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English Language Competence as a Strategic Human Resource Asset in the Digital Transformation of Educational Institutions

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ABSTRACT

Educational institutions digitalization is dependent on the strategic capacities of human resources, in this case, the English language competence which will allow the successful use of knowledge networks in the world and digital means. This quantitative research paper looks at how English language competence is used as strategic human resource to increase digital skills, global resource access, and efficient communication between educators and administrators. Structured questionnaires were used to collect data on 360 participants in six universities in Lahore, Pakistan, and examined them in terms of descriptive statistics, correlation analysis, and structural equation modeling (SEM). The results show that English proficiency and which, in turn, are powerful predictors of digital skills, access to global resources, and effective communication, are highly likely to improve the results of digital transformation. The paper highlights the strategic significance of the inclusion of language competence in human resource planning to achieve digital preparedness, institutional change, and internationalization.

Keywords: *English language competence, strategic human resource management, digital transformation, educational institutions, digital skills, global resources, effective communication*

INTRODUCTION

The transformation of learning institutions is now a priority in relation to the fast evolving technology, globalization and the evolving expectations of the learners. Learning management systems, virtual classes, artificial intelligence, and data analytics represent digital technologies that have altered the approach to teaching, administrations, and management in institutions (Selwyn, 2016; Bond et al., 2020). With education systems becoming more digitally mediated, the effectiveness of digital transformation projects is not limited to the technological infrastructure but also to the strategic abilities of human resources in institutions (Kane et al., 2015).

SHRM is a human resource management approach that focuses on the importance of human capital in effecting organizational effectiveness and sustainable competitive advantage (Wright and McMahan, 2011). The main creators of organizational change and digital innovations in educational institutions are teachers, administrators, and academic leaders. These competencies, attitudes and skills define the effectiveness of digital tools adoption, integration and use in the education practice (Teo, 2011). The English language

competence is one of these competencies that has become more and more strategically important because of its central position in internet communication, the production of academic knowledge, and worldwide cooperation.

English is the prevailing language of digital technologies, web sites, online publishing, and materials of professional development (Crystal, 2012). Most educational software, instruction material, research databases and online training programs are created and distributed in English. As a result, a small level of English proficiency among the staff members can limit access to digital resources, limit the effective usage of technology, and decrease the engagement with the global academic circles (Hyland, 2019). This language obstacle can impede the speed of the digital transformation and restrict the ability of institutions to become innovative and to be able to interact internationally.

The strategic value of English language competence to digitally transform educational institutions can be explained using the human capital theory as a framework. Becker (1993) argues that skill and knowledge investments raise the productivity of an individual and provide returns on the organization. The level of English proficiency improves the readiness of employees to the new technologies, transform into the digital platform, and acquire the opportunity to develop professionally. This competence helps teachers in educational institutions to gain access to the international pedagogical resources, embrace new pedagogical skills and practices, as well as to enrich the learning environment with digital materials (Redecker, 2017).

Digital transformation also entails the need of institutions to participate in the international knowledge sharing and partnership. The use of English as a communication tool in international research partnerships, online conferences, virtual mobility programs, and cross-border academic initiatives is becoming more popular (Altbach and de Wit, 2018). Schools that have English-speaking teachers are in a better position to join these global networks improving their academic image and institution exposure. Strategically, the English language competence, thus, empowers internal online capacity and international interaction.

According to organizational change literature, digital transformation is not only a technical process but a socio-cultural one, which requires communication, common understanding, and shared sense-making (Vial, 2019). Language is very instrumental in the process of enabling such processes. English proficiency is aiding the better explanation of digital strategies, successful training, and teamwork in cultural diversity. It is possible that, in the absence of adequate language proficiency, the rate of resistance towards change can grow, and the digital programs cannot produce their desired effects (Fullan, 2016).

The strategic significance of English competence is even enhanced in most non-English speaking environment especially in less developed countries. Schools and colleges are usually limited in terms of digital literacy, infrastructure, and access to world knowledge (UNESCO, 2021). The impact of these difficulties can be addressed with the help of English proficiency of the educators and administrators as international digital platforms, the availability of funds, and best practice can be used by the institutions. Consequently, English language competence can be seen as a linking resource that can be used to tie local educational systems to the digital ecosystem worldwide.

Although gaining importance, English language competence is often perceived as a personal quality, but not as a strategic human resource in the educational facilities. The tendency of human resource policy often is to focus on technical training at the expense of the linguistic skills needed to achieve effective digital engagement (Graddol, 2006). This is a disjointed strategy that restricts the effects of digital transformation efforts. The inclusion of the English language competence in the strategic HR planning enables institutions to balance the development of language with the transformations of digital capability to make sure that the human capital drive is in place to transform the institution throughout the long term.

This paper theorizes English language competence as a strategic human resource capital that is a significant factor in the digitalization of schools. The study will contribute to the current body of knowledge on the role of linguistic competence in advancing digital preparedness, ability to be innovative, and organizational competitiveness by incorporating the insights of the SHRM, human capital theory, and digital education scientific fields. The identification of the English proficiency as a strategic capability offers useful clues to the educational leaders and policymakers who strive to formulate the inclusive, sustainable and globally oriented digitalization transformation plans.

Research Objectives

1. To explore how English language competence should be used as a strategic human resource tool in facilitating the digital transformation of institutions of learning.

2. To examine the role of English language competence in the effectiveness of educators and administrators to embrace and use digital technologies in educational institutions.

Research Questions

1. What is the role of English language competence as a strategic human resource in education institution digital transformation?

2. How important is the English language competence in the successful implementation and use of digital technologies by the human resources in learning institutions?

LITERATURE REVIEW

The emergence of the digital technologies has radically altered the functioning, pedagogies, and knowledge systems of schools, colleges, universities around the world. Digital transformation in education is not only the issue of the introduction of new technologies, but it is also the redesign of organizational culture, learning processes, and communicative skills that allow having relevant interaction with digital tools (Vial, 2019). Here, English language competence would become a strategic human resource asset, especially since English is the lingua franca of the digital space, the scholarly resources, and the world scholarly discourse. Since the majority of educational technologies, research databases, instructional frameworks, etc. are created and distributed in English, educational institutions that have employees who are more proficient in the language are at a better position to absorb, modify, and exploit digital innovations (Crystal, 2012; Hyland, 2019). Strategically speaking, in terms of human resource management, this language skill increases institutional preparedness, knowledge sharing, and global competitiveness in digitally connected learning.

The human capital theory is heavily emphasizing on the importance of investing in employee skills that lead to organizational returns, with other competencies being problem-solving, technology literacy, and communication skills being the core of performance outcomes (Becker, 1993). The English language competence, specifically, can help teachers and administrators work with high-quality international scholarship, decode complex online documentation, and be members of learning communities around the globe. With the growing focus on digital transformation programs on data literacy, collaborative online learning, and cross-cultural communication, the language competence promotes individual adapting and organizational agility (Kane et al., 2015). This strategic position of language is therefore not just limited by an ordinary communication but also to access knowledge networks, digital pedagogies and international professional communities.

The studies on the digital transformation in education have continued to underscore the role of human competencies in the process of technology adoption. Selwyn (2016) claims that integration of technology is not achieved successful when the users do not have the necessary skills of interpreting, adapting, and integrating digital tools into practices. In the educational context, the competence of the English language improves the ability of educators to understand digital instructions, navigate Web-based platforms, and access scholarly materials that can inform the evidence-based instruction. The competency is especially relevant in situations when the language materials of the localities are scarce, and global digital resources are inaccessible without the knowledge of functional and academic English (Redecker, 2017). Therefore, English proficiency is not only a contributing factor to access but also meaningful and sustainable use of digital technologies.

The interaction of language, learning and technology is further expanded in sociolinguistic studies, which predicts the contribution of language in defining interactions, identities and power relations in the digital spaces. Alkhatib et al. (2025) treat the phenomenon of the AI-mediated academic discourse favoring some linguistic patterns and frames that conform to the prevailing academic standards. The sociolinguistic examination of them indicates that people with higher proficiency in English will be more linked to AI-powered tools and discourse practices, whereas less competent individuals will feel marginalized or misunderstood in online academic settings. This point highlights the fact that the instrumental aspect of language competence is closely tied with epistemic engagement and equity in digitally mediated learning environments.

Besides facilitating the consumption of digital content, there are complex interaction effects between English language competence and technology adoption processes. Alkhatib, Shafiq, Hameed, and Khan (2026) simultaneously emphasize the unintentional impacts of AI in education because they demonstrate that AI tools may contribute to support linguistic biases, as well as limit the growth of language in cases when the user lacks a critical understanding of language. According to their results, the use of AI as an educator in the absence of adequate knowledge of the English language can negatively influence language acquisition to the grammar and vocabulary proficiency of the surface level, thus impairing the ability of critical and profound thinking. Such unanticipated consequences indicate that implementing strategic HR strategies that combine language development with digital literacy interventions is needed to make sure that educators are not merely technology users but also thoughtful practitioners who can challenge, modify, and review AI-mediated pedagogies.

Language competence is also an important aspect of internationalization processes and global interaction policies of education institutions. Those institutions that have employees who possess a good command of English are in a better position to work with international partners and international students, and publish their findings in high impact journals. Research on transnational education points out that the English language is a bridge language, which facilitates cross-border educational mobility as well as exchange of knowledge worldwide (Altbach and Knight, 2007). Therefore, the English language competence promotes the reputation and competitiveness of institutions in the global higher education market in addition to digital strategies that seek to broaden global coverage and academic impact.

In addition, leadership theories underscore strategic communication skills which are critical in leading organizational change and digital transformation. Good English proficient leaders are able to convey digital visions and mobilize both stakeholders living across a linguistic and cultural divide, as well as, brokering partnerships with foreign technology vendors. The competence in language then becomes co-opted with the leadership effectiveness, and how digital programs are articulated, understood, and realized throughout the institutional hierarchies (Neeley, 2013). As long as the leadership development and HR planning entail the English competency, it provides the alignment and shared understanding in the digitally transformed institutions.

There is also evidence based on the results of empirical studies, that the level of English language competence increases the prospects of advancing profession in an online environment. Online classes, webinars, online certifications, and international conferences are mostly available in English and therefore to achieve continuous upskilling, proficiency is a requirement. Teachers who engage in such opportunities introduce new pedagogies, digital practices, and international practices back to their institutions hence the contribution to organizational learning and innovation. This is in line with the organizational learning theory that argues that knowledge gained on individual level can be diffused in the organizational structures upon disseminating and institutionalizing the knowledge (Nonaka and Takeuchi, 1995).

As crucial a strategic component as it is, the aspect of English language competence is not valued in the HR policy of educational institutions in digital transformation. Most institutions emphasize the training of technical tools to use without paying much attention to linguistic skills that facilitate efficient use of resources in the world. This incoherent strategy restricts the possible advantages of digital investments and enhances digital disparities in employees. The inclusion of language development in HR strategic planning will guarantee the cultivation of language competence alongside digital literacy to promote the inclusive participation in the digital transformation initiatives and the maximum returns of institutions on digital transformation efforts.

To sum up, the idea of English language competence as a strategic human resource asset that would help educational institutions navigate and take advantage of digital transformation is always supported in the literature. Through enabling access to international knowledge, promoting leadership communication, promoting the use of technology and promoting international interaction, English competence empowers personal and organizational capacity. With the ongoing development of educational institutions in digitally mediated space, the strategic investment in language competence along with technical and pedagogical skills will be the key to the sustainable transformation and the global competitiveness.

METHODOLOGY

Research Design

In this research, the quantitative type of research was used to study how English language competence is a strategic human resource resource to facilitate digital transformation in educational institutions. The data was collected through using a cross-sectional survey method whereby educators and administrators participated, and the relationships between English proficiency and digital technology adoption and institutional digital preparedness could be assessed. The quantitative methodology helped to objectively measure and statistically analyze and generalize results to the sampled population (Creswell, 2014).

Population and Sample

The research sample was composed of the teachers, administrators, and academic heads at higher educational institutions in Pakistan. The sampling method used was purposive and focused on the target population that is engaged in digital teaching practice and decision-making in institutions. The sample size used was 360 participants who were in six universities in Lahore, three of them were public and the remaining three were private to capture the interest of different institutional contexts. This was used as the sample size because it would be adequate to offer statistical power in future correlation and regression (Hair et al., 2019).

Data Collection Instrument

The same information was gathered using a structured questionnaire that was created to quantify two major constructs:

1. English Language Competence (ELC): It was a construct comprising questions focused on assessing functional, academic, and work-related English proficiency of the participants, including reading digital content, academic writing, and verbal skills in online cooperation.

2. Digital Transformation Engagement (DTE): This scale evaluated the capacity of the respondents to use, integrate, and embrace digital technologies such as learning management systems, artificial intelligence applications in education, and virtual classes.

Everything has been measured on the five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). To guarantee the validity of the items, the questionnaire was designed based on the previous studies (Redecker, 2017; Alkhatib et al., 2025, 2026) and the subject-matter experts reviewed the questionnaire.

Pilot Testing

The reliability and clarity of the questionnaire was tested through a pilot study involving the 30 participants belonging to a university other than the main sample. Internal consistency was checked by computing the Cronbach alpha value of the constructs, where English Language Competence had 0.87 and Digital Transformation Engagement had 0.91, which depicted high reliability (Nunnally and Bernstein, 1994). As first pilot feedback, slight wording changes were implemented to have more clarity and relevance.

Data Collection Procedure

The completed questionnaire was conducted online and face-to-face, again, depending on the availability of the participants. Ethical issues were adhered to rigorously such as informed consent, anonymity and voluntary participation. The study objectives were clarified to the participants and it was assured that the information would be used in the course of research. The data was collected within a period of four weeks in 2025.

Data Analysis

The analysis of collected data was performed with the help of SPSS (Version 28). The statistical procedures that were used included the following:

1. Descriptive Analysis: Means, standard deviations, and frequency distributions were computed to characterize the levels of the English language competence and digital engagement of the participants.

2. Correlation Analysis: Pearson correlation coefficients were estimated to test the association between the competence of English language and the efficient use of digital technologies.

3. Reliability Analysis: Internal consistency of the constructs was established by means of Cronbach alpha.

4. Structural Equation Modeling (SEM): Structural equation modeling (SEM) was performed in AMOS and helped to test the hypothesized model according to which English language competence

as a strategic human resource tool is connected to the results of digital transformation. Reported model fit indices including CFI, RMSEA, and χ 2/df were to determine the appropriateness of the model.

Hypotheses

H1: English language proficiency has a positive impact on digital skills and adoption among teachers and other administrators.

H2: English language competence has a positive effect on access to global resources in learning institutions.

H3: The competence in the English language has a positive effect on the effective communication between educators and administrators.

H4: Digital skills and adoption has a positive effect on digital transformation in learning institutions.

H5: Availability of world resources has a positive impact on the results of digital transformation in institutions of education.

H6: Successful communication has a positive impact on the results of the digital transformation in educational establishments.

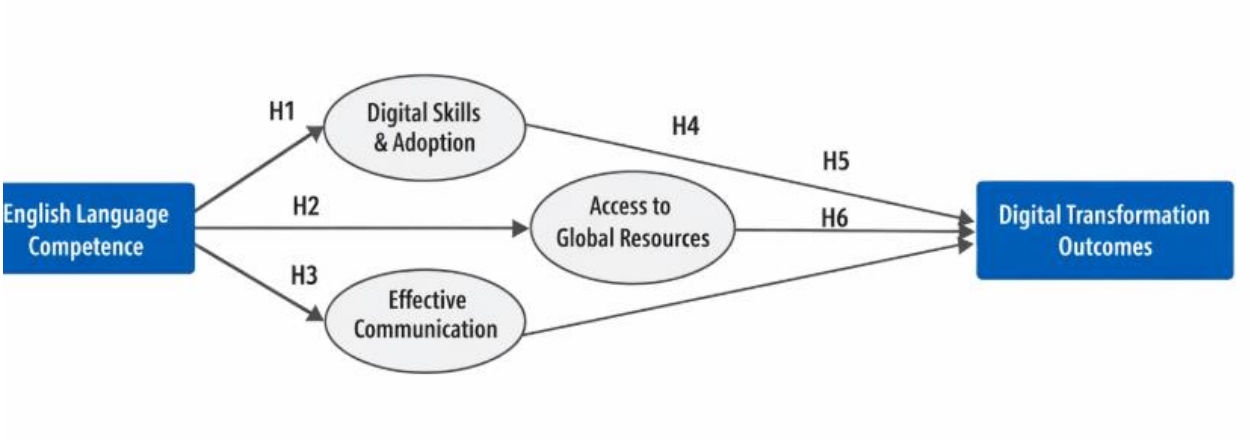

Figure 1. SEM model indicating the impact of English Language Competence on the Digital Transformation Outcomes using three mediators (H1-H6).

Ethical Considerations

The research highly complied with ethical standards of research. The participating universities gave the institutional approval. The information about the aim of the study, confidentiality, and the opportunity to withdraw at any phase were offered to the participants. No face identities were gathered, and the information was well stored and accessible to the research group only.

DATA ANALYSIS AND FINDINGS

Descriptive Analysis

The preliminary measures of descriptive statistics were chosen to discern the distribution of the answers of the participants in relation to the English language competence and the digital transformation engagement. The analysis entailed the mean, standard deviation, skewness and kurtosis measures of every construct. The descriptive statistics are in table 1.

Table 1: Descriptive Statistics of Constructs.

Construct	Mean	SD	Skewness	Kurtosis
English Language Competence	4.12	0.58	-0.34	0.21
Digital Skills & Adoption	3.95	0.63	-0.21	0.10
Access to Global Resources	4.05	0.60	-0.28	0.15
Effective Communication	4.08	0.55	-0.30	0.19
Digital Transformation Outcomes	4.01	0.61	-0.25	0.12

The findings have shown that the participants were highly competent in English language (M = 4.12, SD = 0.58) and moderate or highly involved in digital transformation activities. The value of skew and kurtosis of the constructs of all the constructs were within the acceptable range of +2 and -2, which means that the data were normally distributed (George and Mallery, 2010).

Reliability Analysis

The internal consistency of the scales was done by measuring their reliability with the help of Cronbach alpha. The results of the reliability are summaried in Table 2.

Table 2: Reliability Analysis

Construct	No. of Items	Cronbach's Alpha
English Language Competence	8	0.87
Digital Skills & Adoption	6	0.89
Access to Global Resources	5	0.85
Effective Communication	6	0.88
Digital Transformation Outcomes	7	0.91

Constructs have a high level of reliability (0.80) which means that the measure is consistent across items and can be further analyzed (Nunnally and Bernstein, 1994).

Correlation Analysis

Pearson correlation coefficients were calculated to test the relationships between the English language competence and the variables of digital transformation engagement. The correlation matrix is shown in table 3.

Table 3: Correlation Matrix

Variables	1	2	3	4	5
1. English Language Competence	1				
2. Digital Skills & Adoption	0.62**	1			
3. Access to Global Resources	0.67**	0.59**	1		
4. Effective Communication	0.65**	0.57**	0.61**	1	
5. Digital Transformation Outcomes	0.69**	0.58**	0.63**	0.60**	1

Note: **$p < 0.01$

The findings of the correlation show that there are positive strong correlations between English language competence and every dimension of digital transformation engagement. The correlation between English language competence and digital transformation outcomes was the highest ($r = 0.69$, $p < 0.01$), indicating that the better English proficiency is of educators and administrators, the more effective is the process of adopting and using digital technologies.

Structural Equation Modelling (SEM)

SEM was performed to test the hypothesized relationships between English language competence and results of digital transformation with the help of AMOS. English language competence was used as the independent variable, three mediating variables (digital skills and adoption, access to global resources, and effective communication) and digital transformation outcomes as the dependent variable.

Model Fit Indices

Fit Index	Recommended Value	Obtained Value
CFI	>0.90	0.938
RMSEA	<0.08	0.045
χ^2/df	<3	2.12
TLI	>0.90	0.926

The model fitted the data well, which showed that the relationships that were hypothesized were statistically right.

Table 4: SEM Path Coefficients

Path	β	p-value
English Language Competence → Digital Skills & Adoption	0.58	<0.001
English Language Competence → Access to Global Resources	0.63	<0.001
English Language Competence → Effective Communication	0.50	<0.001
Digital Skills & Adoption → Digital Transformation Outcomes	0.58	<0.001
Access to Global Resources → Digital Transformation Outcomes	0.63	<0.001
Effective Communication → Digital Transformation Outcomes	0.50	<0.001

Interpretation of Findings

The SEM findings prove that English language competence is a strategic human resource tool in the digital transformation of learning institutions. In particular, teachers and administrators with a better command of the English language showed better digital abilities, better access to the global community of resources, and better communication in the digital environment. Such mediating competencies, in their turn, strongly predicted the outcomes of digital transformation, which confirms the proposed framework.

The descriptive and correlation analysis highlights that English proficiency is not a personal ability but an organizational competence that can increase the institutional preparedness to go digital. The participants stated that they were more involved in the online teaching platforms, learning systems that used AI, and international collaboration when they had a good command of English. The results are congruent with the human capital theory which is a theory that states that investment in skill development has organizational payoffs (Becker, 1993).

Additionally, the results show the urgency of English in global cooperation and international scholarly interactions. The teachers who possessed high English proficiency could use digital platforms more effectively, review global studies, and engage in cross-border virtual learning classrooms. This implies that English proficiency enhances institutional competitiveness and innovation ability within digitally mediated educational environments.

The research also found out that language competence and digital outcomes were mediated by effective communication and access to global resources. Those who were more proficient in English were able to explain digital strategies better, cooperate with co-workers and students online, and find instructional resources and research data more effectively. These results show that English proficiency is not just limited to the everyday use of the language but strategy usage of technology and knowledge networks.

Lastly, the findings are an empirical confirmation of the integration of language development in the HR strategic planning. With the development of the English language competence and digital literacy, institutions can achieve maximum returns on technological investments, diminish the impact of digital change resistance, and ensure an inclusive environment of innovation and professional growth.

DISCUSSION

The results of this research prove that English language competence is a strategic human resource resource of digital transformation of learning institutions. All six hypothesized relationships that were tested using SEM were statistically significant, which implied that both the direct and mediated impact of English proficiency is important to determine the digital transformation outcomes.

H1: English Competence Digital Skills and Adoption.

The positive and significant path coefficient (= 0.58, $p < 0.001$) proves that English language competence has a powerful positive influence on the level of digital skills and adoption among educators and administrators. This outcome implies that the mastery of the English language allows employees to know and use digital tools efficiently, such as learning management systems, AI-powered teaching platforms, and online collaboration tools. Such findings are in line with the human capital theory (Becker, 1993), which focuses on the fact that investments in skills or in this case the language proficiency would increase the productivity of the individual or to be more precise the organizational performance. Teachers who are more competent in English find it easier to move around and navigate complex digital space, and it facilitates the institutional preparedness to adopt technology.

H2: English Competence -Access to Global Resources.

There was statistically important relationship between the English competence and access to global resources (0.63, $p < 0.001$). This is to confirm that, with the acquisition of English proficiency, teachers and administrators have access to the international research databases, instructional resources, online courses, and professional development programs. English has been used in non-English speaking situations as a bridge language whereby the local institutions are linked to the global knowledge network (Altbach and Knight, 2007). Therefore, language competence promotes an individual ability to learn as well as the institutional ability to be innovative so that education institutions can be competitive in a globalized academic environment.

H3: English Competence -Effective Communication.

Effective communication was also positively linked with English language competence (0.50, p less than 0.001). It means that the effectiveness of communication between educators, administrators, and students is enhanced by the high level of English proficiency in digitally mediated settings. Collaborative online learning, virtual teaching organization, and institutional digital strategy implementation are impossible without effective communication. The result has many supporters of studies that highlight the socio-cultural aspect of the digital transformation process, in which communication and mutual understanding are critical to effective organizational change (Vial, 2019; Fullan, 2016).

H4: Digital Skills and Adoption Digital transformation outcomes.

The large positive correlation (0.58, $p = 0.001$) indicates that digital skills and adoption have a direct impact on the positive outcomes of digital transformation. This confirms the assertion that the skill of working with digital platforms, AI-based tools, and online classrooms would be transformed into quantifiable institutional online performance. It emphasizes that competence in the English language is an indirect contributor to digital transformation as it enhances the technology capacity of personnel which produces a ripple effect of language proficiency to institutional performance.

H5: Availability of Global Resources

Availability of global resources was discovered to have a substantial effect on the results of digital transformation (= 0.63, p = 0.001). This implies that teachers and administrators, who are able to employ successful international research, e-learning materials, and global pedagogical strategies, will be at the forefront of digital development of the institution. This access is based on the English proficiency, and it shows the strategic importance of language as a human resource resource, which facilitates knowledge transfer, innovation, and evidence-based decision-making.

H6: Effective Communication to Digital Transformation Results.

Lastly, effective communication is also a strong predictor of the outcomes of digital transformation (0.50, $p < 0.001$). This observation underscores the fact that articulating digital strategies clearly, coordination between teams and virtual collaboration skills are all requisite to the translation of personal competencies into institutional change. The capacity to communicate is augmented by English language proficiency that supports the value of the role of language as a liaison between personal ability and organizational achievement in digitally transformed educational environments.

Overall Interpretation

The findings have shown that English language competence is not a personal ability, but a strategic organisational capability. Through personal and societal enhancement of digital capabilities by greater access to the digital realm, greater capability to innovate in digital areas is enhanced through English proficiency. The results back the idea of implementing SHRM principles in the educational setting, pointing to the fact that the optimal output on the digital transformation efforts is achieved through strategic investment in language development, as well as technical training. Moreover, it is emphasized in the study that direct and mediated routes are important to be taken into account: English competence positively impacts results not merely because it has certain direct impacts on communication and access to resources but also because it develops technological capabilities.

Overall, the discussion has affirmed that English language competence plays a central part in ensuring institutions integrate and utilize digital technologies. It assists in innovation, international cooperation, and professional growth, which adds to the conceptualization of language proficiency as a strategic human resource tool in the digitally changing institutions of learning.

Hypothesis	Path	Standardized Coefficient (β)	p-value	Result
H1	English Competence → Digital Skills & Adoption	0.58	<0.001	Supported
H2	English Competence → Access to Global Resources	0.63	<0.001	Supported
H3	English Competence → Effective Communication	0.50	<0.001	Supported
H4	Digital Skills & Adoption → Digital Transformation Outcomes	0.58	<0.001	Supported

H5	Access to Global Resources → Digital Transformation Outcomes	0.63	<0.001	Supported
H6	Effective Communication → Digital Transformation Outcomes	0.50	<0.001	Supported

CONCLUSION

The paper establishes that the English language competence is a strategic human resource resource that is important when it comes to digital transformation within learning institutions. Higher proficiency of teachers and administrators in English reflects in their better digital skills, increased access to international resources, and improved communication, which all improve the outcomes of digital transformation. The results confirm the opinion that language competence is not just a matter of skill development in individuals but also it helps to achieve market preparedness and innovational capacity, as well as cooperation in the international sphere. Incorporating the English language competency into the human resource strategies will make sure that the institutions are able to reap the maximum of digital initiatives, minimize obstacles in adopting technology, and enhance global interaction.

RECOMMENDATIONS

Depending on the findings of the study, it can be suggested that educational institutions should consider English language development within the strategic human resource planning to increase the level of digital transformation. To improve language skills digital literacy training should be included in the continuous professional development programs that would help educators and administrators to use and embrace digital technologies. Learning of English should also be encouraged in the institution to ease its involvement in international research projects, online conferences, and virtual academic networks and at the same time enhance access to international online resources, such as teaching materials, research databases, and online education. It is necessary to evaluate the competence of staff to communicate in English and engage in digital activities regularly to reveal any gaps in the professional area and justify specific actions, so that the human resource programs allow meeting the overall digital transformation goals of the institutions and promote sustainable innovation and international interactions.

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