

Teacher Enthusiasm as a Moderator in the Relationship between Teacher Self-Efficacy, Teacher Competence, and Sustainable Student Learning

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Abstract

Teachers are the most popular source of student learning, and many studies confirm that good teachers lead to students' learning. This research aims to explore the influence of teacher self-efficacy and teacher competence on students' learning. The paper also investigated the moderating role of teacher enthusiasm in the relationship between teacher self-efficacy, teacher competence, and students' learning. Data collected through convenience sampling from 329 respondents were analyzed using the PLS-SEM approach. The results of the study revealed that teacher self-efficacy and students' learning are positively related. The results also provided support for the positive impact of teacher competence on student learning. Finally, the results showed that teacher enthusiasm moderated the effect of teacher self-efficacy and teacher competence on students' learning. Thus, the study suggests that investing in teacher self-efficacy and competence, as well as supporting teacher enthusiasm, can enhance students' learning.

Keywords: *Teacher Enthusiasm, Moderator in the Relationship, Self-Efficacy.*

Introduction

Good teachers are constantly creating innovative ideas and techniques with teaching practices and are developing new measures for supporting teaching and student learning. Previous studies have shown that teachers are important for students' learning, development, and growth (Kunter, 2013) and are significant for teacher support in fostering student interest and motivation (Eric et al., 2018). Student learning is a process by which students acquire knowledge, skills, attitudes, and values through various educational experiences (Kunter, 2013). It involves a combination of behavioral, emotional and cognitive changes that occur as students engage with educational content, interacts with teachers and peers, and participate in learning activities. This learning can take place face-to-face or online, where teachers and students exchange ideas and information through technological equipment (Khodakarami et al., 2022). As such, students' learning outcomes are influenced by various factors such as teacher-student interactions, classroom environment, teaching quality, student-teacher and peer-teacher interaction, social media, and instructional approaches (Fauth et al., 2019; Qureshi et al., 2023). In addition, effective teaching strategies are also crucial in enhancing student learning experiences (Khodakarami et al., 2022; Lauermaann & Ten Hagen, 2021).

Most recently, scholars have determined "which specific aspects of teachers' professional competence matter for student development" (Fauth et al., 2019, p. 1). Teacher competence and self-efficacy are some of the specific aspects that a teacher requires to manage their professions' demands. Teacher competence pertains to the individual attributes that teachers must possess in order to fulfil the requirements of their occupation (Fauth et al., 2019), while self-efficacy reflects a "sense of how good they are at a given activity and beliefs about how well they can organize and execute different behaviors" (Wigfield & Eccles, 1994, p.108). Moreover, competence of a teacher is described as the teacher's personal attributes, such as content, pedagogical knowledge, and motivation (Fauth et al., 2019a). On the other hand, self-efficacy of a teacher is a his or her belief abilities to bring out expected professional outcomes (Hartl & Holzberger, 2022). Self-efficacy pertains not to the tangible skills or information that an individual may have, but instead to their confidence in their ability to apply such skills proficiently (Wulandari et al., 2023). In the literature, self-efficacy and teacher competence have received sporadic attention and have been found to result in desirable

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outcomes such as student learning (Fauth et al., 2019a), student achievement and interest, classroom management (Fauth et al., 2019a), teaching quality (Fauth et al., 2018), and student motivation (Oppermann & Lazarides, 2021). However, empirical links between teacher belief in competence and student outcomes are limited (Honicke et al., 2023; Lauermann & Ten Hagen, 2021). While self-efficacy and competence may lead to positive outcomes concurrently, it is important to note that self-efficacy and teacher competence are distinct constructs that warrant additional investigation (Hartl & Holzberger, 2022). Overall, a limited number of studies conducted thus far have examined how teachers' self-efficacy and competence might complement each other in students' learning outcomes. Hence, the primary aim of this research is to assess the influence of both teachers' self-efficacy and teacher competence on student learning.

The previous literature also suggests that the student's learning is not only affected by teacher competence and self-efficacy but is also conditioned upon various factors. For instance, teacher enthusiasm is one such factor that may moderate the influence of self-efficacy and teacher competence on students learning. Teacher enthusiasm refers to the excitement, passion, and positive energy a teacher displays toward their work, subject matter, and students (Borgonovi et al., 2023). Teachers who are enthusiastic about their work mobilize a range of approaches to engage their students, such as providing students with a sense of control, energy (Borgonovi et al., 2023), inspiration, and motivation (Kunter, 2013) and leading students to spend more time on learning tasks (Brigham et al., 1992). Following this, we argue that teachers' enthusiasm for teaching moderates the influence of their self-efficacy and competence on students learning. In other words, we argue that teachers who are more enthusiastic are more likely to enhance the effect of teacher self-efficacy and competence on students learning than teachers who are not enthusiastic. Therefore, the study's second aim is examining the moderating role of teacher enthusiasm in between teacher self-efficacy, teacher competence, and students' learning, which has not been investigated to the best of the author's knowledge.

In doing so, we make novel additions to the existing body of knowledge through various avenues. First, we contribute to the literature on student learning by examining the joint effect of teacher self-efficacy and teacher competence on student learning. Second, we add to the literature by investigating teacher enthusiasm as a moderating variable in the relationship between student learning, self-efficacy, and teacher competence, which has not been investigated to the best of the author's knowledge.

Hypotheses Development and Literature Review

Student Learning and Teacher Self-Efficacy

Student learning has been the prime objective of higher education (Alqurashi, 2019). Students' learning is a continuous process through which students acquire knowledge, skills, and understanding via various educational experiences. As such, students' learning is affected by various factors such as teacher popularity (Fauth et al., 2018), teacher competence (Fauth et al., 2019), and teachers' beliefs about their competence (Lauermann & Ten Hagen, 2021). Additionally, studies underscore the significance of feedback in enhancing students' learning outcomes (Obilor, 2019). All these studies indicate that student learning is a uninterrupted process that is affected by various factors.

Teacher self-efficacy is one such factor that may enhance students' learning. Teacher self-efficacy pertains to a teacher's confidence in their capacity to proficiently plan and execute instructional objectives, impacting their teaching quality and student outcomes (Shoja & Sadoughi, n.d.; Wulandari et al., 2023). Research shows that high levels of teacher self-efficacy are linked to improved student achievements, positive classroom behaviours, and teaching practices (Eric et al., 2018; Holzberger et al., 2013; Oppermann & Lazarides, 2021; Wulandari et al., 2023). Teachers who possess elevated levels of self-efficacy demonstrate a greater propensity towards embracing novel pedagogical approaches, set challenging goals, and effectively organize their teaching strategies, ultimately enhancing the overall teaching quality and students learning experience (Eric et al., 2018; Lauermann & Ten Hagen, 2021; Oppermann & Lazarides, 2021; Shoja & Sadoughi, n.d.). As such, these studies suggest that teacher self-efficacy is crucial in promoting effective teaching practices and enhancing students learning. Previous studies also elaborate that students' learning

is positively affected by teacher self-efficacy (Lauermann & Ten Hagen, 2021; Oppermann & Lazarides, 2021). Thus, based on the related literature, we predict that:

H1: Teacher Self-efficacy is positively related to students learning.

- *Student Learning and Teacher Competence*

Teacher competence is another key factor that affects students' learning and academic success. Teacher competence refers to teachers' knowledge, skills, and abilities to effectively teach and engage students in the learning process (Cevikbas et al., 2024; Fauth et al., 2018, 2019) and determine the extent to which teachers can fulfill the requirements of their occupation. (Kunter, 2013). According to Petrović et al. (2016), teacher competence comprises professional knowledge (i.e., knowledge about content and pedagogical knowledge), values and beliefs (knowledge about subject-specific theories), motivational orientation (i.e., teacher ability to inspire and motivate), and self-regulating (teacher ability to deal with frustration and anger). Teacher competence is a multifaceted construct that includes various dimensions such as cognitive and affective disposition, knowledge, skills, characteristics, and personal traits (Cevikbas et al., 2024; Petrović et al., 2016). Disposition refers to inherent qualities or characteristics that teachers bring to the instructional environment, including attitudes, beliefs, values, interests, situation-specific abilities, and skills such as decision-making in the context of lesson planning, perception, interpretation, professional knowledge, and instructional consideration (Cevikbas et al., 2024). Since there are differences among teachers on their level of competence; for example, some are good at content knowledge while others are good at self-regulatory skills (Kunter, 2013). Therefore, it is critical to examine the role of teachers' competence in students' learning. Teacher competence plays a vital role in student outcomes, as competent teachers are better equipped to address diverse student needs, provide meaningful feedback, and facilitate student learning effectively (Wulandari et al., 2023). Research also revealed that teacher competence is positively related to various positive work outcomes, such as lesson planning, which helps decide on the content and learning outcomes (Cevikbas et al., 2024). According to Kunter (2013), a high level of professional competence is positively related to students' learning outcomes. Fauth et al. (2018) found that the competence of a teacher was related to teaching, which in turn enhances student outcomes. According to Lauermann and Ten Hagen (2021), teachers' competence beliefs can impact instructional practices such as autonomy support, mastery-oriented methods, and teacher-student closeness. These practices enhance students' motivation, engagement, and learning behaviors. Despite a number of studies on teacher competence, scholars have find it hard to establish the association between teacher competence and student learning (Lauermann & Ten Hagen, 2021). This study extends the body of literature by predicting that:

H2: Teacher competence is positively related to students learning.

- *The Moderating Role of Teacher Enthusiasm*

Teaching enthusiasm refers to the job and excitement a teacher receives from teaching (Keller et al., 2016). It is an intrinsic value construct comprising of personal enjoyment, the importance of the task, and the perceived usefulness of future goals and competition (Hartl & Holzberger, 2022). Teachers' level of enthusiasm can vary based on their passion for the subject matter as well as their dedication to the act of teaching. It is possible for teachers to exhibit a strong passion for teaching without necessarily sharing the same level of enthusiasm for the specific subjects they are instructing. According to Hartl and Holzberger (2022) and Kunter (2013), teacher enthusiasm changes over time, suggesting that it may vary according to context. Studies also revealed that teacher enthusiasm is critical in classroom instruction, which may affect students' learning. Besides, students of by passionate and enthusiastic teacher demonstrate a heightened level of engagement towards the academic content, derive greater satisfaction from their educational experience, and tend to provide more favorable evaluations regarding the effectiveness of their instructors.. Teachers who are passionate about cultural diversity also tend to engage students (Petrović et al., 2016). As a result, we predict that teacher enthusiasm acts as a moderating variable that may strengthen or weaken the effect of teacher self-efficacy and teacher competence on students' learning. Previous studies also investigated teacher enthusiasm as a moderating variable. For example, Borgonovi et al. (2023) establish

that students who perceived their teachers as enthusiastic were less likely to be bored and had a higher interest in taking classes. Thus, we predict that teacher enthusiasm will moderate the effect of teachers' competence and self-efficacy on students learning.

H3: Teacher enthusiasm moderates the relationship between teacher self-efficacy and students' learning.

H4: Teacher enthusiasm moderates the relationship between teacher competence and student learning.

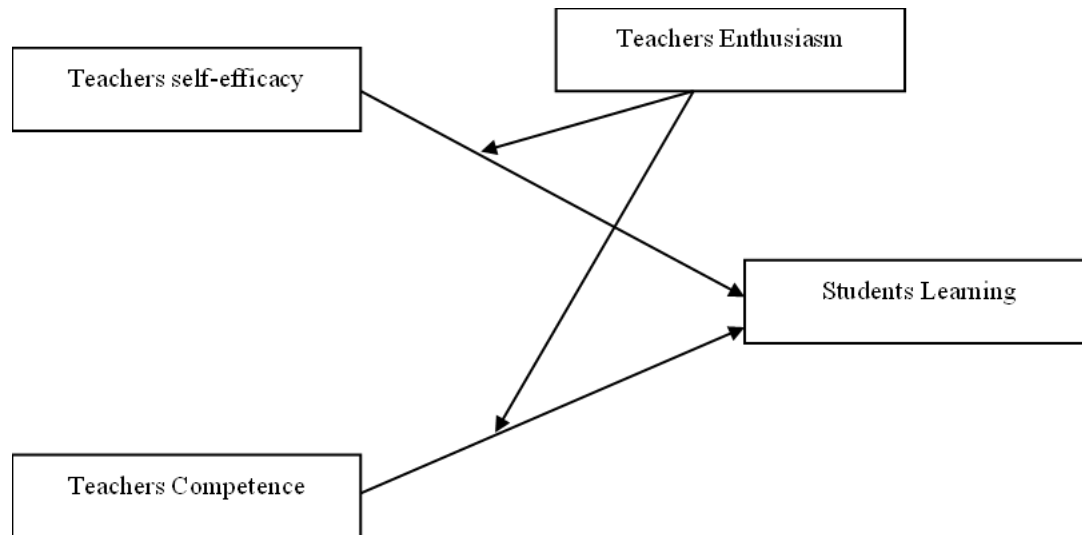


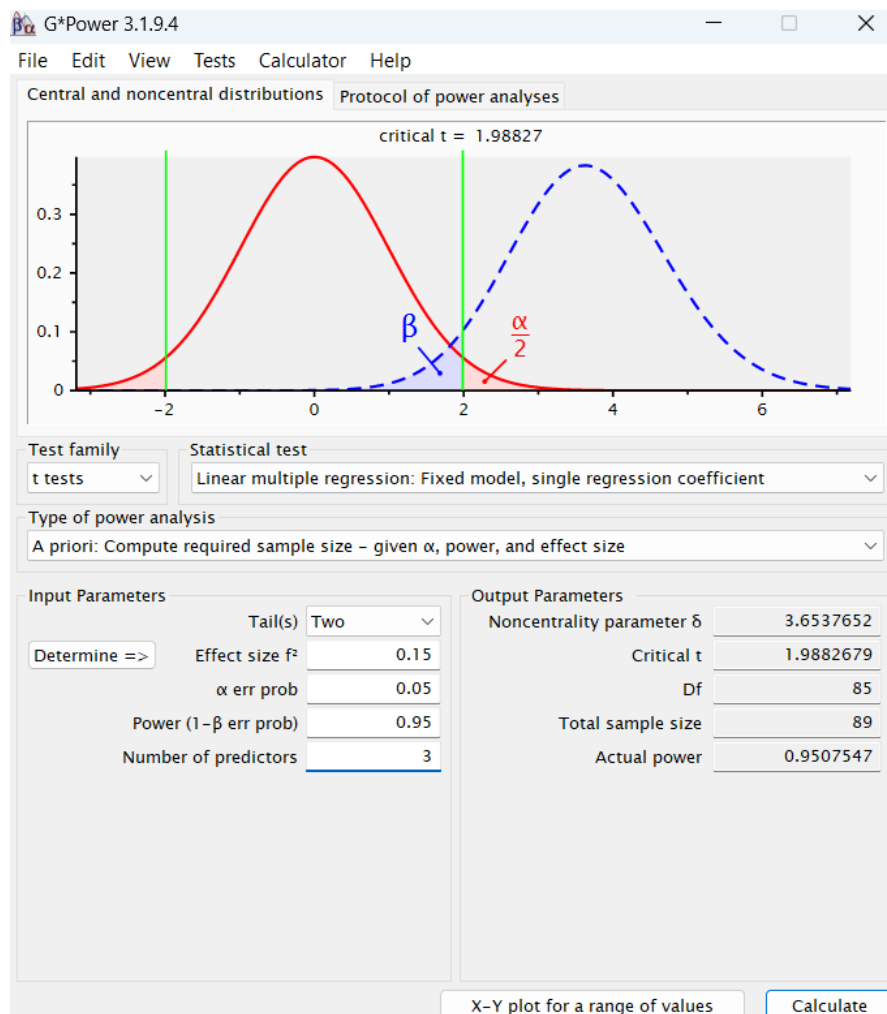
Figure 1: Conceptual Model

Population and Sample

The target population of this study were teachers working for technical and vocational schools in China. The study sample size was determined using Faul et al. (2007) G*power analysis. Using $\alpha=0.05$ effect size = 0.15, three predictors, and $\beta=0.95$ for error types one and two, the minimum required sample size for the study is 89 (Figure 2).

Figure 1: Sample size determination

Finally, the data from the conveniently available respondents was collected using convenience sampling. The survey questionnaires were self-administered among the respondents in schools in China. A total of 329 useful questionnaires were used for data analysis in this study. The sample characteristics are given in



the following Table 1. The total sample comprised of 207 males (62.91%), and 102 female teachers (31.01%).

Table I. Demographic Profile

Demographic	Number of respondents (n = 154)	%
Gender		
Male	207	62.91
Female	102	31.01
Marital Status		
Married	178	55.84

Single	151	44.15
Age (Years)		
21-25	70	21.28
26-30	85	25.84
31-35	55	16.70
36-40	60	18.24
40 and above	64	17.93
Experience (Years)		
1-5 Years	80	24.32
6-10	70	21.28
11-15	60	18.24
16-20	50	15.20
21 and above	69	20.97

Measures

In this study, we used the six-item scale developed and used by Turner et al. (2021) for the measurement of students' learning. The sample item of the scale is "My students have directed their own learning more often". For the measurement of self-efficacy, a scale was adopted from the work of Schmitz and Schwarzer (2000). An example item of the scale is "I know that I can carry out innovative projects, even when I am opposed by sceptical colleagues.". We adopted the scale of Keller et al. (2016) for the measurement of teacher enthusiasm. This scale comprises of 10 items, and one item of the scale is "I teach with great enthusiasm". Likewise, for measuring teacher competence, a 22-item scale was adopted from Yan et al. (2022), and an example item of the scale is " I Modifies educational programs to meet the defined needs of the learner."

Data Analysis

Partial Least Squares-Structural Equation Modeling (PLS-SEM) represents a methodology employed for the purpose of conducting data analysis. PLS-SEM stands out as a data analysis approach with promising potential, particularly in terms of validating predictive models (Hair et al., 2017). The application of PLS-SEM involves the execution of two primary stages utilizing SmartPLS software (Hair et al., 2017). In the initial stage, the proposed model measurement properties are examined. Subsequently, bootstrapping with 5000 sub-samples is utilized to compute the path coefficient concerning the variables under investigation.

Results

Descriptive Results

Table 2: Descriptive Statistics

Constructs	1	2	3	4	Mean	SD
1. Teacher Self-efficacy	1				3.01	0.89
2. Teacher competence	.223**	1			3.12	0.91
3. Enthusiasm	.172**	.301**	1		2.96	0.96
4. Students Learning	.378**	.410**	.421**	1	2.99	0.87

N= 390. **p< .01 ; *p< .05; SD = Standard Deviation; (2-tailed).

The study results (Table 2) revealed that the mean for the variables of the study ranged from 2.96 to 3.12, while the standard deviation ranged from 0.87 to 0.96. In addition, the results in Table 2 show that teacher competence is significantly and positively correlated with teacher self-efficacy ($r = .223^{**}$), enthusiasm ($r = .301^{**}$), and students' learning ($r = .410^{**}$). Besides, teacher enthusiasm has a positive and significant correlation with Students' Learning ($r = .421^{**}$).

Measurement Model Properties

The measurement model examines the reliability and validity of the study's variables, including their convergent and discriminant validity. Reliability requires that constructs and their corresponding items have Cronbach's Alpha, composite reliability, and item values greater than 0.70 (Hair et al., 2019). The study results (Table 3) revealed that all constructs and their corresponding items have factor loading values greater than 0.70. For discriminant validity, the average variance extracted (AVE) values should exceed 0.50 (Hair et al., 2017). The results shown in Table 3 meet the minimum requirement for convergent validity. In relation to discriminant validity, the Fornell-Larcker criterion (Fornell & Larcker, 1981) and the Heterotrait-Monotrait ratio (HTMT) approach (Henseler et al., 2015) were used. The Fornell-Larcker criterion posits that the square root of the AVE of each construct should be greater than the highest correlation with any construct, which is met by the study results shown in Table 4. Likewise, the results of the HTMT also meet the minimum requirement for establishing discriminant validity (Table 5).

Table 3: Measurement Properties of Reflective Constructs

Constructs	Items	Factor Loadings	Cronbach Alpha	Composite Reliability	AVE
Students Learning	SL1	0.831	0.900	0.923	0.668
	SL2	0.844			
	SL3	0.788			
	SL4	0.762			
	SL5	0.824			
	SL6	0.851			
Self-Efficacy	SE1	0.832	0.943	0.951	0.662
	SE10	0.814			
	SE2	0.836			
	SE3	0.795			
	SE4	0.84			
	SE5	0.827			
	SE6	0.832			
	SE7	0.766			
	SE8	0.797			
SE9	0.794				
Enthusiasm	E1	0.774	0.950	0.957	0.690
	E10	0.822			
	E2	0.795			
	E3	0.787			
	E4	0.874			
	E5	0.836			
	E6	0.859			
	E7	0.875			
	E8	0.836			
E9	0.839				
Teacher Competence	C1	0.856	0.983	0.984	0.739
	C10	0.879			
	C11	0.811			
	C12	0.89			

	C13	0.9			
	C14	0.839			
	C15	0.829			
	C16	0.865			
	C17	0.885			
	C18	0.818			
	C19	0.869			
	C2	0.858			
	C20	0.868			
	C21	0.875			
	C22	0.871			
	C3	0.843			
	C4	0.877			
	C5	0.852			
	C6	0.863			
	C7	0.824			
	C8	0.846			
	C9	0.889			

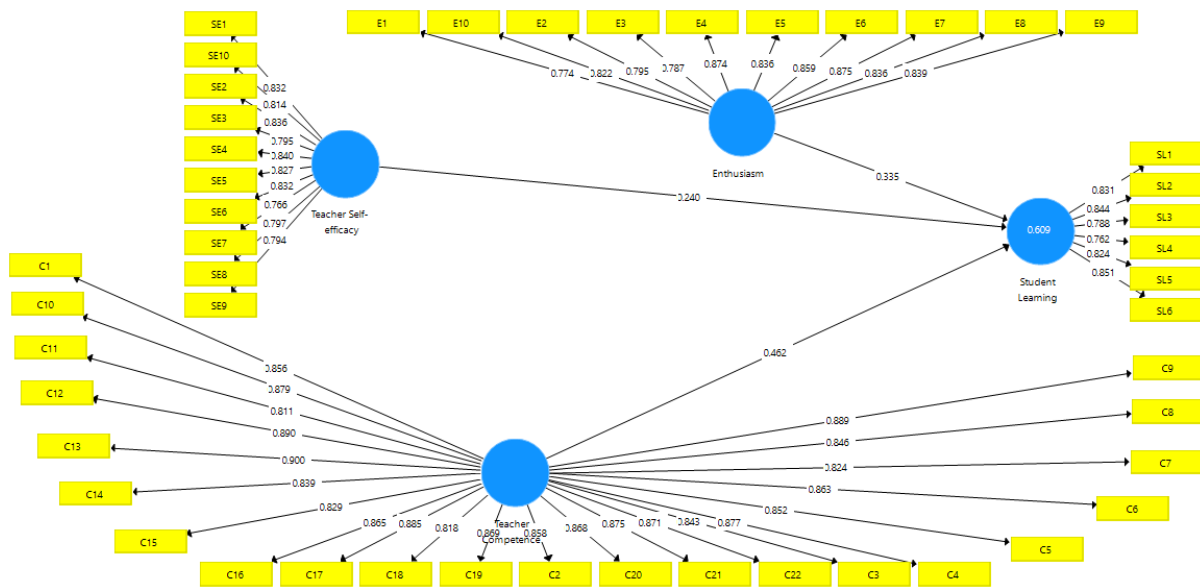


Figure 2: Measurement Model

Table 4: Fornell-Larcker Criteria

Constructs	1	2	3	4
1. Enthusiasm	0.831			
2. Student Learning	0.561	0.817		
3. Teacher Competence	0.389	0.673	0.86	
4. Teacher Self-efficacy	0.194	0.461	0.338	0.814

Table 5 HTMT

Constructs	1	2	3	4
Enthusiasm				
Student Learning	0.601			
Teacher Competence	0.399	0.713		
Teacher Self-efficacy	0.203	0.497	0.349	

The Structural Model

The structural model illustrates the postulated connection among the constructs examined in the research. In this study, we used bootstrapping (two-tailed, 0.05 significance, and 5000 subsamples) to generate the path coefficients, standard error, and t-statistics. The results of the study obtained through SmartPLS revealed that the path coefficient between teacher self-efficacy and student learning is positive and significant ($\beta = 0.197$, t-statistics = 4.332, and $p \leq 0.05$); hence H1 is supported. The results also revealed that teacher competence and student learning are positively and significantly related ($\beta = 0.488$, t-statistics = 10.100, and $p \leq 0.05$); thus, H2 is supported. Finally, to study the moderating role of teacher enthusiasm in the relationship between self-efficacy, teacher competence, and student learning, we used the product indicator approach by creating interaction terms of self-efficacy*enthusiasm and teacher competence*enthusiasm. The results (Table 6 and Figure 3) of the study revealed that teacher enthusiasm moderated the association between self-efficacy and student learning ($\beta = 0.091$, t-statistics = 2.286, and $p \leq 0.05$), thus supporting H3. The findings of the research further corroborated the moderating influence of enthusiasm on the association between teacher competence and student learning ($\beta = 0.073$, t-statistics = 1.940, and $p \leq 0.05$) (Table 6 and Figure 4). Hence, H4 is also supported.

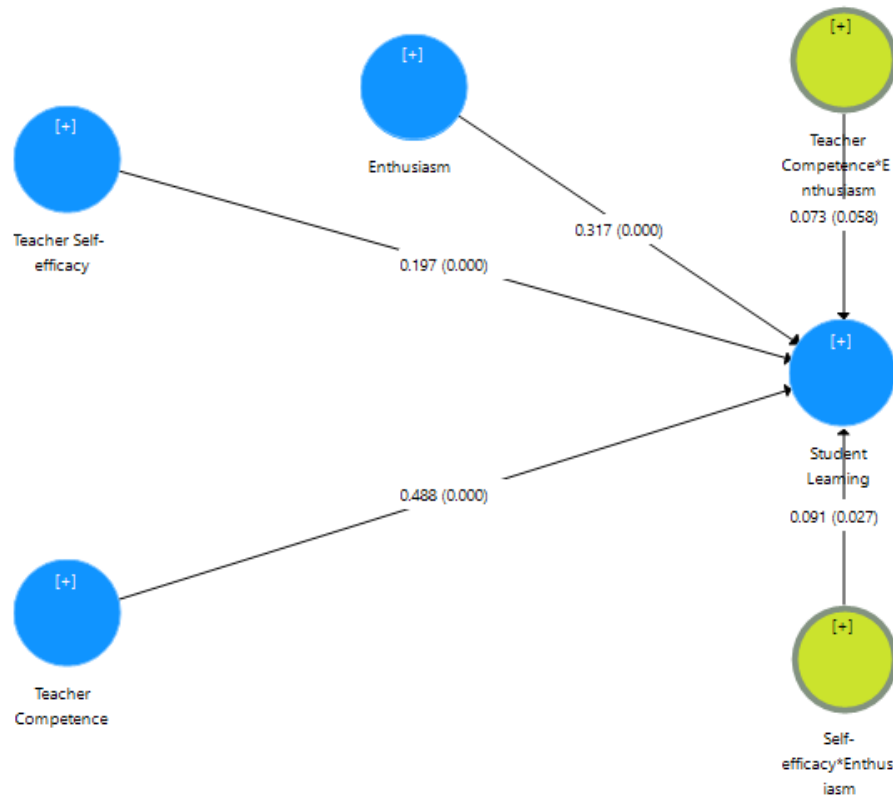


Figure 3: Structural Model

Table 6: Structural Model Results

Hypotheses	β	T-Statistics	P Values
Teacher-self-efficacy -> Students learning	0.197	4.322	$p \leq 0.05$
Teacher competence -> Students learning	0.488	10.100	$p \leq 0.05$
Teacher-self-efficacy*Enthusiasm -> Students learning	0.091	2.286	$p \leq 0.05$
Teacher-self-efficacy*Enthusiasm -> Students learning	0.073	1.940	$p \leq 0.05$

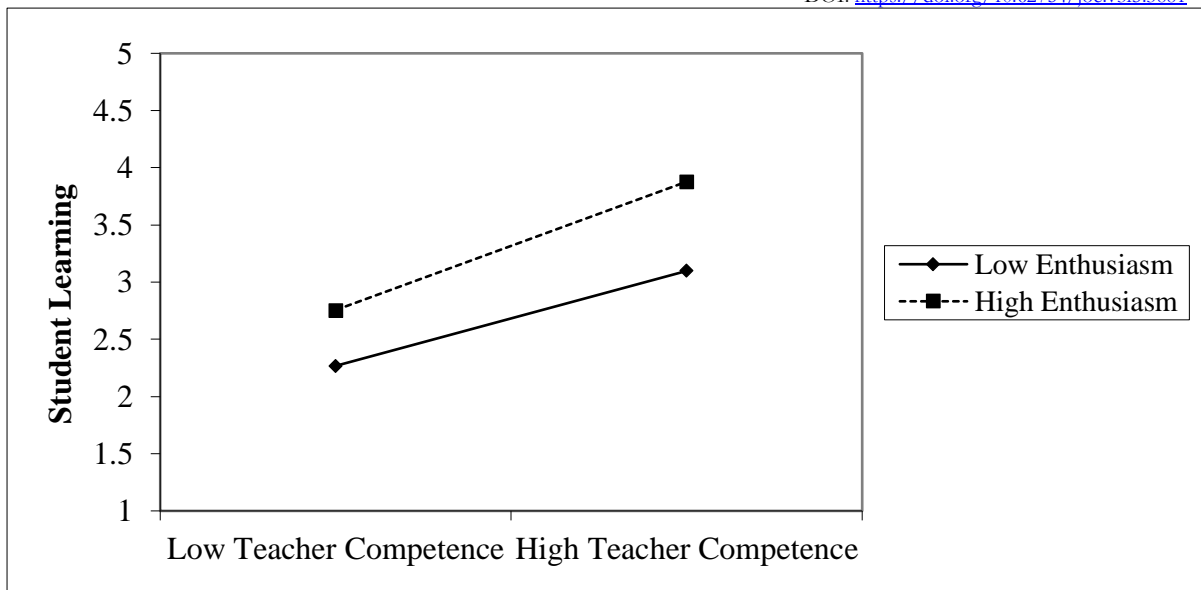


Figure 4: Enthusiasm As a Moderator Between Self-Efficacy and Students Learning

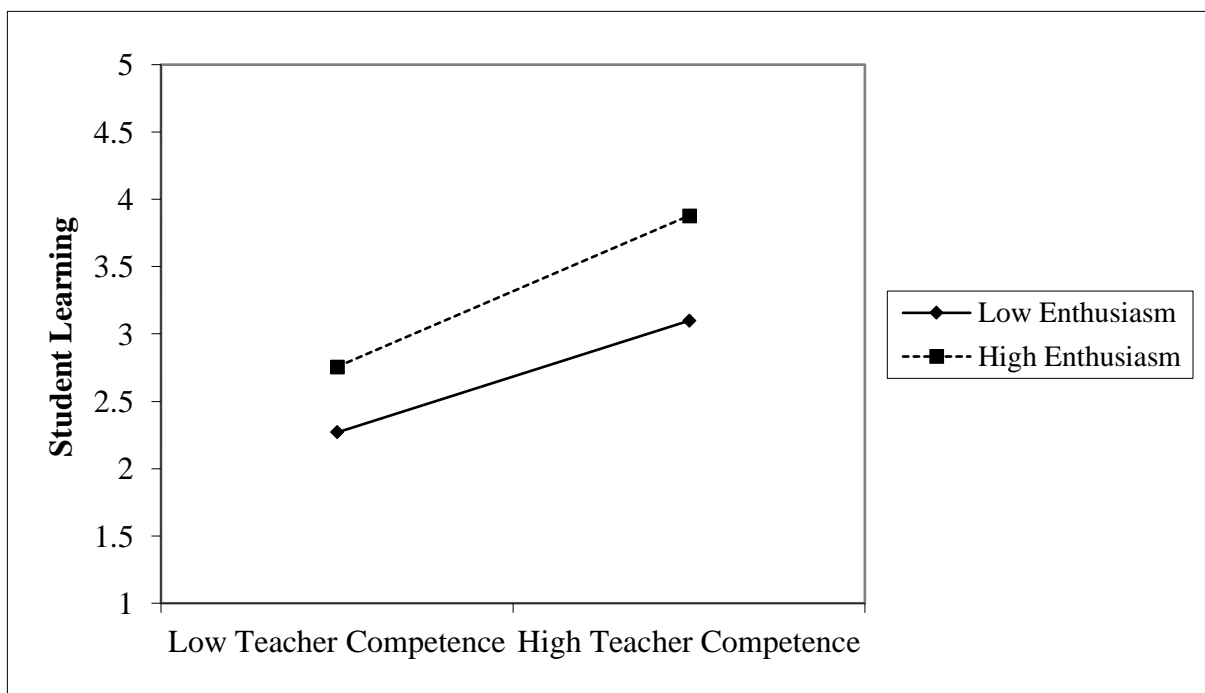


Figure 5: Enthusiasm As a Moderator Between Competence and Students Learning

Discussion and Conclusion

This study examined the effect of teacher self-efficacy and competence on students' learning. Moreover, the study aimed to investigate whether teacher enthusiasm moderates the impact of self-efficacy and competence on students' learning. The outcomes of the research revealed that teacher self-efficacy is related positively to students' learning. This result aligns with Lauermaann & Ten Hagen (2021) and Oppermann & Lazarides (2021), who found that self-efficacy significantly affects students' learning. The findings is also

consistent with the work of Eric et al. (2018), Lauermann & Ten Hagen (2021), Oppermann & Lazarides (2021), and Shoja & Sadoughi (n.d.), indicating that self-efficacious teachers are more likely to adopt innovative teaching methods, set challenging goals, and effectively organize their teaching strategies, ultimately enhancing overall teaching quality and students' learning experiences.

The study also found that teacher competence is positively related to students' learning. This result suggests that students gain a better understanding of the subject if their teacher is competent and has a high command of the subject. This outcomes of the study is consistent with previous studies that a high level of professional competence is positively related to students' learning outcomes (Kunter, 2013). In line with Fauth et al. (2018) and Lauermann & Ten Hagen (2021), this result suggests that teachers' beliefs in his or her competence affect instructional practices such as teacher-student closeness, autonomy support, and mastery-oriented methods. These practices enhance students' motivation, engagement, and learning behaviors.

One of the main contributions of this research was the moderating effect of teacher enthusiasm in between self-efficacy, teacher competence, and students' learning. The study found that teacher enthusiasm moderated the impact of self-efficacy and competence on students' learning. This suggests that teacher enthusiasm strengthens the impact of self-efficacy and competence on students' learning. This finding is consistent with the work of Borgonovi et al. (2023), indicating that students who perceived their teachers to be enthusiastic were less likely to be bored in class, had higher interest in taking classes, and therefore, their learning was higher in the classroom.

This study reconstructs the theoretical framework of teacher self-efficacy, competence, teacher enthusiasm, and student learning. Specifically, the conclusions of this paper include three aspects: teacher self-efficacy will enhance students' learning; teacher competence will result in higher student learning; and teacher enthusiasm will strengthen the impact of teacher self-efficacy and competence on student learning.

Implications of the Study

The findings of this study have several implications. Firstly, it suggests that teachers with elevated self-efficacy demonstrate a strong conviction in their ability to positively influence student outcomes. This belief in their abilities can translate into more effective teaching practices, higher levels of student engagement, and improved academic performance. Therefore, educational institutions should invest in programs that enhance teacher self-efficacy through professional development, mentoring, and effective teaching practices. By fostering confidence in teachers, institutions can indirectly enhance student learning outcomes.

Secondly, the study indicates that teacher competence is critical for student learning. Teachers with high levels of competence can effectively convey information, adapt teaching strategies to student needs, and create a supportive and conducive learning environment. Therefore, educational institutions should prioritize hiring and retaining competent teachers by adopting effective recruitment strategies and offering competitive packages.

Lastly, the finding that enthusiasm moderates the impact of self-efficacy and competence on student learning has significant practical implications. For example, the results suggest that teachers with high levels of enthusiasm can enhance student motivation, engagement, and interest in learning. Moreover, enthusiasm enhances the effects of teacher self-efficacy and competence on student learning. In simple terms, the study suggests that enthusiastic teachers are more likely to have a significant impact on student learning compared to those who are not enthusiastic.

Limitations and Future Directions

This study, despite significant implications, has several limitations. Firstly, the results are based on self-reported data, which may not accurately measure behavior. Secondly, the study relies on a cross-sectional design, which hinders establishing causal relationships between study variables. The sample consisted of

teachers working in Chinese schools and educational institutions, thus limiting the generalizability of the findings.

Finally, in this study, enthusiasm was used as a moderator. Future scholars may explore other variables that could moderate the impact of self-efficacy and competence on student learning. For example, teacher attitude, motivation, satisfaction, and organizational support could serve as viable moderating variables in the relationship between self-efficacy, teacher competence, and student learning.

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Appendix

Students learning Scale	
1	My students have directed their own learning more often
2	My students have completed more work
3	My students have been calmer, more engaged with learning
4	My students have worked independently more often
5	My students have taken greater ownership of their learning
6	My students have demonstrated improvement in their work and confidence
Self-efficacy scale	
1	I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.
2	I know that I can maintain a positive relationship with parents, even when tensions arise.
3	When I try really hard, I am able to reach even the most difficult students.
4	I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.
5	Even if I am disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.
6	I am confident in my ability to be responsive to my students' needs, even if I am having a bad day.
7	If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.
8	I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.
9	I know that I can motivate my students to participate in innovative projects

10	I know that I can carry out innovative projects, even when I am opposed by skeptical colleagues.
Enthusiasm	
1	I teach with great enthusiasm
2	I really enjoy teaching.
3	I always enjoy teaching students new things.
4	I enjoy interacting with students
5	It is a pleasure to teach.
6	Even now, I am still enthusiastic about my subject.
7	Because engaging in my subject is fun, I would not want to give it up.
8	I engage in my subject because I enjoy it.
9	I find my subject exciting and try to convey my enthusiasm to the students.
10	Engaging in my subject is one of my favorite activities
Teacher Competence Scale	
1	Uses a wide variety of instructional techniques.
2	Uses convergent and divergent analytical approaches.
3	Develops and reveals the capacity to solve problems
4	Sets instruction transitions and sequences that are varied, logical, and relevant
5	Modifies educational programs to meet the defined needs of the learner.
6	Demonstrates the capacity to interact with people, small groups and large groups.
7	Structures the use of time to make learning easier for students
8	Requires a wide variety of tools and materials
9	Provides learning opportunities that enable students to master concepts and generalizations outside of school.
10	Provides interactive opportunities for students in a school.
11	Uses a range of practical verbal and non-verbal communication skills with students.
12	Provides simple instructions and explanations
13	Encourages students to ask questions
14	Uses questions that lead students to evaluate, synthesize, and think critically.
15	Accepts a range of student experiences and/or allows students to extend or elaborate responses or ideas.

16	Demonstrates the right listening skills.
17	Provides feedback on learners' academic performance.
18	Maintains a work-on-task atmosphere in which students are actively involved.
19	Enhances an efficient classroom-management program for maintaining student conduct (discipline).
20	Uses constructive forms of communication with students.
21	Helps students find and correct mistakes and inaccuracies
22	Develops student reviews, evaluation skills, and student self-assessment