

## Teacher Self-Competencies and Teaching Performance: The Mediating Role of Job Engagement in Qatar's Primary Schools

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### Abstract

Teaching performance is a key indicator of teacher quality, particularly in primary education where teachers shape students' early academic, social, and emotional development. This study examined the relationship between teacher self-competencies, job engagement, and teaching performance among primary school teachers in Qatar. It also tested the mediating role of job engagement in the relationship between self-competencies and teaching performance. A quantitative correlational design was employed using survey data collected from 331 teachers working in government primary schools in Qatar. The research instrument measured three main constructs: teacher self-competencies, job engagement, and teaching performance. Data were analysed using descriptive statistics, one-sample t-tests, Pearson correlation, and regression-based mediation analysis. The findings showed that teachers reported a high level of teaching performance, with a mean score of 4.73. The results also revealed a strong positive and statistically significant relationship between teacher self-competencies and teaching performance, with  $r = 0.666$  and  $p = 0.000$ . The mediation analysis indicated that job engagement partially mediated the relationship between teacher self-competencies and teaching performance. This suggests that teachers' perceived competencies contribute to teaching performance directly and indirectly through their engagement in work. The study contributes to the literature by offering empirical evidence from Qatar's primary school context and by positioning job engagement as a motivational mechanism that helps explain how teacher self-competencies are translated into teaching performance. The findings highlight the need for professional development and school leadership practices that strengthen both teacher competencies and engagement.

**Keywords:** Teacher Self-Competencies, Teaching Performance, Job Engagement, Mediation Analysis, Primary Schools In Qatar

**Introduction**

Teaching performance remains one of the most influential determinants of educational quality, particularly in primary schools where teachers shape students' early academic development, classroom habits, motivation, and attitudes toward learning. In the primary education context, teacher performance is not limited to the delivery of curriculum content. It also includes lesson planning, classroom management, instructional communication, student engagement, assessment practices, emotional support, and the ability to create a productive learning environment. These dimensions are especially important because primary school teachers work with learners at a formative stage of cognitive, social, and emotional development. Therefore, understanding the factors that contribute to effective teaching performance is essential for improving school quality and sustaining educational development.

Research has consistently shown that teachers influence both academic and non-academic student outcomes. Blazar and Kraft (2017), for example, demonstrated that teachers can affect students' achievement as well as attitudes and behaviours, suggesting that teacher performance should be understood as a multidimensional construct rather than a narrow measure of academic delivery. This view is important for the present study because teaching performance among primary school teachers is examined as a professional outcome shaped by teachers' perceived competencies and their engagement in work. In this sense, teaching performance is not treated as an isolated classroom behaviour, but as the result of interacting personal and motivational factors.

Teacher self-competencies are central to this discussion. They refer to teachers' perceived ability to manage teaching-related responsibilities effectively, including planning, classroom organisation, communication, problem solving, and responding to students' needs. The construct is closely related to teacher self-efficacy, which has been widely examined in educational psychology. Bandura's (1977) theory of self-efficacy explains that individuals' beliefs about their capabilities influence their effort, persistence, and performance in challenging situations. Applied to the teaching profession, this suggests that teachers who believe they are professionally capable are more likely to invest effort, persist when facing classroom difficulties, and use more effective instructional practices.

The relationship between teacher self-efficacy and teaching performance has been strongly supported in previous studies. Tschannen-Moran and Woolfolk Hoy (2001) argued that teacher efficacy is connected to teachers' persistence, enthusiasm, commitment, instructional behaviour, and student outcomes. Similarly, Klassen and Tze (2014), in their meta-analysis, found that teacher self-efficacy was associated with teaching effectiveness. Zee and Koomen (2016) also showed that teacher self-efficacy influences classroom processes, student academic adjustment, and teacher well-being. Together, these studies indicate that teachers' beliefs about their own competencies are not merely internal perceptions; rather, they are connected to actual professional functioning and classroom quality.

However, the pathway from self-competencies to teaching performance may not be purely direct. Teachers may possess strong competencies, but these competencies need to be activated through motivation, emotional investment, and meaningful involvement in work.

This is where job engagement becomes theoretically important. Kahn (1990) conceptualised engagement as the extent to which individuals bring their physical, cognitive, and emotional selves into their work roles. In teaching, this means that engaged teachers are not only present in the classroom, but are also energetic, emotionally invested, cognitively attentive, and professionally committed to their responsibilities.

Work engagement has also been operationalised through the dimensions of vigor, dedication, and absorption. Schaufeli et al. (2006) described engagement as a positive work-related state characterised by these three dimensions. Vigor reflects energy and resilience, dedication reflects enthusiasm and professional meaning, and absorption reflects deep concentration and involvement in work. These dimensions are highly relevant to teaching performance because effective teaching requires energy, sustained focus, and commitment to students' learning. Hakanen et al. (2006) further demonstrated that job resources are linked to work engagement among teachers, while work engagement is connected to organisational commitment. This supports the argument that teacher performance may be strengthened when teachers experience high levels of engagement.

The Job Demands–Resources model provides an additional theoretical basis for understanding the mediating role of job engagement. Bakker and Demerouti (2007) argued that job resources and personal resources can activate motivational processes that enhance work engagement and improve outcomes. In the teaching context, self-competencies may function as a personal professional resource. Teachers who perceive themselves as capable may be more likely to experience confidence, control, and professional meaning. These qualities can increase their engagement, which may then support better teaching performance. Therefore, job engagement may act as the mechanism through which self-competencies are translated into actual teaching behaviour.

This mediation logic is particularly important in the context of Qatar's primary schools. Qatar has invested considerably in educational development, teacher quality, and school improvement. However, teachers continue to face increasing expectations related to accountability, classroom quality, curriculum implementation, and professional standards. In such a context, it is not enough to examine whether teachers possess competencies. It is also necessary to understand whether these competencies are connected to performance through their level of engagement in school work. Qadhi et al. (2020) found that teacher preparation programmes are important for developing novice teachers' professional competencies in Qatar. Yet further evidence is needed to explain how these competencies are connected to teaching performance, especially through motivational and psychological pathways such as job engagement.

The present study addresses this gap by examining the relationship between teacher self-competencies and teaching performance, and by testing the mediating role of job engagement among primary school teachers in Qatar. This focus is different from studies that examine self-competencies and job engagement only as separate or descriptive constructs. Instead, this paper positions job engagement as an explanatory bridge between what teachers believe they are capable of doing and how effectively they perform their teaching responsibilities. The thesis from which this article is derived explicitly identified teaching performance as a major outcome variable and included the mediating role of job engagement

in the relationship between self-competencies and teaching performance as a central research question.

Accordingly, this study is guided by three main research questions.

1. What is the level of teaching performance among primary school teachers in Qatar?
2. Is there a statistically significant relationship between teacher self-competencies and teaching performance?
3. Does job engagement mediate the relationship between teacher self-competencies and teaching performance?

By answering these questions, the study aims to contribute to the literature on teacher quality, professional competence, and work engagement. It also offers practical insights for educational leaders and policymakers seeking to improve teaching performance by strengthening both teachers' professional competencies and their engagement in school work.

#### *Problem Statement and Research Gap*

Teaching performance remains one of the most critical indicators of educational quality, particularly in primary schools where teachers are responsible for shaping students' foundational academic, social, and emotional development. Effective teaching at this level requires more than curriculum delivery; it depends on teachers' ability to plan instruction, manage classrooms, communicate effectively, respond to students' learning needs, and sustain a positive learning environment. Previous research has shown that teachers influence not only students' academic achievement, but also their attitudes, behaviours, and broader learning experiences (Blazar & Kraft, 2017). Therefore, identifying the factors that strengthen teachers' performance is essential for improving school effectiveness and supporting long-term educational development.

One important factor associated with teaching performance is teacher self-competencies. Teachers who perceive themselves as professionally capable are more likely to demonstrate confidence, persistence, and adaptive instructional behaviour. This is consistent with Bandura's (1977) self-efficacy theory, which explains that individuals' beliefs about their capabilities influence their effort, motivation, persistence, and performance. In educational settings, teacher self-efficacy has been linked to instructional quality, classroom processes, student adjustment, and teacher well-being (Klassen & Tze, 2014; Zee & Koomen, 2016). Tschannen-Moran and Woolfolk Hoy (2001) also emphasised that teacher efficacy is a complex but powerful construct that influences teachers' professional behaviour and classroom functioning. These studies suggest that teachers' perceived competencies may have a direct influence on their teaching performance.

However, the relationship between self-competencies and teaching performance may not operate only through a direct pathway. Teachers may possess strong professional competencies, but these competencies need to be translated into actual classroom performance through motivation, emotional investment, and active involvement in work. This makes job engagement a critical variable in understanding how teacher competencies become visible in practice. Kahn (1990) argued that engagement reflects the extent to which individuals bring their physical, cognitive, and emotional selves into their work roles.

Similarly, Schaufeli et al. (2006) described work engagement as a positive work-related state characterised by vigor, dedication, and absorption. In the teaching profession, these dimensions are closely related to the energy, commitment, and concentration required for effective teaching.

The Job Demands–Resources model further supports the idea that engagement can function as a motivational mechanism linking teachers' resources to professional outcomes. Bakker and Demerouti (2007) argued that personal and job resources can activate motivational processes that enhance engagement and improve work-related outcomes. In this study, teacher self-competencies can be understood as a personal professional resource, while job engagement can be viewed as the motivational pathway through which these competencies are translated into stronger teaching performance. This means that teachers who believe they are professionally competent may become more engaged in their work, and this engagement may, in turn, strengthen their teaching performance.

Although previous studies have examined teacher self-efficacy, work engagement, and teaching effectiveness, there remains a need for more focused research on the mediating role of job engagement in the relationship between teacher self-competencies and teaching performance. Existing research has often examined these variables separately or has focused on broader issues such as burnout, teacher well-being, job satisfaction, and retention (Hakanen et al., 2006; Høigaard et al., 2012; Minghui et al., 2018). While these studies provide valuable insights, they do not fully explain how teachers' perceived competencies are transformed into teaching performance through engagement. This creates an important research gap, especially in contexts where teacher performance is central to educational reform and school improvement.

In the Qatari context, this gap is particularly relevant. Qatar has placed strong emphasis on educational development, teacher quality, and school improvement. However, teachers continue to work within a demanding professional environment shaped by curriculum expectations, accountability requirements, and the need to maintain high classroom standards. Qadhi et al. (2020) showed that teacher preparation programmes contribute to the development of professional teaching competencies among novice teachers in Qatar. Nevertheless, there is still limited empirical evidence explaining whether teachers' self-competencies are directly associated with teaching performance and whether job engagement mediates this relationship among primary school teachers in Qatar.

The thesis from which this article is derived identified self-competencies, job engagement, and teaching performance as core variables and specifically examined the mediating role of job engagement in the relationship between self-competencies and teaching performance among primary school teachers in Qatar. This indicates that the present study addresses a clear empirical and contextual gap by moving beyond simple descriptive analysis and testing an explanatory model of teacher performance.

Accordingly, the problem addressed in this study is the limited understanding of how teacher self-competencies contribute to teaching performance through job engagement in Qatar's primary school context. While teacher competencies are widely recognised as important, less is known about the mechanism through which these competencies influence actual teaching

performance. By examining job engagement as a mediating variable, this study provides a more detailed explanation of the relationship between what teachers believe they are capable of doing and how effectively they perform their teaching responsibilities. This focus offers both theoretical and practical value because it helps clarify whether improving teacher performance requires attention not only to professional competencies, but also to the motivational and psychological engagement that enables teachers to apply these competencies effectively in their daily practice.

## **Literature Review**

### *Teaching Performance as a Multidimensional Professional Outcome*

Teaching performance is a central indicator of teacher quality because it reflects the extent to which teachers are able to transform their professional knowledge, beliefs, skills, and classroom decisions into effective teaching practice. In primary education, teaching performance is particularly important because teachers work with learners at a formative stage of academic, social, and emotional development. Effective teaching at this level involves much more than presenting subject content. It includes planning meaningful lessons, managing classroom interaction, supporting students emotionally, sustaining motivation, using appropriate instructional strategies, and creating a classroom environment where young learners can participate with confidence.

The multidimensional nature of teaching performance has been emphasised in previous research. Blazar and Kraft (2017) showed that teachers influence not only students' academic achievement but also their attitudes and behaviours. This finding is important because it supports the view that teaching performance should not be measured only through academic outcomes or instructional delivery. Rather, it should be understood as a broader professional construct that includes the teacher's ability to shape students' engagement, behaviour, confidence, and learning dispositions. In the context of this study, teaching performance is therefore treated as a professional outcome that may be influenced by teachers' perceived self-competencies and their level of engagement in work.

Recent studies continue to support the importance of motivational and psychological factors in explaining teacher performance. Dilekçi et al. (2025), for example, examined teachers' positive instructional emotions, work engagement, and job performance, and found that work engagement mediated the relationship between positive instructional emotions and job performance. This finding is highly relevant to the present study because it shows that teacher performance is not only shaped by what teachers know or can do, but also by the degree to which they are psychologically and motivationally engaged in their work.

### *Teacher Self-Competencies and Teaching Performance*

Teacher self-competencies refer to teachers' perceived ability to perform their professional responsibilities effectively. These competencies include lesson planning, classroom management, instructional communication, problem-solving, student support, and the ability to respond to changing classroom needs. Although the term self-competencies may be broader than teacher self-efficacy, it is conceptually linked to Bandura's (1977) self-efficacy theory, which argues that individuals' beliefs about their capabilities influence their motivation, effort, persistence, and performance.

In the teaching profession, this theoretical position is highly relevant. Teachers who perceive themselves as competent are more likely to approach classroom responsibilities with confidence, sustain effort during difficulties, and adapt their instructional strategies when students face learning challenges. In contrast, teachers with weaker perceived competencies may experience uncertainty, lower confidence, and reduced willingness to experiment with new teaching methods. Therefore, self-competencies may influence teaching performance by shaping how teachers interpret challenges and how they respond to instructional demands.

This relationship is supported by earlier and recent literature. Tschannen-Moran and Woolfolk Hoy (2001) argued that teacher efficacy is a powerful construct because it affects teachers' enthusiasm, persistence, commitment, and instructional behaviour. Klassen and Tze (2014) further showed that teacher self-efficacy is associated with teaching effectiveness, while Zee and Koomen (2016) demonstrated that teacher self-efficacy influences classroom processes, student adjustment, and teacher well-being. More recently, Wang et al. (2025) found that teaching self-efficacy significantly predicted work engagement among EFL teachers in higher education, which reinforces the view that teachers' beliefs about their professional capability are strongly linked to their motivational and professional functioning. In the Qatari context, this issue is particularly significant. Qatar's education system has emphasised teacher quality, professional development, and school improvement. Qadhi et al. (2020) found that teacher preparation programmes contribute to the development of novice teachers' professional competencies in Qatar. This supports the argument that teacher competencies are not incidental; rather, they are shaped through preparation, training, institutional support, and professional experience. However, the present study extends this discussion by examining whether teachers' self-competencies are associated with teaching performance and whether this relationship is mediated by job engagement.

#### *Job Engagement as a Motivational Mechanism in Teaching*

Job engagement is a positive work-related state that reflects the degree to which individuals are physically, cognitively, and emotionally invested in their work. Kahn (1990) explained engagement as the process through which individuals bring their whole selves into their work roles. This conceptualisation is especially relevant to teaching because teachers' work requires emotional presence, cognitive attention, social interaction, and continuous professional commitment.

Schaufeli et al. (2006) conceptualised work engagement through three dimensions: vigor, dedication, and absorption. Vigor refers to energy and resilience at work; dedication refers to enthusiasm, pride, and a sense of meaning; and absorption refers to deep concentration and involvement in work tasks. These dimensions are strongly connected to teaching because effective teaching requires energy to manage classroom demands, dedication to support students' learning, and absorption to remain focused on instructional responsibilities. Hakanen et al. (2006) also showed that job resources were associated with teacher work engagement, while work engagement was connected to organisational commitment.

Recent research has further strengthened the role of engagement in teacher-related outcomes. Ma (2023) examined work engagement among English teachers and showed that psychological capital mediated the relationship between emotion regulation and work

engagement. This finding confirms that teacher engagement is influenced by psychological resources and motivational processes, rather than by job conditions alone. It also supports the broader argument that teacher engagement is a dynamic professional state shaped by internal and contextual factors.

Similarly, Shao et al. (2025) examined primary and secondary school teachers and found that school climate and teacher efficacy played serial mediating roles in the relationship between authentic leadership and work engagement. This study is important for the present paper because it demonstrates that teacher efficacy and engagement are deeply connected and that engagement can be strengthened through both individual and organisational pathways.

### *Linking Self-Competencies, Job Engagement, and Teaching Performance*

The relationship between self-competencies, job engagement, and teaching performance can be understood through the integration of self-efficacy theory, engagement theory, and the Job Demands–Resources model. Bandura’s (1977) self-efficacy theory suggests that individuals who believe in their capabilities are more likely to invest effort, persist during difficulties, and perform effectively. In teaching, this means that teachers with stronger self-competencies are more likely to feel capable of managing instructional responsibilities and classroom challenges.

However, self-competencies alone may not fully explain teaching performance. A teacher may possess professional knowledge and skills, but these competencies need to be activated through energy, dedication, and psychological involvement. This is where job engagement becomes central. Kahn’s (1990) theory suggests that individuals perform more fully when they are psychologically present in their work roles. Therefore, job engagement may help explain how teachers’ perceived competencies are transformed into visible classroom performance.

The Job Demands–Resources model also provides a strong theoretical foundation for this relationship. Bakker and Demerouti (2007) argued that personal and job resources activate motivational processes that improve work-related outcomes. In this study, teacher self-competencies can be understood as a personal professional resource, while job engagement can be understood as the motivational mechanism that links this resource to teaching performance. In other words, teachers who perceive themselves as competent may become more engaged, and this engagement may then contribute to stronger teaching performance. Recent empirical studies support this mediation logic. Dilekçi et al. (2025) found that work engagement mediated the relationship between teachers’ positive instructional emotions and job performance. Although their study examined instructional emotions rather than self-competencies, it provides direct evidence that engagement can operate as a mediating mechanism between teacher-related psychological factors and job performance. This is highly relevant to the present study because it supports the use of job engagement as a mediating variable in explaining teaching performance.

Wang et al. (2025) also found that teaching self-efficacy significantly predicted work engagement, while Shao et al. (2025) confirmed the importance of teacher efficacy in explaining teacher engagement. Together, these studies support the assumption that teachers’ perceived competence can strengthen engagement. When combined with the

evidence from Dilekçi et al. (2025), this provides a strong basis for the present study's model, in which self-competencies are linked to teaching performance through job engagement.

#### *Job Engagement as a Mediator between Self-Competencies and Teaching Performance*

The mediating role of job engagement is the central theoretical contribution of this paper. A mediation model assumes that the relationship between teacher self-competencies and teaching performance is partly explained by job engagement. This means that teachers' perceived competencies may improve their teaching performance because these competencies increase their engagement in work. Such a model provides a more advanced explanation than a simple direct relationship because it addresses how and why self-competencies may influence performance.

This mediation pathway is theoretically justified. Teachers who perceive themselves as competent are more likely to feel confident, in control, and professionally capable. These perceptions can increase their energy, dedication, and absorption in teaching tasks. Once teachers are more engaged, they may demonstrate better teaching performance through stronger classroom management, more consistent instructional effort, better communication with students, and greater commitment to learning outcomes.

The relevance of engagement as a mediating mechanism has been increasingly supported in recent literature. Dilekçi et al. (2025) found that work engagement mediated the relationship between teachers' positive instructional emotions and job performance. Ma (2023) also demonstrated the mediating role of psychological capital in explaining work engagement among teachers, showing that engagement is shaped through internal motivational pathways. In addition, Shao et al. (2025) showed that teacher efficacy was part of a serial mediation pathway leading to work engagement among primary and secondary school teachers. These studies collectively support the view that teacher performance and engagement should be examined through explanatory models rather than only through descriptive associations.

Another recent contribution comes from Emiru and Gedifew (2024), who examined the relationship between teacher self-efficacy and student learning engagement. Their study found that teacher self-efficacy was related to students' engagement, indicating that teachers' professional beliefs may have implications beyond the teacher's own work experience. Although the outcome variable in their study was student engagement rather than teacher performance, it strengthens the argument that teacher self-efficacy has meaningful consequences for teaching and learning processes.

#### *Research Gap and Contribution of the Present Study*

Although previous studies have examined teacher self-efficacy, work engagement, burnout, job satisfaction, and teaching effectiveness, several gaps remain. First, many studies have examined self-efficacy and engagement as separate constructs rather than as part of an integrated explanatory model of teaching performance. Second, studies that examine engagement as a mediating variable in teacher performance remain limited, although recent evidence suggests that engagement can explain the link between teacher-related psychological factors and job performance (Dilekçi et al., 2025). Third, much of the available

literature has been conducted in Western, East Asian, or general international contexts, while research on these relationships in Gulf education systems remains relatively limited.

The present study addresses these gaps by testing a model in which job engagement mediates the relationship between teacher self-competencies and teaching performance among primary school teachers in Qatar. This model is important because it does not treat teaching performance as a simple outcome of competence alone. Instead, it assumes that teachers' competencies need to be activated through engagement before they are fully reflected in teaching practice. This provides a stronger theoretical and practical explanation of teacher performance.

The contribution of this paper is therefore both conceptual and contextual. Conceptually, it integrates self-efficacy theory, engagement theory, and the Job Demands–Resources model to explain how teacher self-competencies may influence teaching performance through job engagement. Contextually, it contributes evidence from Qatar's primary school system, where teacher quality and school improvement remain important educational priorities. The thesis from which this paper is derived identified self-competencies, job engagement, and teaching performance as central variables and specifically examined the mediating role of job engagement in the relationship between self-competencies and teaching performance.

In practical terms, this literature suggests that improving teaching performance requires more than strengthening teachers' professional skills. It also requires creating school conditions that enhance teachers' engagement, motivation, and psychological connection to their work. If job engagement mediates the relationship between self-competencies and teaching performance, then teacher development policies should combine competence-building with engagement-supportive strategies, such as mentoring, leadership support, professional recognition, meaningful feedback, and opportunities for teacher collaboration.

## **Methodology**

### *Research Design*

This study employed a quantitative correlational design to examine the relationship between teacher self-competencies, job engagement, and teaching performance among primary school teachers in Qatar. The design was appropriate because the study sought to measure naturally occurring variables and determine the extent to which they were statistically related without manipulating the study conditions. More specifically, this paper adopted an explanatory correlational approach by testing whether job engagement mediates the relationship between teacher self-competencies and teaching performance.

The methodology of this paper was deliberately aligned with the selected results. First, descriptive statistics and a one-sample t-test were used to determine the level of teaching performance among primary school teachers. Second, Pearson's correlation coefficient was used to examine the relationship between self-competencies and teaching performance. Third, regression-based mediation analysis was used to determine whether job engagement explains part of the relationship between self-competencies and teaching performance. This aligns with the thesis framework, which treated self-competencies as the independent variable, job engagement as the mediating variable, and teaching performance as the dependent variable.

### *Population and Sample*

The population of the original study consisted of primary school teachers working in government schools in Qatar during the academic year 2025–2026. The thesis identified government primary schools in Qatar as the study context and focused on teachers working within this level of education. The use of this population was appropriate because primary school teachers play a central role in shaping students' early learning experiences, classroom behaviours, and foundational academic development.

The final sample consisted of 331 primary school teachers. This sample was used for the main statistical analyses in the study, including descriptive analysis, correlation analysis, and mediation analysis. The thesis also reported that a pilot sample of 60 teachers was used to examine the validity and reliability of the research instruments before conducting the main study. The pilot sample was not included in the final sample used for the main analysis.

The sample was suitable for the statistical procedures applied in this paper because the analyses required quantitative data from a sufficiently large group of respondents. The sample size of 331 provided an adequate basis for estimating mean scores, testing correlations, and examining regression-based mediation paths among the three main variables.

### *Research Variables*

The present paper focused on three main variables. The independent variable was teacher self-competencies, which refers to teachers' perceived professional ability to perform teaching-related tasks effectively. These competencies include cognitive, social, and emotional dimensions, such as the ability to plan, communicate, manage classroom situations, interact professionally, and respond to work-related challenges.

The mediating variable was job engagement, which refers to teachers' psychological, emotional, and behavioural involvement in their work. In the thesis, job engagement was represented through three dimensions: absorption, dedication, and vigor. These dimensions reflect the extent to which teachers feel immersed in their work, committed to their responsibilities, and energised in performing teaching-related tasks.

The dependent variable was teaching performance, which refers to the quality of teachers' classroom practices and professional teaching behaviours. In the thesis, teaching performance was examined in relation to teachers' ability to plan, manage the classroom, and interact with students. The thesis positioned teaching performance as the main outcome variable that may be influenced by self-competencies and job engagement.

### *Research Instrument*

Data were collected using a structured questionnaire adapted and developed in the original thesis. For Paper 2, three sections of the questionnaire were used: the self-competencies scale, the job engagement scale, and the teaching performance scale. The questionnaire was designed using a five-point Likert scale, where respondents indicated the degree to which they agreed with the statements related to each construct.

The self-competencies scale measured teachers' perceived competencies across three dimensions: cognitive, social, and emotional competencies. The reliability values reported in

the thesis showed strong internal consistency. Cronbach's alpha values were 0.85 for the cognitive dimension, 0.80 for the social dimension, 0.82 for the emotional dimension, and 0.88 for the overall self-competencies scale. These values indicate that the scale was reliable for measuring teachers' self-competencies.

The job engagement scale measured teachers' engagement through three dimensions: absorption, dedication, and vigor. The thesis reported strong reliability values for this scale. Cronbach's alpha values were 0.85 for absorption, 0.87 for dedication, 0.83 for vigor, and 0.88 for the overall job engagement scale. These results indicate that the scale had acceptable internal consistency and was suitable for measuring teachers' level of engagement in their work.

The teaching performance scale was developed based on relevant theoretical literature and previous studies on teaching performance. According to the thesis, the initial version of the teaching performance instrument consisted of 40 items distributed across four dimensions covering different aspects of teaching performance. The scale was reviewed by expert validators, and the final version was revised based on their comments. The thesis also states that the instrument was used to assess teaching performance in relation to planning, classroom management, and interaction with students.

#### *Validity and Reliability Procedures*

The instruments were subjected to validity and reliability checks before being applied to the main sample. Face validity was established by presenting the instruments to a panel of experts in education. The experts reviewed the clarity of the items, their relevance to the intended constructs, the appropriateness of the language, and the extent to which each item belonged to its relevant dimension. The thesis reported that an 80% agreement level among experts was used as the criterion for accepting items. Items were modified and refined based on the experts' feedback.

Construct validity was also examined through the pilot study. The thesis reported strong item-dimension relationships for the job engagement scale, with item correlations ranging between 0.805 and 0.974, indicating that the items were strongly associated with their relevant dimensions. The use of a pilot sample of 60 teachers also allowed the researcher to test the clarity and stability of the instruments before using them in the main study.

Reliability was assessed using Cronbach's alpha. The overall reliability values for both the self-competencies scale and the job engagement scale were 0.88, which indicates strong internal consistency. These values support the use of the scales in the main analysis. For teaching performance, the thesis reports that the instrument was subjected to expert validation and pilot testing before the main data collection, which supports its suitability for use in the study context.

#### *Data Collection Procedures*

The data collection process followed two main stages. In the first stage, the questionnaire was tested with a pilot sample of 60 teachers from outside the main study sample. This stage was used to examine the validity, clarity, and reliability of the instrument. The pilot test

helped ensure that the questionnaire items were understandable and appropriate for the study population.

In the second stage, the final questionnaire was administered to the main sample of 331 primary school teachers in Qatar. The data were collected during the academic year 2025–2026. After data collection, responses were screened to ensure that the dataset was suitable for statistical analysis. The screening process included checking for incomplete responses, inconsistent responses, and the general suitability of the data for descriptive, correlational, and regression-based analyses.

### *Data Analysis*

The data were analysed using quantitative statistical procedures that corresponded directly to the research questions and the selected results tables for Paper 2.

First, frequencies and percentages were used to describe the demographic characteristics of the respondents. These results may be presented briefly in the methodology section or in the first table of the results section.

Second, descriptive statistics were used to examine the level of teaching performance among primary school teachers. The mean, standard deviation, standard error, t-value, significance value, and 95% confidence intervals were calculated. A one-sample t-test was used to compare the observed mean score of teaching performance with the hypothetical mean of the five-point Likert scale, which was set at 3. This analysis was used because the study aimed to determine whether teachers' teaching performance was significantly higher than the midpoint of the scale. The thesis reported this analysis for teaching performance, showing a mean of 4.73, standard deviation of 0.33, standard error of 0.03, t-value of 136.00, and significance value of 0.000.

Third, Pearson's correlation coefficient was used to examine the relationship between teacher self-competencies and teaching performance. This procedure was appropriate because both variables were measured quantitatively using Likert-type scale scores. Pearson's correlation was used to determine the strength, direction, and statistical significance of the relationship. The thesis reported a positive and statistically significant relationship between self-competencies and teaching performance, with  $r = 0.666$ ,  $p = 0.000$ , and significance at the 0.01 level.

Fourth, regression-based mediation analysis was used to examine whether job engagement mediated the relationship between self-competencies and teaching performance. The mediation analysis followed the logic of Baron and Kenny's stepwise mediation approach, as reflected in the thesis interpretation. The first path examined whether self-competencies predicted job engagement. The second path examined whether self-competencies predicted teaching performance. The third path examined whether job engagement predicted teaching performance. Finally, the model examined whether the effect of self-competencies on teaching performance was reduced after job engagement was included as a mediating variable.

The thesis reported that self-competencies had a significant effect on job engagement, that self-competencies had a significant effect on teaching performance, and that job engagement

had a significant effect on teaching performance. Specifically, the thesis reported that self-competencies had a direct effect on teaching performance, with  $\beta = 0.666$ , Sig. = 0.000, and  $R^2 = 0.443$ . When job engagement was included in the model, job engagement had a significant effect on teaching performance, with  $\beta = 0.526$ , Sig. = 0.000, and  $R^2 = 0.277$ . The thesis interpreted the reduction in the direct effect of self-competencies after including job engagement as evidence of partial mediation.

For publication purposes, the mediation results should be reported clearly as a regression-based mediation model. If the original dataset is available, it would be stronger to add bootstrapped confidence intervals for the indirect effect using PROCESS Macro, AMOS, SmartPLS, or an equivalent mediation procedure. However, to remain fully aligned with the current thesis results, this methodology describes the mediation approach used in the thesis and prepares the paper for reporting the existing regression-based mediation findings.

### **Ethical Considerations**

The study was conducted using survey data collected from teachers. Participation was treated as voluntary, and respondents' information was handled with confidentiality. Since the study examined teachers' perceptions rather than sensitive personal data or experimental intervention, the main ethical concerns were confidentiality, informed participation, and responsible use of the collected data. The results were reported in aggregate form, without identifying individual teachers or schools.

### **Results**

This section presents the results of Paper 2, which focuses on teaching performance and the mediating role of job engagement in the relationship between teacher self-competencies and teaching performance among primary school teachers in Qatar. The results are organised according to the research focus of the paper. First, the level of teaching performance is presented. Second, the relationship between teacher self-competencies and teaching performance is examined. Third, the regression paths used to test the mediating role of job engagement are reported. Finally, the mediation decision is summarised. The values presented in the tables are based directly on the thesis results.

#### *Level of Teaching Performance among Primary School Teachers*

The first analysis examined the level of teaching performance among primary school teachers in Qatar. A one-sample t-test was used to compare the observed mean score of teaching performance with the hypothetical mean of the five-point Likert scale, which was set at 3. This analysis was conducted to determine whether teachers' reported teaching performance was significantly higher than the midpoint of the scale.

Table 1

*Results of the One-Sample t-Test for the Level of Teaching Performance among Primary School Teachers*

Variable	N	Mean	Standard Deviation	Standard Error	t-value	Sig.	95% CI Lower	95% CI Upper
Teaching performance	331	4.73	0.33	0.03	136.00	0.000	4.66	4.80

The results in Table 1 show that the mean score for teaching performance was 4.73, with a standard deviation of 0.33. This mean is substantially higher than the hypothetical mean of 3, indicating that primary school teachers in Qatar reported a high level of teaching performance. The t-value was 136.00, with a significance value of 0.000, confirming that the difference between the observed mean and the hypothetical mean was statistically significant. The 95% confidence interval ranged from 4.66 to 4.80, which indicates stability in the estimated mean. Overall, the result suggests that teachers perceived themselves as highly capable in performing their teaching responsibilities, including planning, classroom management, and interaction with students. This is consistent with the thesis interpretation that teaching performance among primary school teachers in Qatar was high and statistically significant.

#### *Relationship between Teacher Self-Competencies and Teaching Performance*

The second analysis examined whether there was a statistically significant relationship between teacher self-competencies and teaching performance. Pearson's correlation coefficient was used because both variables were measured quantitatively and the aim was to determine the strength and direction of the relationship between them.

Table 2

*Pearson Correlation between Teacher Self-Competencies and Teaching Performance*

Variables	Mean	Standard Deviation	N	Pearson Correlation	Sig.	Significance Level
Self-competencies ↔ Teaching performance	4.33	0.33	331	0.666	0.000	0.01

As shown in Table 2, the correlation between teacher self-competencies and teaching performance was positive and statistically significant. The Pearson correlation coefficient was  $r = 0.666$ , with a significance value of 0.000 at the 0.01 level. This indicates a strong positive relationship between the two variables. In other words, teachers who reported higher levels of self-competencies also tended to report higher levels of teaching performance.

This finding suggests that teachers' perceived professional, social, and emotional competencies are closely connected to how they evaluate their teaching performance. The result supports the assumption that teachers who perceive themselves as more capable of managing professional responsibilities are more likely to demonstrate stronger classroom performance. The thesis similarly concludes that there is a strong positive statistically significant relationship between self-competencies and teaching performance among primary school teachers in Qatar.

#### *Regression Paths for Testing the Mediating Role of Job Engagement*

The third analysis tested the regression paths required to examine the mediating role of job engagement in the relationship between teacher self-competencies and teaching

performance. Sequential regression analysis was used in the thesis to examine the direct effect of self-competencies on job engagement, the direct effect of self-competencies on teaching performance, and the direct effect of job engagement on teaching performance.

Table 3

*Sequential Regression Results for Testing the Mediating Role of Job Engagement*

Model	Independent Variable	Dependent Variable	Standardised $\beta$	R <sup>2</sup>	F	Sig.
1	Self-competencies	Job engagement	0.670	0.449	73.226	0.000
2	Self-competencies	Teaching performance	0.666	0.443	71.590	0.000
3	Job engagement	Teaching performance	0.526	0.277	34.509	0.000

The results in Table 3 show that all regression paths were statistically significant. In Model 1, teacher self-competencies had a significant effect on job engagement, with  $\beta = 0.670$  and Sig. = 0.000. The R<sup>2</sup> value was 0.449, meaning that self-competencies explained 44.9% of the variance in job engagement. This indicates that teachers who perceived themselves as more competent were more likely to report higher job engagement.

In Model 2, teacher self-competencies had a significant effect on teaching performance, with  $\beta = 0.666$  and Sig. = 0.000. The R<sup>2</sup> value was 0.443, meaning that self-competencies explained 44.3% of the variance in teaching performance. This confirms that self-competencies are a strong predictor of teaching performance.

In Model 3, job engagement had a significant effect on teaching performance, with  $\beta = 0.526$  and Sig. = 0.000. The R<sup>2</sup> value was 0.277, meaning that job engagement explained 27.7% of the variance in teaching performance. This result confirms that job engagement is also an important predictor of teaching performance. Together, these regression results support the mediation logic because self-competencies predicted job engagement, self-competencies predicted teaching performance, and job engagement predicted teaching performance.

The final analysis summarised the mediation decision. The thesis interpretation indicates that job engagement played a partial mediating role in the relationship between teacher self-competencies and teaching performance. This conclusion was based on the significant regression paths and the observed reduction in the direct influence of self-competencies when job engagement was included in the model.

Table 4

*Summary of the Mediation Decision*

Mediation Path	Evidence from the Regression Results	Mediation Decision
Self-competencies → Job engagement → Teaching performance	Self-competencies significantly predicted job engagement ( $\beta = 0.670$ , Sig. = 0.000); self-competencies significantly predicted teaching performance ( $\beta = 0.666$ , Sig. = 0.000); job engagement significantly predicted teaching performance ( $\beta = 0.526$ , Sig. = 0.000).	Partial mediation supported

The results in Table 4 show that job engagement partially mediated the relationship between teacher self-competencies and teaching performance. This means that teacher self-

competencies influenced teaching performance directly and also indirectly through job engagement. The mediation is partial rather than full because self-competencies remained an important predictor of teaching performance, while job engagement also contributed significantly to explaining teaching performance.

This result is important because it suggests that teachers' perceived competencies are not translated into teaching performance through a single direct pathway only. Instead, part of the effect appears to pass through teachers' engagement in work. In practical terms, teachers who perceive themselves as more professionally competent may become more engaged, and this engagement may help strengthen their teaching performance. The thesis interpretation similarly states that the inclusion of job engagement showed that part of the effect of self-competencies is transferred through job engagement, supporting the mediating role of job engagement in the model.

Overall, the results indicate that primary school teachers in Qatar reported a high level of teaching performance, with a mean score of 4.73. The correlation analysis showed a strong positive and statistically significant relationship between teacher self-competencies and teaching performance, with  $r = 0.666$  and  $\text{Sig.} = 0.000$ . The regression results further showed that teacher self-competencies significantly predicted job engagement and teaching performance, while job engagement significantly predicted teaching performance. Taken together, these findings support the conclusion that job engagement partially mediates the relationship between teacher self-competencies and teaching performance among primary school teachers in Qatar.

### **Discussion**

The present study examined teaching performance among primary school teachers in Qatar and tested the mediating role of job engagement in the relationship between teacher self-competencies and teaching performance. The findings showed that teachers reported a high level of teaching performance, with a mean score of 4.73. The results also revealed a strong positive and statistically significant relationship between teacher self-competencies and teaching performance, with  $r = 0.666$  and  $p = 0.000$ . In addition, the mediation analysis showed that teacher self-competencies significantly predicted job engagement, and job engagement significantly predicted teaching performance. The inclusion of job engagement in the model indicated a partial mediating role, suggesting that teacher self-competencies contribute to teaching performance both directly and indirectly through teachers' engagement in work. These findings are consistent with the thesis results, where teaching performance was positioned as the main professional outcome, self-competencies as the independent variable, and job engagement as the mediating variable.

The high level of teaching performance reported by teachers indicates that primary school teachers in Qatar generally perceived themselves as capable of performing their teaching responsibilities effectively. This result is important because teaching performance in primary education is not limited to the technical delivery of content. It includes planning, classroom management, instructional communication, interaction with students, and the ability to create a productive and supportive learning environment. The finding aligns with Blazar and Kraft (2017), who argued that teachers influence not only students' academic achievement but also their attitudes and behaviours. This wider understanding of teacher influence

supports the interpretation that teaching performance should be viewed as a multidimensional professional outcome, especially in primary schools where teachers shape students' early learning habits and classroom experiences.

The finding also supports the broader literature on teacher quality, which suggests that effective teaching depends on the interaction between professional knowledge, classroom decision-making, and teachers' psychological readiness to perform. The high mean score may indicate that teachers in the sample had strong perceptions of their instructional practices and professional responsibilities. In the Qatari context, this is particularly meaningful because the education system has placed increasing emphasis on teacher quality, professional preparation, and school improvement. Qadhi et al. (2020) showed that teacher preparation programmes contribute to the development of novice teachers' professional competencies in Qatar. The present finding extends this discussion by suggesting that teachers' perceived performance in classroom practice is also high, which may reflect the combined influence of preparation, experience, school expectations, and professional development opportunities. The second major finding showed a strong positive relationship between teacher self-competencies and teaching performance. This result indicates that teachers who perceived themselves as more competent professionally, socially, and emotionally were more likely to report stronger teaching performance. This finding is theoretically supported by Bandura's (1977) self-efficacy theory, which explains that individuals' beliefs about their capabilities influence their motivation, effort, persistence, and performance. In the teaching profession, this means that teachers who believe they can manage classroom demands, communicate effectively, and respond to students' needs are more likely to demonstrate effective teaching behaviours.

This finding is also consistent with Tschannen-Moran and Woolfolk Hoy (2001), who described teacher efficacy as a powerful construct that shapes teachers' enthusiasm, persistence, commitment, and instructional behaviour. Similarly, Klassen and Tze (2014) found that teacher self-efficacy is associated with teaching effectiveness, while Zee and Koomen (2016) showed that teacher self-efficacy influences classroom processes, student academic adjustment, and teacher well-being. The current finding adds further support to this body of evidence by showing that, among primary school teachers in Qatar, perceived self-competencies are strongly associated with teaching performance. This suggests that self-competencies are not merely internal beliefs or personal confidence; rather, they are closely connected to how teachers perceive and perform their professional roles in the classroom. The strength of the correlation between self-competencies and teaching performance is particularly noteworthy. A correlation coefficient of  $r = 0.666$  indicates a substantial association between the two variables. This suggests that improving teacher performance may require sustained attention to teachers' self-competencies. In practical terms, teachers who possess stronger cognitive, social, and emotional competencies may be better able to plan lessons, manage classrooms, interact with students, solve instructional problems, and maintain professional confidence under pressure. Therefore, teacher development programmes should not focus only on subject knowledge or procedural teaching skills. They should also strengthen teachers' professional confidence, reflective ability, communication skills, emotional resilience, and adaptive classroom decision-making.

The most significant contribution of the study is the finding that job engagement partially mediates the relationship between teacher self-competencies and teaching performance. This result suggests that teacher self-competencies influence teaching performance not only directly, but also through teachers' level of engagement in their work. In other words, teachers who perceive themselves as competent are more likely to become engaged, and this engagement helps translate their competencies into stronger teaching performance. This provides a deeper explanation of teacher performance because it moves beyond a simple direct relationship and explains the motivational mechanism through which competencies become visible in practice.

This mediation finding is strongly supported by Kahn's (1990) theory of engagement. Kahn argued that individuals perform more fully when they are physically, cognitively, and emotionally present in their work roles. Applied to teaching, this means that teachers' competencies may not automatically lead to high teaching performance unless teachers are also psychologically available, emotionally invested, and cognitively involved in their work. A teacher may possess strong skills, but if the teacher is disengaged, emotionally exhausted, or disconnected from school responsibilities, those skills may not be fully reflected in classroom practice. Therefore, job engagement acts as a professional bridge between what teachers are capable of doing and how effectively they perform their teaching responsibilities.

The mediation result also aligns with Schaufeli et al. (2006), who conceptualised work engagement through vigor, dedication, and absorption. These three dimensions are highly relevant to teaching performance. Vigor allows teachers to invest energy and resilience in classroom responsibilities. Dedication encourages teachers to experience their work as meaningful and important. Absorption helps teachers remain focused and deeply involved in instructional tasks. When teachers possess strong self-competencies, they may feel more confident and professionally secure, which can strengthen these dimensions of engagement. As a result, they may demonstrate better teaching performance through greater instructional effort, stronger classroom presence, and more sustained commitment to students' learning. The Job Demands–Resources model also provides a strong explanation for the mediation finding. Bakker and Demerouti (2007) argued that personal and job resources can activate motivational processes that enhance engagement and improve work-related outcomes. In the present study, teacher self-competencies can be understood as personal professional resources. These resources help teachers manage work demands, maintain confidence, and approach teaching responsibilities with a stronger sense of control. Job engagement then functions as the motivational pathway through which these resources influence teaching performance. This interpretation is further supported by Hakanen et al. (2006), who found that job resources were associated with work engagement among teachers and that engagement was linked to organisational commitment.

The finding is also consistent with more recent evidence on teacher engagement and performance. Dilekçi et al. (2025) found that work engagement mediated the relationship between teachers' positive instructional emotions and job performance. Although their study focused on instructional emotions rather than self-competencies, it supports the broader argument that engagement can operate as a mediating mechanism between teacher-related psychological factors and professional performance. Similarly, Wang et al. (2025) found that teaching self-efficacy predicted work engagement, while Shao et al. (2025) showed that

teacher efficacy contributed to work engagement through a broader school-related mediation pathway. These recent studies support the present finding that teachers' perceived capabilities and engagement are closely connected and that engagement can help explain how internal teacher resources contribute to professional outcomes.

The partial nature of the mediation is also important. Partial mediation means that job engagement explains part of the relationship between self-competencies and teaching performance, but not all of it. This suggests that teacher self-competencies have a direct effect on teaching performance while also influencing performance indirectly through engagement. Theoretically, this is reasonable because teacher competencies can directly shape classroom behaviour, instructional planning, and teacher-student interaction. At the same time, these competencies can increase teachers' energy, dedication, and involvement, which further strengthens performance. Therefore, teaching performance should be understood as the product of both competence and engagement, rather than competence alone.

This finding has important implications for teacher development in Qatar. If teacher self-competencies are directly related to teaching performance and indirectly related through job engagement, then policies aimed at improving teaching performance should address both professional competence and psychological engagement. Professional development programmes should strengthen teachers' instructional skills, classroom management, communication, and emotional resilience. However, these programmes should also be designed in ways that increase teachers' engagement by making professional learning meaningful, collaborative, relevant, and connected to classroom realities. Training that develops skills without enhancing engagement may have limited impact on actual teaching performance.

At the school leadership level, the findings suggest that principals and educational leaders should create work environments that allow teacher competencies to become active and productive. This requires supportive leadership, meaningful feedback, professional autonomy, recognition, collegial collaboration, and manageable workloads. According to Bakker and Demerouti (2007), work engagement is strengthened when employees have access to resources that help them manage job demands. Therefore, even when teachers possess strong self-competencies, their performance may be enhanced further when schools provide conditions that support engagement. In this sense, improving teaching performance is not only the responsibility of individual teachers; it is also a school-level and system-level responsibility.

The findings also offer a contextual contribution to the literature. Much of the existing research on teacher self-efficacy, work engagement, and performance has been conducted in Western or East Asian educational contexts. The present study contributes evidence from Qatar's primary school system, where teacher quality, educational reform, and professional development remain important priorities. By testing a mediation model in this context, the study adds to the international literature and shows that the relationship between self-competencies, engagement, and teaching performance is relevant in a Gulf educational setting. This is significant because teacher performance is influenced by local educational

policies, institutional expectations, and school cultures, and therefore requires context-specific empirical evidence.

The results also suggest that teacher engagement should be treated as a central construct in school improvement. In many educational systems, teacher development is often framed around skills, standards, and performance evaluation. While these elements are important, the current findings show that engagement is a key mechanism through which teacher competencies are translated into performance. Teachers may have the required knowledge and skills, but they need energy, dedication, and psychological involvement to apply these competencies consistently. Therefore, educational policy should not separate teacher competence from teacher engagement. Both should be treated as interdependent elements of teacher quality.

Overall, the findings of this study provide a coherent explanation of teaching performance among primary school teachers in Qatar. Teachers reported a high level of teaching performance, self-competencies were strongly associated with teaching performance, and job engagement partially mediated this relationship. These results indicate that teacher performance is shaped by what teachers believe they are capable of doing and by the extent to which they are engaged in their work. The study therefore supports an integrated view of teacher quality, where professional competencies and motivational engagement work together to strengthen classroom performance. For Qatar's primary education system, this means that improving teaching performance requires a dual focus: developing teachers' competencies and creating school environments that sustain their engagement.

### **Conclusion**

This study examined the relationship between teacher self-competencies, job engagement, and teaching performance among primary school teachers in Qatar, with particular attention to the mediating role of job engagement. The findings showed that teachers reported a high level of teaching performance, indicating that the respondents generally perceived themselves as capable of planning lessons, managing classroom responsibilities, interacting with students, and performing their instructional roles effectively. The results also revealed a strong positive and statistically significant relationship between teacher self-competencies and teaching performance, suggesting that teachers who perceived themselves as more professionally, socially, and emotionally competent were more likely to report stronger teaching performance.

Most importantly, the study found that job engagement partially mediated the relationship between teacher self-competencies and teaching performance. This means that self-competencies influenced teaching performance directly, while also contributing to performance indirectly through teachers' engagement in their work. This finding confirms that teacher performance should not be understood only as a result of professional competence. Rather, it is also shaped by teachers' energy, dedication, involvement, and psychological connection to their teaching responsibilities.

The study contributes to the literature by offering empirical evidence from Qatar's primary school context and by presenting job engagement as an explanatory mechanism linking teacher self-competencies to teaching performance. Practically, the findings suggest that

improving teaching performance requires a dual focus. Educational leaders and policymakers should strengthen teachers' professional competencies through continuous training, mentoring, and reflective practice, while also creating school environments that enhance engagement through recognition, meaningful feedback, autonomy, collaboration, and supportive leadership.

Future research may extend this study by using longitudinal or mixed-methods designs to examine how teacher self-competencies and job engagement develop over time and how they influence actual classroom observations, student outcomes, and teacher retention. Further studies may also examine additional mediating or moderating variables, such as school leadership, workload, professional development quality, teacher well-being, and organisational support.

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