

DEVELOPMENT OF TEACHER COMPETENCIES AND WELFARE IN THE DIGITAL ERA: HUMAN RESOURCE MANAGEMENT STRATEGIES IN SCHOOLS

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Abstract

This study investigates human resource management strategies to enhance teacher competencies and welfare in the digital era, utilizing frameworks such as Human Capital Theory^[1], Self-Determination Theory^[2], Transformational Leadership^[3], Organizational Support, and Emotional Intelligence. Employing a mixed-methods approach, the research evaluates professional development programs, welfare initiatives, and leadership practices across diverse school contexts. Results reveal significant improvements in digital literacy, emotional intelligence, and job satisfaction, alongside challenges in resource allocation and sustainability. Findings underscore the need for holistic, equitable strategies to foster adaptive and resilient educational environments.

Introduction

The rapid advancements in digital technology have significantly transformed the educational landscape, necessitating a reevaluation of teacher competencies and welfare in schools. As educators are increasingly required to integrate digital tools and innovative pedagogical approaches into their teaching practices, the development of relevant skills and support mechanisms has become paramount. This shift underscores the critical role of human resource management strategies in equipping teachers to navigate the complexities of the digital era. By fostering professional growth and well-being, these strategies aim to enhance instructional quality and create a more adaptive and resilient educational workforce.

Teacher welfare and competency development are intrinsically linked to the broader organizational and leadership dynamics within schools. Theories such as Human Capital Theory and Self-Determination Theory highlight the importance of investing in teacher training and motivation to drive educational outcomes. Furthermore, the integration of emotional intelligence and transformational leadership practices has been shown to foster a supportive and collaborative school culture. These theoretical perspectives provide a foundation for exploring how targeted interventions can address the evolving demands placed on educators, ensuring alignment with both institutional goals and individual well-being.

Despite the growing recognition of these needs, challenges persist in the implementation of effective strategies to support teachers. Variability in access to resources, disparities in digital literacy levels, and inconsistent leadership practices often hinder the realization of desired outcomes. Addressing these barriers requires a holistic approach that combines professional development, organizational support, and welfare initiatives. This study seeks to examine the interplay between these elements, offering evidence-based insights into how schools can optimize teacher competencies and welfare. By doing so, it aims to contribute to the development of sustainable human resource management practices