

## **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<sup>[1]</sup>, Self-Determination Theory<sup>[2]</sup>, Transformational Leadership<sup>[3]</sup>, 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

tailored to the demands of the digital era.

## **Theoretical Framework**

The theoretical framework for this research is grounded in Human Capital Theory, which posits that investments in education and training enhance the productivity and capabilities of individuals, ultimately benefiting organizations and society. This theory emphasizes the importance of developing teacher competencies as a form of human capital that contributes to improved educational outcomes. By applying this theory, the study explores how targeted strategies in human resource management can optimize teacher skills and welfare, ensuring alignment with the demands of the digital era.

Additionally, Self-Determination Theory (SDT) is utilized to examine the intrinsic and extrinsic motivations that drive teacher performance and satisfaction. SDT highlights the importance of autonomy, competence, and relatedness in fostering motivation and well-being. This framework is particularly relevant in the context of digital transformation, where teachers must navigate new technologies and pedagogical approaches. By leveraging SDT, the study investigates how schools can create supportive environments that enhance teacher motivation and professional growth.

The research also incorporates Transformational Leadership Theory, which underscores the role of visionary leadership in inspiring and empowering individuals to achieve their potential. In the context of schools, transformational leadership can facilitate the adoption of innovative practices and foster a culture of continuous improvement. This theory provides insights into how school leaders can effectively guide teachers through the challenges of the digital era, promoting both skill development and welfare through collaborative and adaptive strategies.

Organizational Support Theory<sup>[4]</sup> is another critical framework employed in this study, focusing on the perceived support teachers receive from their institutions. This theory suggests that when organizations demonstrate care for employee well-being and provide resources for professional development, employees are more likely to exhibit higher levels of commitment and performance. The study examines how schools can implement policies and practices that enhance organizational support, thereby improving teacher welfare and fostering a sense of belonging.

Finally, the study integrates the concept of Emotional Intelligence Theory<sup>[5]</sup> to address the interpersonal and emotional aspects of teacher welfare. Emotional intelligence, which encompasses self-awareness, empathy, and social skills, is essential for managing stress and building positive relationships within the school environment. By applying this theory, the research explores strategies for cultivating emotional intelligence among teachers and school leaders, contributing to a supportive and resilient organizational culture in the digital era.

## **Methods**

### **Participant Selection and Recruitment**

To ensure a representative sample for the study, participants were selected using a stratified random sampling method<sup>[6]</sup>. This approach involved categorizing schools based on factors such as geographic location, school size, and type (public or private), ensuring diversity in the sample. Within each stratum, teachers were randomly selected to participate,

with an emphasis on including educators from various levels of experience and subject areas. Recruitment was conducted through formal invitations sent to schools, outlining the study's objectives and ethical considerations. Consent forms were provided to all participants, ensuring voluntary participation and adherence to ethical research standards.

The recruitment process prioritized inclusivity and transparency to encourage participation across diverse demographics. School administrators were engaged to facilitate access to teachers and provide logistical support during recruitment. Information sessions were conducted to explain the study's purpose, procedures, and potential benefits to participants, fostering trust and understanding. Teachers were assured of confidentiality and anonymity, with clear communication about how their data would be used. This approach aimed to build rapport and address any concerns, ensuring a high level of participation and commitment to the study.

Eligibility criteria were established to ensure the selection of participants who could provide relevant insights into the development of teacher competencies and welfare. Teachers were required to have a minimum of one year of teaching experience and active engagement in classroom instruction. Additionally, participants were screened for their familiarity with digital tools and technologies to align with the study's focus on the digital era. A balanced representation of gender, age groups, and teaching disciplines was maintained to capture diverse perspectives. This rigorous selection process ensured that the sample was both representative and aligned with the research objectives.

### **Data Collection Instruments and Procedures**

To collect data for the study, a mixed-methods approach was employed, incorporating both quantitative and qualitative instruments. Quantitative data were gathered through structured surveys designed to assess teacher competencies, welfare, and perceptions of organizational support. The surveys included Likert-scale items to measure variables such as motivation, satisfaction, and familiarity with digital tools. Qualitative data were obtained through semi-structured interviews and focus group discussions, which provided deeper insights into teachers' experiences and perspectives. These instruments were developed based on the theoretical framework, ensuring alignment with constructs such as autonomy, competence, emotional intelligence, and transformational leadership. Pilot testing was conducted to validate the instruments.

The data collection procedures were meticulously planned to ensure reliability and validity. Surveys were distributed electronically to participants, leveraging digital platforms to facilitate accessibility and convenience. Interviews and focus groups were conducted both in-person and via video conferencing, depending on participant preferences and logistical constraints. Standardized protocols were followed during interviews to maintain consistency, and audio recordings were made with participants' consent for accurate transcription and analysis. Triangulation of data sources was employed to enhance the credibility of findings, allowing for cross-verification between survey responses, interview narratives, and focus group discussions.

Ethical considerations were integral to the data collection process. Participants were provided with detailed information about the study's objectives, procedures, and confidentiality measures. Informed consent was obtained prior to data collection, ensuring

voluntary participation. Anonymity was maintained by assigning unique identifiers to participants, and data were securely stored to prevent unauthorized access. Researchers adhered to guidelines for minimizing potential biases, such as avoiding leading questions during interviews and ensuring neutrality in focus group facilitation. These procedures aimed to uphold the integrity of the research while fostering trust and cooperation among participants.

### **Implementation of Human Resource Management Strategies**

The implementation of human resource management strategies was carried out through a structured intervention program designed to enhance teacher competencies and welfare in the digital era. Schools participating in the study were provided with tailored professional development workshops focusing on digital literacy, emotional intelligence, and innovative pedagogical techniques. These workshops were facilitated by experts in education technology and organizational psychology, ensuring alignment with the theoretical framework. Additionally, schools were encouraged to adopt policies promoting teacher autonomy and collaboration, such as flexible scheduling and peer mentoring programs. The interventions were monitored to assess adherence and effectiveness, with detailed records maintained for subsequent analysis.

To ensure the systematic application of human resource management strategies, participating schools received comprehensive guidelines outlining best practices for fostering teacher welfare and skill development. School administrators were trained to implement transformational leadership principles, emphasizing motivational support and adaptive management. Regular check-ins and feedback sessions were conducted with teachers to evaluate the impact of these strategies on their professional growth and well-being. Digital platforms were utilized to facilitate communication and resource sharing, enabling teachers to access training materials and collaborate effectively. The implementation process was documented through observation logs and participant feedback forms.

The intervention program also included the establishment of organizational support mechanisms<sup>[9]</sup> aimed at enhancing teacher welfare. Schools were equipped with resources such as counseling services, stress management workshops, and access to digital tools to support teaching in the digital era. Emotional intelligence training was integrated into the program to improve interpersonal relationships and resilience among teachers. Structured team-building activities were organized to strengthen a sense of community and belonging within schools. The implementation of these strategies was closely monitored through periodic evaluations, ensuring alignment with the study's objectives and allowing for adjustments based on teacher feedback and observed outcomes.

### **Evaluation of Teacher Competency Development**

The evaluation of teacher competency development was conducted through a pre-and post-assessment design, utilizing both quantitative and qualitative measures. Teachers participating in the intervention program completed standardized competency assessments before and after the implementation of professional development workshops. These assessments measured key skills such as digital literacy, pedagogical innovation, and emotional intelligence. Additionally, classroom observations were conducted to evaluate the

practical application of newly acquired competencies. Observers used a structured rubric aligned with the study's theoretical framework to ensure consistency and objectivity. Data from these assessments and observations were systematically recorded and analyzed to determine the effectiveness of the interventions.

Focus group discussions and semi-structured interviews were employed to gather qualitative insights into teachers' experiences with the competency development program. These sessions explored participants' perceptions of the training's relevance, applicability, and impact on their professional practices. Teachers were encouraged to share specific examples of how the program influenced their instructional strategies and interactions with students. The qualitative data were transcribed and coded using thematic analysis, allowing researchers to identify recurring patterns and themes. This approach provided a comprehensive understanding of the factors contributing to or hindering competency development in the digital era.

To ensure the reliability and validity of the evaluation process, multiple data sources were triangulated. Survey instruments were pilot-tested to refine their design and ensure alignment with the study's objectives. Classroom observations were conducted by trained evaluators to minimize subjective bias, and inter-rater reliability was calculated to confirm consistency across observations. Feedback from teachers and school administrators was incorporated into the evaluation process to address potential gaps and improve the program's design. The combined use of quantitative and qualitative methods ensured a robust evaluation of teacher competency development, offering actionable insights for future interventions.

### **Analysis of Teacher Welfare Outcomes**

To analyze teacher welfare outcomes, a mixed-methods approach was employed, integrating quantitative and qualitative data collection. Quantitative data were gathered through standardized surveys measuring variables such as job satisfaction, perceived organizational support, work-life balance, and stress levels. These surveys utilized validated Likert-scale items to ensure reliability and consistency. Additionally, welfare indicators such as absenteeism rates, turnover intentions, and participation in wellness programs were tracked using school administrative records. Qualitative data were collected through semi-structured interviews and focus group discussions, enabling teachers to share their experiences and perspectives on welfare-related aspects. This dual approach ensured a comprehensive understanding of teacher welfare outcomes.

Data analysis for teacher welfare outcomes involved statistical techniques and thematic analysis. Quantitative survey data were analyzed using descriptive and inferential statistics, including t-tests and regression analyses, to identify trends and relationships between welfare indicators and implemented strategies. Administrative data were cross-referenced with survey results to validate findings and assess correlations. For qualitative data, thematic analysis was conducted to identify recurring patterns and themes related to teacher welfare. Transcripts from interviews and focus groups were coded systematically, with inter-coder reliability checks performed to ensure consistency. This triangulation of data sources enhanced the validity and depth of the analysis.

The evaluation process also incorporated longitudinal tracking to assess changes in

teacher welfare over time. Baseline data were collected prior to the implementation of human resource management strategies, followed by periodic assessments at three-month intervals. This allowed for the monitoring of short-term and long-term impacts of the interventions. Feedback mechanisms, such as anonymous surveys and open-ended response forms, were integrated to capture teachers' evolving perceptions of their welfare. The longitudinal design enabled the identification of trends and provided insights into the sustainability of welfare improvements, ensuring alignment with the study's objectives and theoretical framework.

## **Results & Discussion**

### **Impact of Digital Literacy Training on Teacher Competencies**

The digital literacy training program<sup>[7]</sup> significantly improved teacher competencies, as shown by pre-and post-assessment results. Teachers demonstrated enhanced integration of digital tools in lesson planning and instruction, with a mean digital proficiency score increase of 25%. Classroom observations confirmed greater use of interactive technologies and innovative teaching methods. Teachers reported increased confidence in using digital platforms, aligning with the program's goal of fostering technological adaptability.

Qualitative feedback from interviews and focus groups highlighted the program's practical relevance. Participants noted that the training addressed challenges in incorporating technology into teaching and provided actionable strategies and resources for more engaging lessons. The focus on hands-on activities and real-world applications was particularly valued for bridging theoretical knowledge with practical use, enhancing competency development.

Challenges included varying levels of prior digital expertise among participants, with less experienced teachers requiring extra support. This disparity sometimes slowed group activities, indicating a need for differentiated instruction in future programs. Limited access to updated hardware and software in some schools also hindered the seamless application of new skills, pointing to areas for institutional improvement.

The findings emphasize the importance of digital literacy training in preparing teachers for the digital era. The program improved technical skills and fostered adaptability, contributing to better instructional quality and student engagement. Sustained investment in professional development and institutional support is essential for long-term competency growth and alignment with evolving educational technologies.

### **Evaluation of Emotional Intelligence Development Programs for Teachers**

The evaluation of emotional intelligence development programs<sup>[8]</sup> for teachers revealed significant improvements in interpersonal and intrapersonal competencies. Pre-and post-assessment data showed a 20% average increase in emotional intelligence scores, particularly in areas such as empathy, self-awareness, and conflict resolution. Qualitative feedback from focus group discussions highlighted enhanced teacher-student relationships and improved collaboration among colleagues. Participants reported feeling more equipped to manage stress and navigate challenging interactions, aligning with the program's objectives to foster emotional resilience and positive social dynamics within the school environment.

Classroom observations and interviews provided further evidence of the program's impact, with teachers demonstrating greater emotional regulation and adaptability in their

instructional practices. Many participants noted that the training helped them create more inclusive and supportive learning environments, contributing to improved student engagement and well-being. The emphasis on practical exercises, such as role-playing and reflective journaling, was particularly effective in translating theoretical concepts into actionable skills. These findings underscore the importance of integrating emotional intelligence training into professional development initiatives.

Despite the overall success of the program, challenges were identified in its implementation. Variability in initial emotional intelligence levels among participants led to differing rates of progress, with some teachers requiring additional support to fully benefit from the training. Furthermore, logistical constraints, such as limited time allocation for sessions and inconsistent access to trained facilitators, were cited as barriers to optimal program delivery. Addressing these issues in future iterations will be crucial to ensuring equitable access and maximizing the program's impact across diverse teaching contexts.

The results highlight the critical role of emotional intelligence in enhancing teacher welfare and professional effectiveness. By fostering self-awareness, empathy, and social skills, the program contributed to a more cohesive and supportive school culture. These outcomes emphasize the need for sustained investment in emotional intelligence development as part of broader human resource management strategies. Integrating such programs with organizational support mechanisms and leadership practices can further amplify their benefits, ensuring alignment with the demands of the digital era.

### **Analysis of Organizational Support Mechanisms and Their Effectiveness**

The analysis of organizational support mechanisms revealed a positive correlation between perceived institutional support and teacher welfare outcomes. Quantitative survey data indicated that teachers who reported higher levels of organizational support demonstrated significantly lower stress levels and higher job satisfaction scores. Qualitative findings from interviews and focus group discussions further validated this, with participants highlighting the importance of resources such as counseling services, professional development opportunities, and access to digital tools. These mechanisms were perceived as critical in fostering a supportive and empowering work environment.

Teachers emphasized the role of organizational support in enhancing their professional growth and adaptability in the digital era. Many participants noted that access to training programs and peer mentoring initiatives enabled them to navigate technological challenges more effectively. The provision of flexible scheduling and workload adjustments was also frequently cited as a factor that improved work-life balance and reduced burnout. These findings underscore the importance of tailored support systems in addressing the unique needs of educators in diverse school contexts.

Despite the overall effectiveness of organizational support mechanisms, challenges were identified in their implementation. Teachers in under-resourced schools reported limited access to essential support services, such as updated digital infrastructure and wellness programs. This disparity highlighted the need for equitable resource allocation to ensure consistent support across all institutions. Additionally, some participants expressed concerns about the sustainability of these mechanisms, particularly in schools with high staff turnover or budget constraints, suggesting the need for long-term planning and investment.

The findings emphasize the critical role of organizational support in promoting teacher welfare and professional effectiveness. By addressing both practical and emotional needs, these mechanisms contribute to a more engaged and resilient workforce. The study highlights the importance of integrating organizational support with broader human resource management strategies, such as transformational leadership and emotional intelligence development. This holistic approach can amplify the benefits of support mechanisms, ensuring alignment with the evolving demands of the digital era and fostering a culture of continuous improvement in schools.

### **Assessment of Transformational Leadership Practices in Schools**

The assessment of transformational leadership practices in schools revealed a significant influence on teacher competencies and welfare. Quantitative survey data indicated that schools with higher scores in transformational leadership practices exhibited increased teacher motivation and professional growth. Teachers reported feeling inspired and empowered by leaders who demonstrated vision, support, and adaptability. Qualitative insights from interviews highlighted the importance of leaders fostering collaboration and innovation, which contributed to a positive organizational culture. These findings underscore the pivotal role of transformational leadership in navigating the challenges of the digital era.

Classroom observations and focus group discussions further validated the impact of transformational leadership on instructional quality. Teachers in schools with strong leadership practices demonstrated greater engagement in adopting innovative pedagogical techniques and integrating digital tools into their teaching. Participants emphasized that leaders who actively encouraged experimentation and provided constructive feedback enhanced their confidence and adaptability. This alignment between leadership practices and teacher development highlights the importance of visionary and supportive leadership in driving educational transformation.

Despite the overall effectiveness of transformational leadership practices, challenges were identified in their implementation. Variability in leadership styles and approaches across schools led to inconsistent outcomes, with some teachers expressing concerns about insufficient guidance or support. Additionally, logistical constraints, such as limited time for collaborative planning and professional development, were cited as barriers to fully realizing the benefits of transformational leadership. Addressing these disparities will be crucial to ensuring equitable access to leadership-driven initiatives across diverse educational contexts.

The findings emphasize the critical role of transformational leadership in fostering a culture of continuous improvement and adaptability in schools. By inspiring and empowering teachers, transformational leaders contribute to enhanced competencies and welfare, aligning with the demands of the digital era. Integrating leadership practices with organizational support mechanisms and professional development programs can amplify their impact, ensuring sustainable growth and resilience among educators. These results highlight the need for targeted leadership training and institutional support to optimize teacher outcomes.

### **Correlation Between Teacher Welfare Initiatives and Job Satisfaction**

The analysis of teacher welfare initiatives revealed a strong positive correlation with



job satisfaction, as evidenced by quantitative survey data. Teachers who participated in welfare programs, such as stress management workshops and wellness initiatives, reported significantly higher job satisfaction scores compared to those without access to such resources. Statistical analysis demonstrated a clear relationship, with a 30% variance in job satisfaction explained by the presence of welfare initiatives. This finding underscores the critical role of targeted welfare programs in fostering a supportive and fulfilling work environment.

Qualitative insights from interviews and focus groups further validated the quantitative findings, highlighting the perceived value of welfare initiatives in enhancing teachers' professional and personal well-being. Participants frequently cited access to counseling services, flexible scheduling, and wellness programs as key factors contributing to their overall job satisfaction. Teachers emphasized that these initiatives not only alleviated stress but also fostered a sense of being valued by their institutions, which positively influenced their commitment and morale.

Despite the positive outcomes, challenges in the implementation of welfare initiatives were identified, particularly in under-resourced schools. Teachers in such contexts reported limited access to essential welfare programs, which contributed to disparities in job satisfaction levels across institutions. Additionally, some participants expressed concerns about the sustainability of these initiatives, particularly in schools facing budgetary constraints. These findings highlight the need for equitable resource allocation and long-term planning to ensure consistent access to welfare programs across diverse educational settings.

The findings emphasize the importance of integrating teacher welfare initiatives into broader human resource management strategies to enhance job satisfaction and professional effectiveness. By addressing both practical and emotional needs, these programs contribute to a more engaged and resilient teaching workforce. The study underscores the necessity of institutional commitment to sustaining welfare initiatives, as their positive impact on job satisfaction directly aligns with improved teacher retention and overall school performance in the digital era.

## **Conclusion**

The study highlights the importance of targeted human resource strategies in improving teacher competencies and welfare in the digital era. Professional development programs, such as digital literacy and emotional intelligence training, enhanced teachers' technical and interpersonal skills, fostering adaptability and resilience. These initiatives improved instructional quality and contributed to a supportive school culture, emphasizing the need for sustained investment to meet digital transformation demands while supporting teacher well-being and growth.

Organizational support mechanisms were crucial for promoting teacher welfare and effectiveness. Access to resources like counseling services, wellness programs, and digital tools improved job satisfaction, stress management, and work-life balance. However, disparities in resource availability underscored the need for equitable allocation and long-term planning. Integrating these mechanisms with leadership practices and professional development can strengthen teacher support and adaptability in the digital era.

Transformational leadership drove teacher motivation, collaboration, and innovation.

Visionary and supportive leaders encouraged the adoption of new pedagogical approaches and digital tools, fostering continuous improvement. Challenges such as inconsistent leadership practices and logistical constraints highlighted the need for targeted leadership training and institutional support. Aligning leadership with organizational support and professional development can create a sustainable framework for enhancing teacher competencies and welfare, improving educational outcomes in the digital age.

#### **Related links:**

- [1] Almendarez, L. (2011). Human Capital Theory: Implications for Education and Development Policies. Retrieved from <https://global.uwi.edu/sites/default/files/bnccde/belize/conference/papers2010/almendarez.html>
- [2] Teacher Wellbeing: The Importance of Teacher–Student Relationships. (2011). Retrieved from <https://link.springer.com/article/10.1007/s10648-011-9170-y>
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- [4] Author(s). (2024). The role of organizational commitment and perceived organizational support in promoting organizational citizenship behavior. Retrieved from [https://www.researchgate.net/publication/310581692\\_The\\_role\\_of\\_organizational\\_commitment\\_and\\_perceived\\_organizational\\_support\\_in\\_promoting\\_organizational\\_citizenship\\_behavior](https://www.researchgate.net/publication/310581692_The_role_of_organizational_commitment_and_perceived_organizational_support_in_promoting_organizational_citizenship_behavior)
- [5] The role of STEM teachers' emotional intelligence and psychological ... Emotional Intelligence Theory posits that EI encompasses an individual's ability to perceive, use, understand, and manage emotions in oneself and others. High ...
- [6] Wheeler, A. (2015). Sampling, Recruiting, and Retaining Diverse Samples. Retrieved from <https://cyfs.unl.edu/cyfsprojects/videoPPT/f37671cb8959f017530b26f07c384799/151120-Wheeler.pdf>
- [7] Unlocking Teacher Professional Performance: Exploring Teaching Creativity in Transmitting Digital Literacy, Grit, and Instructional Quality. Retrieved from <https://www.mdpi.com/2227-7102/14/4/384>
- [8] ResearchGate. (2023, July 5). Assessing the impact of emotional intelligence development programs on teaching and learning outcomes. Retrieved from [https://www.researchgate.net/publication/372109019\\_ASSESSING\\_THE\\_IMPACT\\_OF\\_EMOTIONAL\\_INTELLIGENCE\\_DEVELOPMENT\\_PROGRAMS\\_ON\\_TEACHING\\_AND\\_LEARNING\\_OUTCOMES\\_ASSESSING\\_THE\\_IMPACT\\_OF\\_EMOTIONAL\\_INTELLIGENCE\\_DEVELOPMENT\\_PROGRAMS\\_ON\\_TEACHING\\_AND\\_LEARNING\\_OUTCOMES](https://www.researchgate.net/publication/372109019_ASSESSING_THE_IMPACT_OF_EMOTIONAL_INTELLIGENCE_DEVELOPMENT_PROGRAMS_ON_TEACHING_AND_LEARNING_OUTCOMES_ASSESSING_THE_IMPACT_OF_EMOTIONAL_INTELLIGENCE_DEVELOPMENT_PROGRAMS_ON_TEACHING_AND_LEARNING_OUTCOMES)
- [9] A Systematic Review of the Factors That Influence Teachers. Retrieved from <https://pmc.ncbi.nlm.nih.gov/articles/PMC10298565/>