "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context."

Digital technology introduces an additional dimension to administrative workload. Electronic reporting platforms and information management systems can simplify certain administrative procedures, but their benefits depend on usability, integration, and users' technological competencies. When digital systems are implemented without adequate coordination or training, the transition may introduce additional learning and reporting demands. This relationship creates a conceptual connection between administrative workload and the fifth theme of the present study, namely organizational adaptation to digital transformation.

An important implication of this synthesis concerns the division of responsibilities between teachers and non-teaching educational personnel. Administrative staff, information management personnel, and other school support employees can contribute to reducing unnecessary administrative demands on teachers when institutional roles are appropriately defined. However, transferring administrative responsibilities should not simply relocate excessive workloads to non-teaching personnel. Instead, schools require coordinated workload planning, clear job descriptions, and adequate professional support for all categories of educational employees.

From a managerial perspective, the literature suggests several priorities for improving administrative efficiency while protecting teachers' pedagogical responsibilities. These include reviewing the necessity of reporting requirements, integrating overlapping administrative systems, simplifying documentation procedures, clarifying staff responsibilities, and providing technical assistance for digital reporting. Institutional leaders should also assess whether administrative activities contribute meaningfully to instructional quality and educational accountability rather than evaluating performance solely through documentation compliance.

Overall, the synthesis indicates that administrative workload should be understood as a systemic issue involving institutional accountability, work organization, professional autonomy, and technological adaptation. Its contribution to the broader analysis lies in demonstrating how administrative demands may interact with teacher well-being and the organizational position of non-teaching educational personnel. Accordingly, administrative reform should prioritize the alignment of accountability requirements with teachers' primary pedagogical responsibilities while strengthening the capacity of educational support systems.

Teacher Maldistribution and Professional Competency Gaps

Teacher maldistribution and professional competency gaps represent interconnected challenges in educational human resource management. Teacher maldistribution refers to the unequal allocation of teaching personnel across geographical regions, educational institutions, and subject areas, while competency gaps concern differences between teachers' professional qualifications, pedagogical capabilities, and the demands of their assigned responsibilities. These challenges are particularly significant because equitable educational access depends not only on the availability of schools but also on the availability of qualified teachers capable of delivering effective instruction. From a human resource management perspective, teacher maldistribution should therefore be understood as a workforce planning issue involving recruitment, placement, professional development, and institutional resource allocation.

The reviewed literature emphasizes the importance of strategic workforce management in supporting teachers' professional development and institutional sustainability. Koh et al. (2024),[28] through a systematic literature review of talent management among secondary school teachers in Malaysia, highlighted the importance of identifying, developing, and retaining teaching professionals. Their findings provide a useful perspective for understanding how human resource management practices contribute to the availability and development of qualified teachers. However, talent management and teacher distribution represent different dimensions of workforce governance. While talent management emphasizes the development and retention of professional capabilities, teacher distribution concerns how available human resources are allocated according to institutional and regional needs. Consequently, effective educational workforce management requires the integration of both dimensions.

Professional competency development is also influenced by institutional support and opportunities for continuous learning. Repenning-Bzdigian et al. (2026), in their examination of professional development among early childhood educators in Chile, identified challenges affecting the continuity of professional learning. Their research highlights the importance of institutional conditions in supporting professional development. When compared with Koh et al. (2024),[29] these findings suggest that competency improvement cannot be separated from organizational arrangements that provide teachers with access to training, mentoring, and career development opportunities. Nevertheless, these studies were conducted in different educational and national contexts, and neither directly establishes the extent of teacher maldistribution or out-of-field teaching in Indonesia.

In the Indonesian educational context, unequal teacher allocation is particularly relevant to disparities between urban, rural, and geographically remote schools. Differences in infrastructure, professional development opportunities, institutional resources, and employment conditions may create unequal opportunities for teachers to develop and apply their competencies. However, these relationships should not be interpreted as universally established patterns without supporting regional data. The reviewed literature provides a conceptual foundation for examining such disparities, but additional Indonesian empirical studies and official teacher distribution statistics are necessary to determine their prevalence and specific characteristics.

Another important issue concerns the potential mismatch between teachers' academic qualifications and their assigned teaching responsibilities, commonly described as out-of-field teaching. This situation may arise when schools lack appropriately qualified teachers for particular subjects or when staffing arrangements prioritize immediate instructional coverage over subject specialization. Such circumstances may create additional demands for teachers who must prepare and deliver lessons outside their primary areas of expertise. Nevertheless, the consequences of out-of-field teaching depend on several factors,

[28] Koh et al., "Systematic Literature Review"; Khalina Khalid and Abdullah Ibrahim, "Exploratory Factor Analysis (EFA) on Principals' Instructional Leadership Practices, Teacher Commitment, and Student Engagement," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 2 (2025): 71–84, https://doi.org/10.38073/adabuna.v4i2.2319.
[29] Koh et al., "Systematic Literature Review."

including teachers' professional experience, access to instructional support, opportunities for additional training, and the degree of mismatch between their qualifications and assigned responsibilities.

From an organizational perspective, teacher maldistribution and competency gaps may reinforce one another. Schools experiencing staffing shortages may have fewer opportunities to distribute teaching responsibilities according to subject specialization. Meanwhile, limited access to professional development may make it more difficult for teachers to adapt to additional instructional demands. This relationship suggests that teacher deployment policies should be coordinated with professional competency development rather than implemented independently. The managerial challenge is therefore not merely to ensure that teaching positions are filled but to align teacher qualifications, institutional needs, and professional support.

The synthesis also indicates an important relationship between teacher distribution and the first two themes of this study. Employment security, career opportunities, and working conditions may influence the attractiveness of particular teaching positions, while excessive administrative responsibilities may reduce the time available for professional development. Although the reviewed studies do not establish direct causal relationships among all these factors, their findings provide a basis for interpreting workforce distribution, welfare, and competency development as interconnected dimensions of educational human resource governance.

Several managerial implications can be derived from this analysis. First, educational authorities should strengthen workforce mapping based on student enrollment, subject requirements, teacher qualifications, and regional characteristics. Second, recruitment and deployment policies should consider institutional needs alongside employment conditions and professional development opportunities. Third, schools should provide structured mentoring, continuous professional development, and appropriate support for teachers assigned outside their primary areas of expertise. Finally, workforce planning should incorporate periodic evaluations to identify emerging shortages and discrepancies between teaching assignments and professional qualifications.

Overall, this synthesis positions teacher maldistribution and competency gaps as interconnected workforce governance challenges rather than isolated staffing or individual professional deficiencies. Its principal contribution lies in emphasizing the need to integrate teacher deployment, institutional support, and competency development within educational human resource management. However, the available literature does not yet provide sufficient direct evidence to establish the magnitude or regional distribution of these problems in Indonesia. Further empirical research is therefore required to examine how specific recruitment, placement, and professional development policies affect the equitable provision of qualified teachers.

Marginalization of Non-Teaching Educational Personnel in School Organizations

Non-teaching educational personnel constitute an essential component of school organizations, contributing to administrative coordination, information management, library services, laboratory operations, infrastructure maintenance, and other institutional support functions. Despite these responsibilities, discussions of educational human resource

management frequently concentrate on teachers and school leaders, while the professional experiences of administrative and support personnel receive comparatively limited attention. This imbalance in research coverage raises important questions concerning the recognition, professional development, organizational participation, and employment conditions of non-teaching educational personnel. However, limited scholarly attention should not automatically be interpreted as empirical proof that these employees experience marginalization across educational institutions.

The reviewed literature provides a relevant organizational perspective for understanding professional recognition and inclusion, although direct empirical studies concerning non-teaching school employees remain limited. Alonzo et al. (2025),[30] through their investigation of teacher isolation, examined how professional relationships and organizational conditions may influence individuals' experiences within educational institutions. While their research focused on teachers, it provides a conceptual basis for considering the importance of professional support, workplace interaction, and organizational belonging. These concepts may be relevant to non-teaching educational personnel, particularly when their responsibilities are essential to institutional operations but their participation in organizational development is limited. Nevertheless, applying these insights to non-teaching staff requires careful interpretation because the occupational roles and organizational experiences of teachers and support personnel are not necessarily identical.

From a human resource management perspective, the position of non-teaching educational personnel can be examined through three interrelated dimensions: institutional recognition, professional development, and participation in organizational decision-making. Institutional recognition concerns how schools acknowledge the contribution of administrative and support functions to educational quality. Professional development involves opportunities for training, competency improvement, and career advancement. Organizational participation refers to the extent to which employees can contribute information and professional perspectives to institutional planning and operational improvement. These dimensions provide a conceptual framework for examining potential forms of structural and cultural marginalization without presuming that such marginalization occurs uniformly across educational institutions.

The first dimension concerns institutional recognition. Educational quality is frequently associated with teaching performance and student learning outcomes, while the contribution of administrative services may be less visible in evaluations of institutional effectiveness. However, reliable student records, effective communication, resource management, and administrative coordination are necessary for schools to function appropriately. Accordingly, educational workforce management should recognize the complementary responsibilities of teachers and non-teaching personnel rather than treating administrative support as an activity detached from educational quality.

The second dimension concerns professional development and career sustainability. Administrative personnel, librarians, laboratory staff, and other support employees require

[30] Alonzo et al., "Teacher Isolation."

competencies appropriate to their professional responsibilities. These may include information management, digital literacy, service coordination, technical administration, and institutional communication. The organizational importance of professional development is consistent with the broader human resource management perspectives discussed by Koh et al. (2024).[31] Nevertheless, their study addressed teacher talent management rather than the career experiences of non-teaching personnel. Therefore, the relevance of talent management principles to support staff should be understood as a conceptual extension requiring further empirical examination.

The third dimension concerns organizational participation. School improvement initiatives often require cooperation among teachers, administrators, school leaders, and technical support personnel. Administrative employees may possess valuable information regarding institutional procedures, service difficulties, documentation systems, and operational resources. Their involvement in relevant planning and evaluation processes could potentially improve the coordination and practicality of organizational decisions. Conversely, limited communication between professional groups may create administrative inefficiencies or reduce opportunities for collaborative problem-solving. These possibilities are consistent with broader organizational perspectives emphasizing the importance of institutional support and professional relationships,[32] although direct evidence concerning the participation of non-teaching staff remains necessary.

The relationship between this theme and administrative workload is particularly important. As discussed in the preceding subsection, teachers may experience substantial demands associated with documentation, reporting, and institutional administration. Strengthening administrative support functions may help educational institutions organize responsibilities more effectively. However, transferring additional work from teachers to non-teaching personnel without considering staffing capacity, competencies, or employment conditions would risk creating new workload inequalities. Therefore, administrative reform should focus on clear job descriptions, balanced responsibility distribution, and appropriate professional support for both groups.

Digital transformation further increases the relevance of non-teaching educational personnel. School information systems, digital reporting platforms, and electronic administrative services require employees who can manage institutional data, support users, and maintain service continuity. These responsibilities suggest that support personnel should be included in digital competency development and organizational change initiatives. Excluding them from relevant training could weaken the effectiveness of school digitalization, while their meaningful participation may support more coordinated

[31] Koh et al., "Systematic Literature Review."

[32] Alonzo et al., "Teacher Isolation"; Jiraporn Chano et al., "Mapping the Landscape of Mindfulness Research in Educational Workplaces: A Bibliometric and Conceptual Analysis (2020–2024)," *Frontiers in Education* 11 (February 2026), https://doi.org/10.3389/feduc.2026.1765432; Nurul Adibah Hazwani Binti Abdullah, "A Bibliometric Analysis of Work-Family Conflict Research among Teachers: A Scopus-Based Study (2005 - 2025)," *SEMESTA: Jurnal Ilmu Pendidikan Dan Pengajaran* 4, no. 3 (2026): 294–308, https://doi.org/10.70115/semesta.v4i3.672; Wendan Xu et al., "A Bibliometric and Thematic Analysis on the Trajectory of TALIS Literature for School Effectiveness and Improvement," *Educational Studies* 0, no. 0 (2026): 1–26, https://doi.org/10.1080/03055698.2026.2725190.

implementation. This interpretation connects the position of non-teaching personnel with broader issues of organizational readiness and digital leadership discussed by Asriadi and Andriani (2026).[33]

The synthesis suggests several managerial priorities. Educational institutions should establish clearly defined professional roles for non-teaching personnel, provide equitable access to relevant competency development, and create appropriate career advancement mechanisms. School leaders should also facilitate coordination between teaching and administrative employees, particularly in institutional planning, digital system implementation, and quality assurance. At the policy level, workforce development initiatives should acknowledge the diversity of occupational roles within educational institutions instead of relying exclusively on teacher-centered approaches.

Overall, the marginalization of non-teaching educational personnel represents an important area for further investigation in educational human resource management. The current literature supports the conceptual importance of institutional recognition, professional development, and organizational participation, but provides insufficient direct evidence to establish the prevalence or specific forms of marginalization experienced by these employees. Accordingly, this study positions the issue as both a potential organizational challenge and a significant research gap. Its contribution lies in incorporating non-teaching personnel into an integrated analysis of educational workforce governance and emphasizing the importance of managing teaching and support functions as complementary components of school quality.

Organizational Adaptation to Educational Policy Changes and Digital Transformation

Digital transformation and educational policy changes constitute significant challenges for teachers and educational personnel, particularly when technological innovation develops faster than institutional readiness. The implementation of digital learning platforms, electronic administrative systems, performance monitoring applications, and artificial intelligence requires adjustments in professional competencies, work routines, and organizational cultures. Although these technologies offer opportunities to improve administrative efficiency and instructional effectiveness, their implementation may generate additional pressures when institutions lack adequate infrastructure, professional development, and supportive leadership. Consequently, digital transformation should be understood not merely as technological adoption but as an organizational change process involving human resources, institutional policies, and professional adaptation.

The reviewed literature identifies technostress as an important dimension of digital adaptation in educational institutions. Sandoval-Obando et al. (2026)[34] examined the relationship between teaching engagement and technostress, highlighting the relevance of technology-related pressures to teachers' professional experiences. Similarly, Purnomo et al. (2026)[35] investigated teachers' technostress in the emerging generative artificial intelligence era. These studies indicate that technological developments introduce professional challenges

[33] Asriadi and Esti Andriani, "A Systematic Literature Review of School Digital Leadership."
[34] Sandoval-Obando et al., "Generativity and Psychological Well-Being in Primary and Secondary Teachers."
[35] Purnomo et al., "Teachers' Technostress in the Emerging Generative AI Era."

extending beyond the acquisition of technical skills. Teachers must also adjust their existing practices, manage changing expectations, and respond to increasingly complex digital environments. Nevertheless, the relationship between technological demands and professional well-being may differ according to individual competencies, organizational support, and institutional conditions.

A comparison of these studies suggests that digital transformation creates both technological and psychosocial challenges. While Sandoval-Obando et al. (2026)[36] focused on technostress in relation to teaching engagement, Purnomo et al. (2026)[37] addressed technology-related pressures associated with emerging digital innovations. Both perspectives indicate that technological change should be accompanied by institutional efforts to support professional adaptation. However, their findings should not be interpreted as evidence that digital technology inherently reduces teachers' performance or well-being. Rather, potential difficulties depend on how technological demands interact with available resources, professional capabilities, and organizational expectations.

Organizational leadership represents another important dimension of successful digital adaptation. Asriadi and Andriani (2026),[38] through a systematic literature review of school digital leadership, highlighted the importance of leadership in supporting digital transformation within educational institutions. Their perspective emphasizes that successful technological implementation requires more than infrastructure provision; it also depends on strategic direction, professional development, and institutional coordination. This understanding is consistent with Palumbo and Manna (2019),[39] who examined organizational change in educational institutions and emphasized the significance of managerial and organizational conditions. Together, these studies suggest that digital transformation is more sustainable when technological innovation is supported by leadership practices that facilitate employee participation and organizational learning.[40]

The concept of culture shock, previously used to describe sudden changes in educational working environments, also requires critical consideration. In its conventional meaning, culture shock is commonly associated with difficulties experienced when individuals encounter unfamiliar cultural environments. In the context of educational digital transformation, the phenomena described by this term may be more precisely understood through organizational resistance, technostress, and readiness for change. These concepts help distinguish between emotional responses to unfamiliar technologies, structural barriers to implementation, and institutional limitations in managing organizational transitions. Therefore, this review interprets digital culture shock as a descriptive expression of

[36] Sandoval-Obando et al., "Generativity and Psychological Well-Being in Primary and Secondary Teachers."
[37] Purnomo et al., "Teachers' Technostress in the Emerging Generative AI Era."
[38] Asriadi and Esti Andriani, "A Systematic Literature Review of School Digital Leadership."
[39] Palumbo and Manna, "Making Educational Organizations Able to Change."
[40] Rashed A. Alzahmi et al., "Organizational Change in Higher Education Institutions: Thematic Mapping of the Literature and Future Research Agenda," *Humanities and Social Sciences Communications* 12, no. 1 (2025): 1282, https://doi.org/10.1057/s41599-025-05650-w; Erika Escobar and Renato M. Toasa, "Strategies to Improve Organizational Climate in Higher Education Institutions: A Systematized Literature Review Using the SALSA Framework," *Frontiers in Education* 11 (August 2026), https://doi.org/10.3389/feduc.2026.1932376.

adaptation difficulties rather than a separate psychological condition established by the reviewed studies.

The relationship between policy implementation and organizational readiness is particularly relevant when educational reforms are introduced through centralized or top-down mechanisms. Changes in curriculum requirements, digital reporting procedures, and professional performance expectations may require teachers and educational personnel to modify established practices. However, implementation challenges may arise when institutional expectations are not accompanied by sufficient training, technical assistance, or opportunities for professional consultation. Palumbo and Manna (2019)[41] provide a conceptual basis for understanding the importance of organizational conditions in such change processes, while Asriadi and Andriani (2026)[42] highlight the relevance of leadership to institutional digital development.

Digital transformation also intersects with the other four problem dimensions identified in this review. First, employment insecurity and limited organizational support may influence employees' access to professional development opportunities. Second, digital reporting systems may add to administrative workload when applications are poorly integrated or require repetitive data entry. Third, unequal access to training and technological infrastructure may reinforce professional competency disparities. Fourth, non-teaching educational personnel may experience additional responsibilities related to information management and administrative digitalization without corresponding professional support. These relationships represent a conceptual synthesis across the reviewed themes rather than causal associations directly established by a single study.[43]

From a managerial perspective, the findings suggest that educational institutions should adopt a participatory and gradual approach to digital transformation.[44] Institutional leaders need to assess employees' technological readiness, identify training requirements, provide appropriate technical support, and establish realistic implementation schedules. Professional development should include both teachers and non-teaching educational personnel, reflecting their complementary responsibilities in digital school administration. Institutions should also evaluate whether new technologies simplify existing work processes or inadvertently create additional administrative demands. Such evaluations can help ensure that digital transformation supports educational objectives rather than becoming an additional source of organizational pressure.

---

[41] Palumbo and Manna, "Making Educational Organizations Able to Change."
[42] Asriadi and Esti Andriani, "A Systematic Literature Review of School Digital Leadership."
[43] Nur Yuhainis Ab. Wahab et al., "Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review," *TEM Journal*, August 27, 2024, 2544–56, https://doi.org/10.18421/TEM133-80; Roudlotus Sholikhah et al., "Mapping Digital Fashion Skills in Green TVET: Foundations for Future Vocational Teacher Competency Framework through Systematic Review and Bibliometric Analysis," *F1000Research* 15 (April 2026): 196, https://doi.org/10.12688/f1000research.176893.2.
[44] Muhammad Fadhil Hadziq and Muhammad Aqil Abror, "Analysis of Character Education Values in Minhājul Muta'allim by Imam Al-Ghazali," *Al-Munawwarah: Journal of Islamic Education* 1, no. 2 (2025): 123–40, https://doi.org/10.38073/almunawwarah.v1i2.3454; Ahmad Abdun Salam, "An Analysis of The Relationship Between E-Supervision, Digital Literacy, and Teacher Performance in Online Learning in The Era of Education 5.0," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 2 (2026): 167–80, https://doi.org/10.38073/pelita.v4i2.6119.

Overall, this thematic synthesis demonstrates that successful digital transformation depends on the interaction between technological readiness, organizational culture, professional competencies, and leadership support. Its contribution lies in positioning digital adaptation as an interconnected human resource management challenge rather than an isolated technological issue. Consequently, educational policy reform should integrate infrastructure development with continuous professional learning, participatory change management, and appropriate organizational support. Further empirical research is needed to examine how these approaches influence teachers' and educational personnel's experiences across different institutional and regional contexts.

CONCLUSION

This study identifies five interconnected challenges affecting teachers and educational personnel: welfare and employment insecurity, excessive administrative workload, unequal teacher distribution and professional competency gaps, limited institutional recognition of non-teaching educational personnel, and difficulties adapting to educational policy changes and digital transformation. The thematic synthesis indicates that these challenges should not be understood as isolated problems, as employment conditions, organizational support, workload distribution, professional development, and institutional readiness may collectively influence educational workforce management.

The findings emphasize that improving educational quality requires an integrated human resource management approach. Employment stability and professional support are essential considerations for workforce sustainability, while administrative reform should balance institutional accountability with teachers' pedagogical responsibilities. Equitable workforce planning and continuous professional development are necessary to address teacher distribution and competency disparities. Furthermore, non-teaching educational personnel should receive appropriate institutional recognition, career development opportunities, and involvement in organizational improvement. Digital transformation likewise requires participatory leadership, technological readiness, and sustained professional assistance rather than relying solely on infrastructure development.

The principal contribution of this study lies in integrating five dimensions of educational workforce challenges into a conceptual framework that highlights their potential structural, managerial, and organizational interrelationships. However, the review is limited by differences in the contexts and methodological approaches of the selected studies, the predominance of teacher-centered research, and limited direct evidence concerning teacher maldistribution and the experiences of non-teaching educational personnel, particularly in Indonesia. Future research should employ comparative and empirical approaches to examine these interrelationships across different educational institutions and regions, while evaluating the effectiveness of integrated workforce management policies in improving employee well-being, professional performance, and educational quality.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation and revision of this manuscript, the authors used ChatGPT (OpenAI) to assist with academic language refinement, manuscript organization, literature synthesis structuring, and improving the clarity and coherence of the discussion. All AI-assisted outputs, including suggested interpretations and editorial revisions, were subject to author review and verification against the original sources. The authors take full responsibility for the accuracy, originality, academic integrity, and final content of the manuscript.

BIBLIOGRAPHY

Ab. Wahab, Nur Yuhainis, Rafiduraida Abdul Rahman, Hanifah Mahat, et al. "Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review." *TEM Journal*, August 27, 2024, 2544–56. https://doi.org/10.18421/TEM133-80.

Abdullah, Nurul Adibah Hazwani Binti. "A Bibliometric Analysis of Work-Family Conflict Research among Teachers: A Scopus-Based Study (2005 - 2025)." *SEMESTA: Jurnal Ilmu Pendidikan Dan Pengajaran* 4, no. 3 (2026): 294–308. https://doi.org/10.70115/semesta.v4i3.672.

Ahmad, Fandy. "Reorienting the Pedagogy of Ta'lim al-Muta'allim in Shaping the Academic Ethics of Generation Z." *Al-Munawwarah: Journal of Islamic Education* 2, no. 2 (2026): 216–28. https://doi.org/10.38073/almunawwarah.v2i2.6110.

Aidil, Aidil, Rusdin Rusdin, Nurlina Sari Ihsanniati, Aina Himla Rizqa, and Ani Handayani. "E-Learning-Based Instructional Design in Islamic Religious Education for Enhancing Religious Literacy." *Adabuna: Jurnal Pendidikan Dan Pemikiran* 5, no. 2 (2026): 129–43. https://doi.org/10.38073/adabuna.v5i2.4704.

Alonzo, Dennis, Giovanni Pelobillo, Cherry Zin Oo, Rex Lim, Ria Asih, and Rygin March Ibale. "Teacher Isolation: Investigations, Conceptualisations and Future Directions." *European Journal of Education* 60, no. 1 (2025): e12844. https://doi.org/10.1111/ejed.12844.

Alzahmi, Rashed A., Raihan Taqui Syed, Dharmendra Singh, Tahseen Anwer Arshi, and Safa Veeran Kutty. "Organizational Change in Higher Education Institutions: Thematic Mapping of the Literature and Future Research Agenda." *Humanities and Social Sciences Communications* 12, no. 1 (2025): 1282. https://doi.org/10.1057/s41599-025-05650-w.

Anggerawati, Nuke Ladyna, and Novi Ariyanti. "Mapping Syntactic Vulnerabilities in Thesis Writing among Islamic Religious Education Students: A Three-Level Error Profile." *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 1 (2026): 117–32. https://doi.org/10.38073/pelita.v4i1.5830.

Asriadi, Asriadi, and Dwi Esti Andriani. "A Systematic Literature Review of School Digital Leadership: From Digital Readiness to Organizational Outcomes." *Leadership and Policy in Schools* 0, no. 0 (2026): 1–18. https://doi.org/10.1080/15700763.2026.2646345.

Chano, Jiraporn, Bahtiar Mohamad, Surachet Noirid, et al. "Mapping the Landscape of Mindfulness Research in Educational Workplaces: A Bibliometric and Conceptual

Analysis (2020–2024)." *Frontiers in Education* 11 (February 2026). https://doi.org/10.3389/feduc.2026.1765432.

Cobb-Clark, Merryll-Anne, and Hoa Thi Mai Nguyen. "A Systematic Review of Risk and Protective Factors for Teacher Attrition and Intent to Leave the Workforce in the Australian Context." *Teachers and Teaching* 0, no. 0 (2026): 1–25. https://doi.org/10.1080/13540602.2026.2630394.

Escobar, Erika, and Renato M. Toasa. "Strategies to Improve Organizational Climate in Higher Education Institutions: A Systematized Literature Review Using the SALSA Framework." *Frontiers in Education* 11 (August 2026). https://doi.org/10.3389/feduc.2026.1932376.

Faradillah, Nadya Syahda, Ayu Latifah, Siti Riskiyah, Rofiqotudz Dzakiyah, and Moh Ali Aziz. "The Diffusion of AI-Driven Digital Da'wah Innovation In Communication Media: A Perspective of Q.S. Al-Mulk 23 And Audio-Visual Cognitive Analysis On Instagram @Ace_Timetraveller." *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 1 (2026): 96–111. https://doi.org/10.38073/aijis.v4i1.4691.

Finch, Karuna Samuel, and Ida Malini Syvertsen. "Rethinking Teacher Well-Being Research in India for SDG 16." *Discover Education* 5, no. 1 (2026): 364. https://doi.org/10.1007/s44217-026-01396-y.

Hadziq, Muhammad Fadhil, and Muhammad Aqil Abror. "Analysis of Character Education Values in Minhājul Muta'allim by Imam Al-Ghazali." *Al-Munawwarah: Journal of Islamic Education* 1, no. 2 (2025): 123–40. https://doi.org/10.38073/almunawwarah.v1i2.3454.

Hadziq, Muhammad Fadhil, and Narul Hasyim Muzadi. "The Renewal of Islamic Thought in the Middle East and South Asia and Its Influence on the Independence of Islamic Countries." *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 2 (2025): 85–106. https://doi.org/10.38073/adabuna.v4i2.2582.

Humairah, Intan, and Agus Salim Salabi. "Pengaruh Peminatan Santri, Dukungan Keluarga Melalui Budaya Pesantren Terhadap Pemilihan Perguruan Tinggi." *Afkaruna: International Journal of Islamic Studies (AIJIS)*, April 30, 2026. https://ejournal.uiidalwa.ac.id/index.php/aijis/article/view/4843.

Khalid, Khalina, and Abdullah Ibrahim. "Exploratory Factor Analysis (EFA) on Principals' Instructional Leadership Practices, Teacher Commitment, and Student Engagement." *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 2 (2025): 71–84. https://doi.org/10.38073/adabuna.v4i2.2319.

Koh, Aik Siong, Ahmad Zabidi Bin Abdul Razak, and Shuhaida binti Shamsudin. "Systematic Literature Review: What Factors Influence Talent Management Among Secondary School Teachers in Malaysia?" *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 9, no. 3 (2024): e002746–e002746. https://doi.org/10.47405/mjssh.v9i3.2746.

Leithwood, Kenneth, Qing Gu, and Sofia Eleftheriadou. "A School-Oriented Explanation of Teachers' Retention Decisions: Building on Evidence from a Systematic Review of Reviews." *Review of Education* 14, no. 2 (2026): e70182. https://doi.org/10.1002/rev3.70182.

Palumbo, Rocco, and Rosalba Manna. "Making Educational Organizations Able to Change: A Literature Review." *International Journal of Educational Management* 33, no. 4 (2019): 734–52. https://doi.org/10.1108/IJEM-02-2018-0051.

Parcerisa, Lluís, Antoni Verger, Marcel Pagès, and Natalie Browes. "Teacher Autonomy in the Age of Performance-Based Accountability: A Review Based on Teaching Profession Regulatory Models (2017-2020)." *Education Policy Analysis Archives* 30, no. 100 (2022). https://eric.ed.gov/?id=EJ1351052.

Purnomo, Eko Nurhaji, Shaymaa Mustafa, Susilo Wati, Mohamad Darwish, and Abdur Rofik. "Teachers' Technostress in the Emerging Generative AI Era: A Systematic Review and Bibliometric Mapping (2005–2025)." *Cogent Social Sciences* 12, no. 1 (2026): 2748775. https://doi.org/10.1080/23311886.2026.2748775.

Repenning-Bzdigian, Susan, Sonia Lara, and Martín Martínez. "Unpacking the Professional Development of Early Childhood Educators in Chile." *International Journal of Early Childhood* 58, no. 1 (2026): 451–73. https://doi.org/10.1007/s13158-026-00487-z.

Romero-Ochoa, Miguel-Angel, Julio-Alejandro Romero-González, Alonso Perez-Soltero, et al. "Knowledge Management Strategies Supported by ICT for the Improvement of Teaching Practice: A Systematic Review." *Information* 16, no. 5 (2025): 414. https://doi.org/10.3390/info16050414.

Salam, Ahmad Abdun. "An Analysis of The Relationship Between E-Supervision, Digital Literacy, and Teacher Performance in Online Learning in The Era of Education 5.0." *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 2 (2026): 167–80. https://doi.org/10.38073/pelita.v4i2.6119.

Sandoval-Obando, Eduardo, Cristián Barros-Osorio, Luis Castellanos-Alvarenga, Marco Villalta Paucar, and Alejandro Vega-Muñoz. "Generativity and Psychological Well-Being in Primary and Secondary Teachers: A Systematic Review." *Societies* 15, no. 11 (2025): 320. https://doi.org/10.3390/soc15110320.

Sholikhah, Roudlotus, Mochamad Bruri Triyono, Sukarno -Sukarno, Sudiyono -Sudiyono, Dias Aziz Pramudita, and Hamid Nasrullah. "Mapping Digital Fashion Skills in Green TVET: Foundations for Future Vocational Teacher Competency Framework through Systematic Review and Bibliometric Analysis." *F1000Research* 15 (April 2026): 196. https://doi.org/10.12688/f1000research.176893.2.

Tamam, Moh Badrut. "Work-Life Balance in the Teaching Profession: Insights from a Decade of Scholarly Research." *Journal of Social, Educational and Religious Studies* 1, no. 4 (2026): 44–68. https://doi.org/10.67467/jsers.v1i4.71.

Xu, Wendan, Junjun Chen, Xinlin Li, Xinjie Chen, and Jianbin Li. "A Bibliometric and Thematic Analysis on the Trajectory of TALIS Literature for School Effectiveness and Improvement." *Educational Studies* 0, no. 0 (2026): 1–26. https://doi.org/10.1080/03055698.2026.2725190.