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Original Article

Impact of Competency and Self-esteem on the Teacher Engagement at Jinja City Primary Schools, Uganda

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Absorption.

The study examined the relationship between teacher competence and engagement in Jinja city, mediated by self-esteem. Specifically, the study tested the influence of teacher competence on engagement and self-esteem, the influence of self-esteem on engagement, and the mediating effect of self-esteem on the relationship between teacher competence and engagement. Based on the three-component model by Khan (1990), engagement was studied in terms of vigour, dedication, and absorption. The study adopted a cross-sectional research design on a sample of 196 teachers in Jinja city. The study adopted a self-administered questionnaire to collect the data. Data analysis involved carrying out partial least squares structural equation modelling (PLS-SEM). The results indicated that teacher competence negatively and insignificantly influenced engagement, while teacher competence positively but insignificantly influenced self-esteem and self-esteem positively and significantly influenced engagement. The results also revealed that self-esteem partially mediated the relationship between teacher competence on engagement. The study concluded that while self-esteem is imperative for teacher engagement, teacher competence did not promote engagement and self-esteem. Therefore, it was recommended that to boost teacher engagement school administrators in Jinja City should promote teacher self-esteem compared to teacher competence.

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INTRODUCTION

The concept of teacher engagement describes a positive psychology experienced by a teacher, which reflects in emotional, cognitive, and physical involvement in carrying out teaching duties energetically and with enthusiasm (Sudibjo & Riantini, 2023). Wang et al. (2021) define teacher engagement as a motivational construct reflecting the voluntary allocation of teachers' resources and energy across teaching-related activities. The largely used and acceptable conceptualization of the concept of teacher engagement is that of Khan (1990) which explains teacher engagement as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption. Vigour describes strong energy levels felt and mental fortitude displayed by a teacher at work, characterized by tenacity when challenged with obstacles (Bonaiuto et al., 2022). Dedication refers to teachers who are completely involved in their job tasks and have a sense of challenge, pride, drive, and significance (Khusanova et al., 2021), while absorption entails being completely focused and intensely immersed in work without being conscious of time, thus causing difficulty separating from work (Ojo et al., 2021). Grove (2019) asserts that engaged teachers serve as positive role models for their students, demonstrating traits such as enthusiasm, dedication, and a love of learning, inspiring learners to develop similar attitudes and behaviours toward their own education.

On their part, Mugizi et al. (2022) contend that high teacher engagement enhances effective teaching, promotes teacher-student collaboration, and creates a supportive social environment necessary for students' positive academic attitudes. Further, Li et al. (2023) opines that teacher engagement increases job satisfaction, workplace productivity, and student engagement. In addition, Kassandrinou et al. (2023) opine that teacher engagement positively enables teachers to

reduce burnout and enhance retention since engaged professionals have the capacity to publically promote overall impressions of the profession. Relatedly, Darling-Hammond et al. (2020) argue that teacher engagement is critical to the success of learners, schools, and educational systems as a whole given the fact that engaged teachers tend to be knowledgeable, skilled, and committed to their profession, are able to create positive learning environments that help learner to achieve their full potential. Further, engaged teachers efficiently design and deliver courses that suit the requirements of their learners, readily identify each learner's strengths and limitations, and are better equipped to manage their classroom and create a good learning environment (Amerstorfer & Freiin von Münster-Kistner, 2021). Nonetheless, engaged teachers are often more eager to participate in professional development opportunities to improve their teaching skills and stay updated on the latest research and best practices in education (Hyseni Duraku et al., 2022).

However, teacher engagement among teachers at Jinja City Primary School is low. For instance, 30 percent of teachers exhibit low loyalty, commitment, creativity and innovation, while 12 percent of the teachers do not closely monitor and supervise pupils to provide the due guidance (Jinja City Education Department, 2022). Further, only 58 percent of the teachers mark pupils' books regularly, 57 percent mark class registers regularly and 44 percent do not maintain records of the work covered (Jinja Municipal Council Education Department, 2015). In addition, many teachers do not engage learners in classroom activities and 15 percent do not conduct teaching based on the timetable (Jinja Municipal Council Education Department, 2018). In terms of teacher competence, Jinja city monitoring report (2022) revealed that 60% of primary school teachers could not differentiate between subject competencies and language competencies and

their statement of lesson competencies was lacking.

Further, Jinja city school inspection report (2022) indicated that teachers were not current in the subject matter content in their areas of speciality, lesson competencies were not well articulated by most teachers, others lacked a complete set of schemes of work and lesson plans, some prepared schemes of work using pamphlets that are outside the syllabi. In addition, some teachers arrive at schools late and leave early, while many are not competent in ICT skills (Jinja City School Inspection Report, 2019). On the other hand, teachers' low self-esteem is manifested by teachers' lookout for fame, exhibiting the need to be praised, to be promoted and looking for reward from their immediate supervisors (Nyende, 2021). The above contextual gap shows that teacher engagement and competence among primary school teachers in Jinja city is low and that their self-esteem is wanting. Therefore, this leads to unanswered empirical questions as to whether teacher competence and self-esteem predict their engagement. Thus, there emerged the need for this study to test whether teacher competence and self-esteem predicted teacher engagement. Further, the study also tested whether self-esteem mediated the relationship between teacher competence and engagement.

THEORETICAL PERSPECTIVE

The Danielson framework (Danielson, 2011) and Social Identity Theory (Tajfel & Turner, 1979) underpinned the study. The Charlotte Danielson advanced Danielson's framework which informed the teacher competency, describes key competencies of teaching that teachers should emphasize in order to promote their engagement (Morris-Mathews et al., 2021). Danielson framework explains how teachers can use key competencies in their profession to improve their engagement in the teaching profession (Erasmus & Vermeulen, 2015). As such, Danielson's teaching framework identifies components of a teacher's responsibilities that empirical investigations have shown to promote engaged teachers. This framework identifies various

components of effective teaching namely planning, development and results planning. It provides a structured way to assess and improve teaching practices and teacher engagement (Danielson, 2007). Planning highlights the teacher's design of the content that is expected of learners to learn which includes the content and pedagogy, the ability to demonstrate knowledge of learners, the selection of instructional goals and knowledge of resources (Evans et al., 2015). The development of the course includes everything connected to the execution and conformity with the curriculum, the teaching and learning activities carried out, anticipated pedagogical activities, and the evaluation procedures used, while, results planning in terms of educational objectives, refers to the achievements made by the students, and to the aspects involving the revision and improvement of teaching activity, external recognition of teaching duties, and creation of teaching materials (Moreno-Murcia et al., 2015). Therefore, the Danielson framework helped to test whether planning, development and results planning predicted teacher engagement. However, Danielson's teaching framework did not address self-esteem which was the mediating variable for this study. Thus, Social Identity Theory was adopted for self-esteem.

Social Identity Theory developed by Henri Tajfel and John Turner (1979) explains how a person's sense of self is influenced by self-esteem in various social groups (Joyce & Harwood, 2020). According to the Social Identity Theory, people derive their self-esteem from the positive social identity of the groups they belong to. In the case of teachers, their self-esteem may be tied to the positive regard they receive from their colleagues, learners, and the broader education community. This positive regard is often linked to their perceived competence as educators which influences their engagement (Scheepers & Ellemers, 2019). Thus, teacher's self-esteem is likely to be positively associated with their perceived competence and engagement. The theory asserts that teachers who have high self-esteem are likely to feel confident in their abilities, this can positively impact their engagement in the

classroom. On the other hand, teachers with low self-esteem may be less confident in their abilities, which can negatively affect their engagement (Agir, 2019). Thus, the Social Identity Theory helped to explain whether self-esteem in terms of academic self-esteem, competition, family support and approval from others predicted teacher engagement. Academic self-esteem is derived in part from appraisals of one's specific academic ability, outcomes, and evaluation from academic supervisors, while competition denotes self-esteem obtained from being superior to others by outdoing them teaching-related tasks (Crocker et al., 2003). Family support comprises affection and attachment from family members based on the premise that perceived acceptance or love from family members is related to overall sentiments of self-worth (Crocker & Luhtanen, 2003). On the other hand, approval from others is linked to the positive of what people assume others think of them rather than how others actually see them (Crocker, 2002). Therefore, this study, related how self-esteem in terms of family support, competition, academic competence, and approval from others influenced teacher engagement. The theories above lead to the following hypotheses:

H₁: Teacher competence significantly predicted engagement

H₂: Teacher competence significantly predicted self-esteem

H₃: Teacher self-esteem significantly predicted engagement

H₄: Self-esteem mediated the link between teacher competence and engagement

EMPIRICAL REVIEW

Teacher Competence and Engagement

The concept of competency refers to an individual's mix of knowledge, skills, attitude, and personality as applied to the role or a job in the context of the present and future environment, which accounts for long-term success within the framework of organizational values (Reddy, 2020). Teacher competency denotes a set of knowledge, abilities, and beliefs a teacher

possesses and brings to the teaching situation (Niwas, 2018). While, Siri et al. (2020) define teacher competency as a teacher's knowledge of learning and human behaviour, knowledge of the subject of study being taught, a positive attitude toward oneself, school, peers, and the field of study being fostered and the possession of appropriate teaching techniques. Nikola (2021) assert that competence is crucial for the work and actions of all individuals in society, including teachers based on goals that are embedded in all school subjects. In addition, Pit-ten Cate et al. (2018) contend that competent teachers exhibit quality instruction, learners' assessment, classroom management, and personal qualities that promote learners' outcomes. According to Moreno-Murcia et al. (2015), teacher competency involves planning, development and results planning.

Studies (Yang & Chang, 2023; Baba Rahim, 2022; Geletu, 2022; Jarrahzade & Mohamadi Zenouzagh, 2022; Eton et al., 2019; Predanocyová & Jonášková, 2021; Tohidian & Nodooshan, 2021; Pratiwi et al., 2020; Nagro et al., 2019) have examined the link between teacher competence and engagement. However, contextual and conceptual gaps emerged from the aforementioned studies. Much as studies (Yang & Chang, 2023; Baba Rahim, 2022; Geletu, 2022) related teacher competence and engagement these were conducted in the context of universities outside Uganda where the working condition is far distinct from that of primary school teachers, hence, there emerged the need for this study to test the link between the two variables in the context of primary schools' teachers. Further, even the study by Eton et al. (2019) that was carried out in primary schools in Uganda, was done in Nwoya district in Northern Uganda where teachers' working environment may be different from that of those in city primary schools in Jinja hence, producing a contextual gap. Further, studies (Predanocyová & Jonášková, 2021; Tohidian & Nodooshan, 2021; Pratiwi et al., 2020; Nagro et al., 2019) used other variables to predict teacher engagement other than their competence, hence producing a contextual gap. Therefore, the above

gap called for the need to conduct this study to test whether teacher competence predicted their engagement in the context of primary schools in Jinja city.

Teacher Competence and Self-esteem

Self-esteem describes an individual overall positive evaluation of the self (Shirima et al., 2021). According to Abdullahi et al. (2022), self-esteem denotes an individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self. Lauerma and ten Hagen (2021) opine that teacher self-esteem is linked to perceived competence in the profession. When teachers feel competent in their instructional skills, classroom management, and ability to engage learners, they are more likely to experience higher levels of self-esteem. This sense of competence contributes positively to their self-image and confidence in their professional abilities (Barni et al., 2019). Crocker et al. (2003) conceptualized self-esteem to include academic self-esteem, competition, family support and approval from others.

Scholars (Akoul et al., 2020a; Akoul et al., 2020b; Zhao et al., 2021; Jabeen et al., 2023; Blömeke et al., 2022; Sumantri & Wardhani, 2018; Rama & Sarada, 2017; Sahay, 2020; Singh, 2018; Srinivasan & Pugalenti, 2020) related teacher competence and self-esteem. However, there are population, methodological and controversial gaps that emerged from the above studies. For instance, a study by Blömeke et al. (2022) was conducted on teachers in primary schools, that by Akoul et al. (2020b) was on secondary school teachers, while that by Akoul et al. (2020a) was done on university teachers, hence producing a population gap. Methodologically, the study by Zhao et al. (2021) used a moderated mediation model to test the relationship between self-esteem and academic engagement among adolescents in China, while the majority of studies used regression analysis to establish the relationship between variables under study. Thus, there was a need for this study to test the link between teacher

competence and self-esteem using Partial Least Square Structural Equation modelling. Further, the study by Srinivasan and Pugalenti (2020) that tested the connection between teacher competence and self-esteem in India produced a controversial gap when it revealed no significant link between the two variables. This called for the need to conduct this study to further test the relationship between a teacher competence and self-esteem in the context of primary schools in Jinja city. Therefore, all the above gaps made it imperative to conduct this study to test teacher competence and self-esteem in Jinja city primary schools.

Self-esteem and Teacher Engagement

Scholars (Pathardikar et al., 2022; Bagum et al., 2022; Muzzaki, 2023; Acosta-Gonzaga, 2023; Nakasagga, 2021; Okafor, 2021; Mbuva, 2017; Vidić, 2021) tried to relate self-esteem and teacher engagement in their investigations. Nevertheless, conceptual and contextual gaps develop from the studies. For instance, much as studies by Acosta-Gonzaga (2023), Bagum et al. (2022), Okafor (2021), Vidić (2021) investigated engagement, these studies did not test teacher self-esteem as a predictor of engagement hence, the conceptual gap. Therefore, there was a need to conduct this study to test whether self-esteem predicts teacher engagement in the context of Jinja City primary schools in Uganda. Further, apart from the study by Bagum et al. (2022) which was carried out in primary school, most studies were conducted outside primary schools and outside the context of Uganda, hence, the contextual gap. All the above studies made it imperative to carry out this study to test whether self-esteem predicted teacher engagement in Jinja City primary schools, in Uganda.

Teacher Competence, Self-esteem and Engagement

Self-esteem has been considered as the mediator of teacher engagement because teachers feel engaged when they exhibit a high level of self-esteem (Pathardikar et al., 2022). Researchers (Gebresilase & Zhao, 2023; Huang et al., 2022; Li et al., 2022; Pathardikar & Srivastava, 2022; Mai,

2016; Chang et al., 2022; Achmad et al., 2023; Kim et al., 2017; Liu et al., 2023) tried to use self-esteem to mediate the relationship between teacher competence and engagement in their investigations. However, conceptual and population gaps emerged from the above investigations. For instance, studies (Liu et al., 2023 & Mai, 2016) did not use self-esteem as the mediating variable in their investigations, even the study by Kim et al. (2017) that used esteem as the mediator variable, mediated the link between students' perception and teacher competencies hence, there emerged the conceptual gap. Further, all the studies above were conducted outside the context of Ugandan primary schools, while others such as (Achmad et al., 2023; Pathardikar & Srivastava, 2022) were done outside the context of primary schools. Therefore, there emerged the population gap. All the gaps made it imperative to conduct this study to test whether self-esteem mediates the relationship between teacher competence and engagement in the context of primary schools in Jina City, Uganda.

METHODOLOGY

Research Design and Sample Size

The cross-sectional research design that involved collecting data from primary school teachers at a point in time was adopted by the study (Noori, 2021). A cross-sectional research design was adopted since it was less time-consuming and less expensive, and involved larger sample sizes which can increase the generalizability of the findings (Dawadi et al., 2021). A sample size of 196 teachers was selected from 408 based on the table for determining a sample size for the study by Krejcie and Morgan (1970). Simple random sampling served as the basis for gathering information from the respondents because it allowed every primary school teacher in Jinja City an equal opportunity to take part in the study.

Measurement of the Variables

The data was collected using a self-administered questionnaire. Engagement was the dependent variable teacher competence was the independent variable, and self-esteem was the mediating

variable. Vigour, dedication, and absorption from Khan (1990) were used as measures for engagement, planning, development and results planning from Moreno-Murcia et al. (2015) were used as measures for teacher competence. While, academic self-esteem, competition, family support and approval from others by Crocker et al. (2003) were used as measures for self-esteem. The indicators were scored on a Likert scale of one to five, with five (strongly agree [SA]) representing the ideal situation and one representing the minimum (strongly disagree [SD]).

Data Analysis Methods

The data analysis methodologies used were descriptive and structural equation modelling (SEM). Descriptive statistics involved calculating means to demonstrate how respondents valued their competence, self-esteem, and engagement. SEM involved developing structural measures and models using SmartPLS 3 because the sample size for this investigation was greater than the recommended 100 people (n= 196) (Yang et al., 2022).

FINDINGS

Demographic Characteristics of the Study Participants

The demographic characteristics of respondents revealed that 63.2% were female, 36.8% were male, 83.2% were married, 11.7% were single, and 2.7% were cohabiting. In terms of academic rank, 62.2% were education assistants, 27.7% were senior education assistants, and none were principal education officers; 8.1% were deputy head teachers, and 2.2% were head teachers. In terms of teaching experience, 83.2% had at least five years, 8.6% had one to two years, 7.0% had three to four years, and none had less than one year. In terms of educational qualifications, 40.5% possessed diplomas, followed by 40% with grade three certificates, 19.5% with Bachelor's degrees, and none with Masters degrees.

Measurement Models

Table 1 shows measurement models that were developed to ensure data validity and reliability,

as well as the independence of variables. The validity tests included calculating the Hetero-trait-Monotrait (HTMT) correlation ratio for discriminant validity assessment. To assess the

discriminant validity of reflectively measured constructs, HTMT ratio correlations were computed.

Table 1: Discriminant validity of variables using heterotrait-monotrait (HTMT) discriminant assessment

Constructs	Absorption	Dedication	Teacher Engagement	Vigour
Absorption				
Dedication	0.694			
Student Engagement	0.056	0.026		
Vigour	0.250	0.172	0.215	
	Development	Planning	Results	Teacher Competence
Development				
Planning	0.166			
Results	0.576	0.093		
Teacher Competence	0.890	0.134	0.892	
Academic Competence				
Approval from others	0.181			
Competition	0.116	0.106		
Self-Esteem	0.047	0.140	0.599	

Table 1 shows that the Heterotrait-Monotrait ratio of correlations (HTMT) conditions were met because the values did not exceed 0.90 (Henseler et al., 2015). The measurements were therefore discriminately valid. Further, the validity test also included calculating the Average Variance Extracted (AVE) for convergence validity to establish if the indicators for each construct were close, hence converged on the construct hence its appropriate measure. The results in Table 2 show that all the constructs had EVA values greater than the minimum threshold of 0.5, confirming the convergence validity (Rönkkö & Cho, 2022). Table 2 displays Cronbach alpha (α) and composite reliability (CR) values. The reliability

tests aimed to determine the consistency of indications for diverse measurements. The reliability tests included computing both Cronbach's alpha and CR since Cronbach's alpha assumes that all indicators in the population have the same features, which reduces reliability ratings. Owing to this constraint, Cronbach alpha tends to underestimate the indicators' internal consistency, lessening the likelihood that the indications are credible. CR was chosen because it is tolerant and takes into account the external characteristics of the indicator variables (Trizano-Hermosilla & Alvarado, 2016), increasing the likelihood that indicators would achieve dependability.

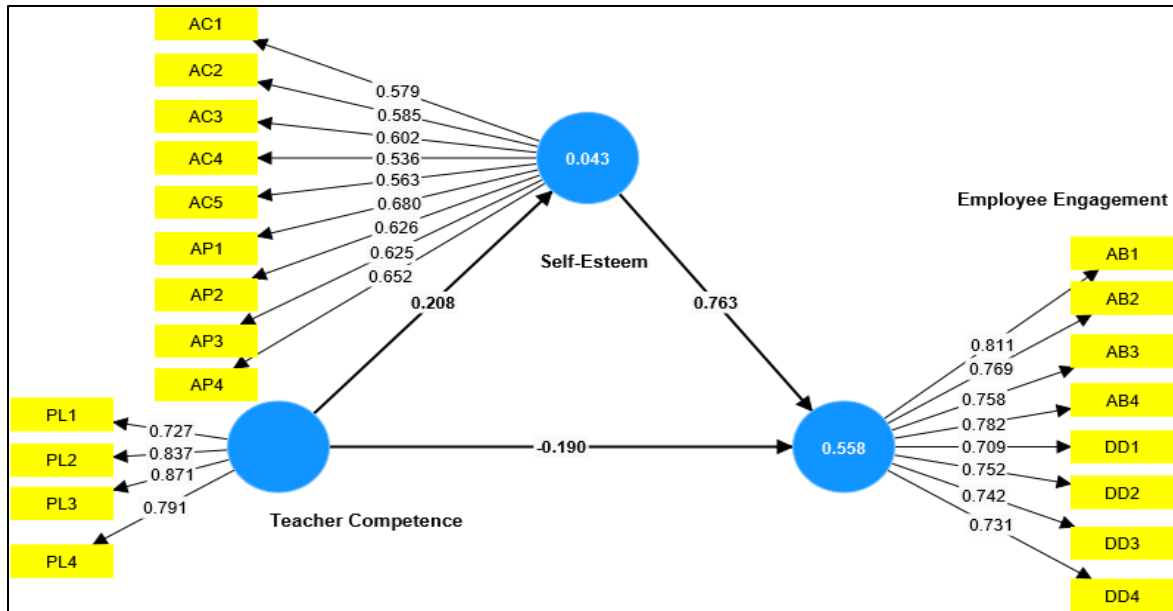
Table 2: Composite reliability and Cronbach's alpha for the study constructs

Constructs	Cronbach's alpha	Composite Reliability	Average variance extracted (AVE)
Absorption	0.845	0.853	0.595
Dedication	0.903	0.881	0.655
Vigour	0.298	0.720	0.575
Development	0.806	0.861	0.512
Planning	0.826	0.873	0.634
Results	0.718	0.821	0.542
Academic Competence	0.841	0.853	0.552
Approval from others	0.835	0.881	0.602
Competition	0.802	0.863	0.558

Table 2 demonstrates that all composite reliability values were over 0.7, indicating a satisfactory degree of reliability for the indicators that measured the constructs. This is because, according to Schuberth (2021), the minimum level of composite reliability is 0.70.

To establish the causal link between teacher competence, self-esteem and engagement the structural equation model was developed.

Figure 1: Structural model for teacher competence, self-esteem and engagement



The results in Figure 1 indicate that self-esteem mediated the link between teacher competence and engagement. Teacher engagement was studied in terms of absorption, dedication and vigour. For absorption, all four items that measured it loaded above the threshold level of 0.5. For Dedication, all four items that measured it loaded above 0.5. While for the vigour, none of the items loaded above the threshold level of 0.5. teacher competence was studied using three constructs development, planning and results. For planning, only four items (PL1, PL2, PL3 & PL4) loaded above the threshold level of 0.5 while items (PL5-PL17) did not load above the

threshold level and were removed from the model. For development and results, none of the items loaded above the threshold level of 0.5. Self-esteem was studied in terms of academic competence, approval from others and competition. For academic competence, all five items loaded above the threshold level of 0.5. For approval from others, four items (AP1-AP4) loaded above the threshold level of 0.5 and one item (AP5) did not load above 0.5. For competition, none of the items loaded above the minimum threshold level of 0.5. However, all the items that did not load above the threshold level of 0.5 were removed from the model.

Table 3: Structural equation model for teacher competence, self-esteem and engagement

The Mediating Effect of Self-esteem on Teacher Competence and Engagement	Original sample (O)	Sample mean (M)	STD	T stat.	P value
Self-Esteem -> Teacher Engagement	0.763	0.781	0.034	22.530	0.000
Teacher Competence -> Teacher Engagement	-0.190	-0.187	0.102	1.865	0.062
Teacher Competence -> Self-Esteem	0.208	0.194	0.137	1.518	0.129
Co-efficient of Determination	R-square	R-square adjusted			
Employee Engagement	0.558	0.553			
Self-Esteem	0.043	0.038			

The findings in *Table 3* show that teacher competence was believed to exert a positive and substantial influence on self-esteem, which is in turn expected to exert a positive and significant influence on teacher engagement. However, self-esteem positively and significantly predicted teacher engagement ($\beta = 0.763$, $P=0.000<0.05$). Teacher competence negatively and insignificantly predicted engagement ($\beta = -0.190$, $P= 0.062 >0.05$). Teacher competence positively but insignificantly predicted self-esteem ($\beta = 0.208$, $P=0.129 > 0.05$). However, because the link between teacher competence and engagement was negative and insignificant, and the link between teacher competence was positive and insignificant, it can be inferred that self-esteem partially mediated the link between teacher competence and engagement.

DISCUSSION

The findings revealed that self-esteem positively and significantly predicted engagement. The results were in agreement with the studies such as Pathardikar et al. (2022), Bagum et al. (2022), Muzzaki (2023), Acosta-Gonzaga (2023), Nakasagga (2021), Okafor (2021), Mbuva (2017), Vidić (2021) which revealed that self-esteem positively and significantly predicted teacher engagement in their investigations. Further, the study was also in support of the Social Identity Theory developed by Henri Tajfel and John Turner (1979) which suggests that teacher's self-esteem is positively associated with their perceived competence and engagement. Since the findings are in support of the majority of scholars, it can be inferred that self-esteem significantly predicted their engagement. The results also revealed that teacher competence negatively and insignificantly predicted teacher engagement. This contradicts most researchers such as Yang and Chang (2023), Baba Rahim (2022), Geletu (2022), Jarrahzade and Mohamadi Zenouzagh (2022) revealed that teacher competence significantly predicted engagement. Other studies such as Eton et al. (2019), Predanociová and Jonášková (2021), Tohidian and Nodooshan (2021), Pratiwi et al. (2020), Nagro et al. (2019)

also reported that teacher competence significantly influenced engagement. Nonetheless, the findings also indicated that teacher competence positively and negatively predicted engagement. Since the findings were contrary to the results of the majority of scholars, it can be inferred that teacher competence negatively predicted engagement.

The findings also were contrary to the majority of scholars such as Akoul et al. (2020a), Akoul et al. (2020b), Zhao et al. (2021), Jabeen et al. (2023), Blömeke et al. (2022), Sumantri and Wardhani (2018) indicated that there existed positive and significant link between teacher competence and self-esteem. In addition, there are also studies that supported the above findings such as Rama and Sarada (2017), Sahay (2020), Singh (2018), Srinivasan and Pugalenti (2020) who also reported that teacher competence significantly predicted self-esteem. On the other hand, the findings revealed that self-esteem partially mediated the link between teacher competence and engagement such as, Gebresilase and Zhao (2023), Huang et al. (2022), Li et al. (2022), Chang et al. (2022), Achmad et al. (2023), Kim et al. (2017), Liu et al. (2023) whose findings revealed that self-esteem mediated the link between teacher competence and engagement. Since the findings are in line with the majority of researchers, it can be inferred that self-esteem partially mediated the link between teacher competence and engagement.

CONCLUSION

The discussion of the findings suggests that teacher competency does not necessarily enhance their engagement especially when teachers efficiently incorporate ICTs in teaching, present the minimum content of subject matter tailored to the learner's knowledge, present content following a clear and logical framework, inform learners of the competencies expected to be acquired, provide learners with scientific information that allows them to gain a better and deeper understanding of subject matter and foster research and critical spirit in learners. Further, teacher's self-esteem enhances their engagement

especially when teachers feel worthwhile when performing better than others on a given task or skill, if they come to know that they are better than others, give themselves a sense of respect, when they feel academically better about themselves while knowing they are doing well academically, and feel bad about themselves whenever their academic performance is lacking. Further, what others think about them has no effect on what they think about themselves. In addition, self-esteem partially mediated the link between teacher competence and engagement. Therefore, when teachers feel worthwhile while performing better than others on a given task, feel that they are better than others, and are given a sense of self-respect, the relationship between teacher competence and engagement is accelerated.

Recommendations

The study recommended that to enhance teacher engagement their self-esteem needs to be promoted by making teachers feel worthwhile when performing better than others on a given task or skill, if they come to know that they are better than others, give themselves a sense of respect. the study also recommended that in order to enhance teacher engagement there is a need for teachers to efficiently incorporate ICTs in teaching, present the minimum content of subject matter tailored to the learner's knowledge, present content following a clear and logical framework, inform learners of the competencies expected to be acquired, provide learners with scientific information that allows them to gain a better and deeper understanding of subject matter and foster research and critical spirit in learners.

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