

DIGITIZING THE IMPACT OF PROFESSIONAL COMPETENCIES ON TEACHERS' PERFORMANCE WITH SELF-ESTEEM AND SELF-EFFICACY

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Abstract:

This examination looks at the impact of professional competence on Teachers' performance with self-esteem and self-efficacy as intervening variables. The purpose behind this investigation was to decide experimental proof of the presence of a) professional competence positively affects self-esteem, self-efficacy, performance, b) self-esteem positively affects self-efficacy, Teachers' performance, c) self-efficacy positively affects Teachers' performance. The research data collection was done by dispersing polls to some of the public university Teachers' in Surabaya. Digital technology is present as a tool that can be used in documenting the competence of a Teacher's.. This investigation likewise prevailing with regards to testing or tracking down that the factors of self-efficacy and self-esteem could intercede the connection between professional competence and Teachers' performance. Respondents in this examination were Teachers's at state colleges. Data collection utilizing an immediate dispersion survey. Information was investigated utilizing way examination. The consequences of this examination are professional competence positively affects self-esteem, professional competence on self-efficacy, professional competence on Teachers' performance, self-esteem on self-efficacy, self-efficacy on Teachers' performance. Further exploration of this research is the existence of characters that support the performance of Teachers's. In terms of practical implications, have made important contributions to a better understanding of the performance of Teachers's.

Keywords: Teachers' performance, Professional Competency, Self-esteem, Self-efficacy

1. Introduction

The Much examination has endeavored to comprehend the connection between professional competence and Teachers' performance. A few examinations have shown that there is a positive connection between professional competence and Teachers' performance (P. Daniela et al., 2019; Masturah et al., 2012; Sukirno, 2020; Yahya & Norah Md, 2012). Exploration analyzing the connection between professional competence and Teachers' performance is unclear. A meta-analysis A meta-investigation directed by (Sanusi, 2013) tracked down a critical connection between the two factors. Exploration led by (Annika & Norbert, 2020; Ishak et al., 2017) provides empirical evidence that professional competence does not have a

significant relationship with an increase in Teachers' performance. The hazy connection between professional competence and Teachers' performance urges specialists to reconsider the connection between professional competence and Teachers' performance by using self-esteem and self-efficacy as mediating variables. All Indonesian Teachers's in senior high schools in Surakarta have the perception that the value of tolerance education is important to be integrated into learning.(Sufanti et al., 2021)

To see whether self-esteem and self-efficacy can intervene in the connection between professional competence and Teachers' performance, self-esteem is faith in self-esteem based on overall self-evaluation. Self-esteem is, truth be told, molded by our conditions and the manners in which others treat us. An individual with high self-esteem will consider himself to be an individual who is significant, proficient and worthy. Individuals with low self-esteem do not have a positive outlook on themselves (Annika & Norbert, 2020; Madden & Whiting, 2003; Tharenou, 1979) though self-efficacy is an individual's convictions about their odds of effectively achieving a specific errand (Talsma et al., 2019), (Van Gasse et al., 2020). Researchers are keen on leading examination with the item, in particular, teachers since seeing the marvel that happens there are a few instructors who feel irrelevant in their current circumstance, so they feel disconnected, shaky and if have the conviction that they are not able. To complete their obligations as a speaker who needs to instruct, lead research makes the calling a weight with the goal that it can lessen professional competence and performance. An individual who has high confidence will feel that he is so significant, significant and in the event that he has high self-efficacy, he will feel sure about his capacity to succeed. This truly upholds his vocation and accomplishment as a speaker. The plan of the examination issue is whether there is a positive impact between professional competence on self-esteem, professional competence on self-efficacy, professional competence on Teachers' performance, self-esteem on self-efficacy, self-esteem on self-performance, and self-efficacy in Teachers' performance. This examination is organized in the accompanying request of composing, initial, a prologue to disclose the foundation to the issue, research questions and the association of composing. Second, professional competence, self-esteem, self-efficacy and professional competence. Third, the exploration technique comprises test determination and information assortment, variable estimation, information quality testing and old-style presumptions. Fourth, the exploration results contain speculation testing.



Figure 1. Advantages Of Smart Class In Schools (International, 2023)

Learning methods that utilize technology in the teaching and learning process show the teacher's personal qualities by converting manual learning to digital learning. Based on the description above, at long last, the end contains the ends the objective of this study is to identify, the research restrictions and ideas for additional examination.

2. Theoretical Framework

Professional competence can be perceived through three angles. In the first place, Professional competence is a type of laborer reaction to working conditions. Second, Professional competence is regularly dictated by work results or performance. Third, Professional competence is identified with different perspectives and is possessed by each laborer (Annika & Norbert, 2020; N & Mohammed Sani, 2010; Sukirno, 2020) depict in more detail different components of expert skill which are then formed into instruments to gauge Professional competence factors for (1) pulling in or not the sort of work, (2) the measure of remuneration got, (3) advancement openings, 4) the capacity of bosses to give specialized help and social help, just as helpful to partners. (S. Thivviyah & Nyaanambigai, 2014; Stephanie et al., 2019; Yahya & Norah Md, 2012). The good quality textbooks must meet the criteria or standard as a textbook.(Rahmawati et al., 2021)

Self-esteem is self-esteem dependent on generally self-assessment. Self-esteem is, indeed, molded by our conditions and the manner in which others treat us. Confidence is estimated by certain and negative assertions. The good assertion on the confidence overview was "I feel that I am a huge individual, similar to every other person," while the adverse assertion is "I don't think I have a lot to be glad for." People who concur with good proclamations and can't help contradicting contrary articulations have high confidence who consider themselves to be significant, proficient and adequate. Individuals with low confidence don't have a positive outlook on themselves (Lavy & Naama-Ghanayim, 2020; Reilly et al., 2014; Saiphoo et al., 2020)

Self-efficacy is an individual's conviction about his odds of effectively accomplishing a specific errand (Jeffrey B et al., 2002; Romijn et al., 2020; Shauna, 2015). As per (Bandura, 1978; Reilly et al., 2014) self-efficacy can be said as can be said as an individual factor that separates every person and changes in self-efficacy can prompt conduct changes, particularly in finishing errands and objectives. His exploration tracked down that self-efficacy was decidedly identified with the objective level setting. People who have high self-efficacy will be actually want to finish work or accomplish certain objectives, they will likewise attempt to set other significant standards.

Research led by (Amorim Neto et al., 2018; Andrea Dixon et al., 2005; Bandura, 1978; M. Daniela et al., 2018; Lane et al., 2004) states that people who have high self-efficacy in specific circumstances will give every one of their endeavors and thoughtfulness regarding the requests of the circumstance in accomplishing foreordained objectives and execution. Inability to accomplish an objective will make the individual put in more effort to accomplish it again and beat the obstructions that caused him to flop and afterwards will set another higher objective. People who have low self-efficacy when confronting tough spots and an undeniable degree of

errand intricacy will in general be apathetic to attempt or incline toward collaboration. People who have low self-efficacy set low targets and have low trust in the accomplishment of accomplishing targets so their endeavors become frail (Amorim Neto et al., 2018; Molero et al., 2018; Romijn et al., 2020; Van Gasse et al., 2020) characterizes self-efficacy as a person's appraisal of their capacity to sort out and play out a progression of activities important to accomplish a predefined level of performance. As per (Andrew M, 2004; Bandura, 1978; Reilly et al., 2014), self-efficacy can be developed and concentrated through four sources, be specific past execution or encounters, social models (noticing others who make a similar move), influence from others and physical and passionate elements. Accomplishment is the best wellspring of expectation for progress since it depends on the person's very own insight of achievement or disappointment.

Teachers' performance alludes to work execution that is directed dependent on the norms or measures set by an association. High teachers can improve in general authoritative performance. (Ahmad & Safaria, 2013; Bandura, 1978; Masturah et al., 2012; Mawn, 2013) research expresses that the accomplishment of Teachers' performance is identified with the accomplishment of a progression of individual tasks. Better infers expanded proficiency, adequacy, or the better caliber of the finishing of a progression of errands doled out to people in an organization or association. (Erez & Judge, 2001; Mashitoh, 2012; N & Mohammed Sani, 2010)

Analysts characterize hierarchical based self-esteem (OBSE) or self-esteem in associations as the worth people have over themselves as authoritative individuals who act in a hierarchical setting. Individuals who have high OBSE scores will in general see themselves as significant, important, persuasive and significant with regards to the association that utilizes them (Pierce et al., 1993). Along these lines, if an individual feels that he is significant, important and powerful, the professional competence will emerge for the work he does on the grounds that what he does is fruitful and gives ideal outcomes. The meta-analysis directed by (Madden & Whiting, 2003) found that there was a positive connection between self-esteem and professional competence. In light of the portrayal over, the hypothesis can be defined:

Self-efficacy is confidence in an individual's capacity to do undertakings. Individuals who are sure about their capacities will in general be fruitful, while individuals who consistently feel like disappointments will in general fall flat. Self-efficacy is identified with professional competence, where on the off chance that somebody has high self-efficacy, they will, in general, be effective in their obligations so they can expand the professional competence for something they do. The meta-investigation led by (Rajnandini & Ethlyn A, 2004; Stajkovic & Luthans, 1997; Toni & Jaclyn, 2016) found that there was a positive connection between professional competence and self-efficacy. In light of the depiction over, the accompanying speculation can be detailed:

The meaning of the connection between professional competence and Teachers' performance was proposed by (Rosa et al., 2012). As indicated by them, profitability can be expanded through expanding professional competence, since professional competence urges laborers to build efficiency. Learners are creative, they enjoy the project- based learning and the

integration of ICT in learning.(Binsaleh & Binsaleh, 2020)a

Even though competence is a fundamental characteristic of a person in terms of size, successful comparison, or at the very least success in a specific job or situation, it can be inferred that professional competence has an impact on Teachers' performance. Then again, (NHS, 2010) tracked down an immaterial connection between the expert capability and speaker execution. An examination led by (Timothy A & Joyce E., 2001) who utilized teachers as exploration tests expressed that there was a critical connection between professional competence and Teachers' performance. Because of the irregularity of the exploration results over, the theory that can be defined is as per the following:

Self-esteem and self-efficacy are identified with an individual's character. On the off chance that an individual feels that he is significant, important, and satisfactory in an authoritative climate, this can expand self-assurance or trust in his capacity to do each undertaking and it is accepted that the errand will be fruitful. An examination led by (Birgit & Gernot, 2002; Timothy A & Joyce E., 2001) states that there is a positive connection between Self-esteem and self-efficacy. As a result, there is a positive relationship between self-efficacy and self-esteem, or the two variables affect one another. If an individual feels respected and accepted in his environment, he will have more faith in his ability to complete each task and responsibility successfully. In view of the portrayal over, the accompanying speculation can be figured:

An individual who feels truly significant and significant will in general give a valiant effort in every one of his obligations and duties, both as an individual from the association and as a person. This will improve Teachers' performance. Meta-analysis led by (Stajkovic & Luthans, 1997) found that there was a positive connection between self-esteem and Teachers' performance and describes the use of the variables self-esteem as a dependent variable, self-efficacy as an independent variable, job performance as a dependent variable, and productivity as an independent variable for the dependent variable. It has a big effect as well as promotes companies to make their best performance outcomes. The positive connection between self-esteem and Teachers' performance was additionally proposed by (Pierce & Gardner, 2004). This isn't as per the examination directed by (Joel et al., 1993) which expresses that the connection between the two factors isn't critical. In light of the depiction over, the accompanying theory can be detailed:

The faith in self-efficacy, the confidence in the achievement that is constantly accomplished makes an individual work harder and consistently produce the best. Subsequently, it tends to be said that self-efficacy can improve teacher execution. Individuals' self-efficacy is categorized as their willingness to take out concrete steps or determine effective performance outcomes (Bandura, 1978). According to several previous studies, self-efficacy is a determinant of one's task performance (Rajnandini & Ethlyn A, 2004). Albert Bandura first formulated the self-efficacy construct in 1977, and it's because of the researcher's primary emphasis and discussion in science. The Meta analyses on self-efficacy suggest that it has a substantial influence on behavior and efficiency. However according (Velu, Jeya and Nordin, 2011), self-efficacy belief seems to be the perception of physiological and affective states with regard to completing tasks. There is indeed a substantial positive relationship between self-

efficacy and productivity, however according published researchers (Hairuddin et al., 2017; Phillip L. et al., 2002; Trevor T et al., 2006) However, although the relationship between self-efficacy and performance is typically understood with moderate in meta-analyses, while there are a lot of factors involved in this relationship.

A Meta-analysis directed by (Amorim Neto et al., 2018) found that there was a positive connection between self-efficacy and Teachers' performance. Exploration directed by (Birgit & Gernot, 2002; Jeffrey B et al., 2002) likewise expresses that there is a positive and critical connection between self-efficacy and Teachers' performance. In view of the depiction over, the accompanying speculation can be detailed.

3. Research Methodology

The research data collection/assortment was done by dispersing polls to some of public university Teachers's in Indonesia. This example was picked on the grounds that the specialist needed to perceive how the impact of professional competence by Teachers's performance was interceded by the factors of self-esteem and self-efficacy on Teachers' performance. Information assortment was done for about a month and a half, the survey was dispersed straightforwardly using google form and individual. Of the 45 returned polls that have been painstakingly examined and 2 are fragmented and unusable, so that can be additionally dissected are 43 surveys as an example in this examination.



Figure 2. Digital Learning Models (Gandhi, 2021)

3.1 Measurement of Variables

The expert competency variable is estimated utilizing an instrument created by (Afolabi et al., 2010) with the Minnesota Satisfaction Questionnaire (MSQ) and this instrument was likewise utilized in (Stephanie et al., 2019). This investigation utilizes the MSQ instrument in a short and more down to earth structure, to be specific 20 inquiries. This instrument was picked on the grounds that its legitimacy has been tried, which has adequate consistency stretches. The instructor execution variable is estimated utilizing an instrument created by (B, Edwin, 1984) with 10 inquiries that have demonstrated legitimacy and unwavering quality levels. The confidence variable is estimated utilizing an instrument created by (Rosenberg, 2015) which has been interpreted and utilized by (Saleh & A, 2014) with 10 inquiries that have demonstrated legitimacy and unwavering quality levels. The self-efficacy variable is estimated utilizing an instrument created by (Bandura, 1978) and utilized by (David, 2010). Instruments identified

with self-efficacy comprise of 8 inquiry things and have been tried through legitimacy and dependability tests so the instrument is steady and solid enough in estimating the self-efficacy variable.

3.2 Data Quality Test

Test the quality of data got from the utilization of examination instruments can be assessed through legitimacy and dependability tests. The legitimacy test tests how well an estimation (Donald R Cooper, 2002) instrument or estimation suitably gauges the idea of the investigation it is expected to quantify (Shauna, 2015). Unwavering quality test by taking a gander at the coefficient (Cronbach alpha). The unwavering quality worth seen from the Cronbach alpha of each exploration variable is more than equivalent to 0.60 which is viewed as dependable (Faw & Nunnally, 1968). In outline, the aftereffects of the information quality test can be found in the accompanying Table 1:

Table 1. Factor Analysis Results

Variable	Self-Esteem	Self-Efficacy	Lecturer Performance	Professional Competence
EST1	0.603			
EST2	0.837			
EST4	0.742			
EST9	0.661			
EFT1		0.629		
EFT4		0.634		
EFT3		0.735		
EFT6		0.707		
EFT7		0.842		
EFT8		0.744		
KIN1			0.450	
KIN3			0.870	
KIN4			0.727	
KIN6			0.690	
KIN7			0.832	
KEP12				0.618
KEP13				0.467
KEP14				0.852
KEP15				0.734
KEP16				0.751
KEP17				0.511

Given the aftereffects of the factor examination introduced in Table 1 above, it tends to be seen that things that have a stacking factor more noteworthy than 0.4 meet the legitimacy prerequisites (Sarstedt, 2019). For dependability, test results can be found in Table 2 below

Table 2. Reliability Test Results

Variable	Cronbach Alpha	Decision
Self-Esteem	0.7832	Reliable
Self-Efficacy	0.8609	Reliable
Lecturer Performance	0.8539	Reliable
Professional Competence	0.7806	Reliable

Table 2 above shows that the estimation of Cronbach alpha ≥ 0.60 (Nunnally, 1970) implies that the factors of confidence, self-efficacy, limited-time ability and individual execution are solid

3.3 Classic Assumption Test

3.3.1 Multicollinearity Test

The multicollinearity test expects to test whether the relapse model discovered a relationship between free factors. A decent relapse model ought not to have a connection between the free factors. Identification of the presence or nonattendance of multicollinearity by investigating the connection framework of autonomous factors can likewise see the estimation of resistance and the estimation of fluctuation expansion factor (VIF). Low resistance esteems and high VIF esteems show high collinearity. The remove esteem normally utilized is a resistance estimation of more than 0.10 and a VIF esteem under 10. From the aftereffects of the SPSS 11.5 yield, it tends to be seen that the VIF esteem is 1.289 for the confidence variable, 1.103 for the work fulfilment variable and 1.405 for the self-viability variable. The aftereffects of the SPSS 11.5 yield likewise show that there are no free factors that have resilience esteem under 0.10, which implies that there is no relationship between the autonomous factors.

3.3.2 Heteroscedasticity Test

The heteroscedasticity test means to test whether in the relapse model there is an imbalance of fluctuation from the residuals of one perception to another. On the off chance that the leftover change starting with one perception then onto the next is steady, it is called Homoscedasticity and on the off chance that it is distinctive, it is called Heteroscedasticity. A decent relapse model is homoscedasticity or heteroscedasticity happens. Recognition of the presence or nonattendance of heteroscedasticity should be possible by taking a gander at the presence or nonappearance of a specific example on the scatterplot diagram among SRESID and ZPRED, specifically the Y-pivot is remaining (Yp Predictions-True) which has been considered, and the X-hub is prescient (Y predictable), based on the investigation that if there is a sure example, for example, the current specks shaping a specific standard example (wavy, enlarged at that point limited), it shows that heteroscedasticity has happened. On the off chance that there is no unmistakable example, and the dabs spread above and beneath the 0 on the Y hub, there is no heteroscedasticity. The scatterplot picture for all relapse models shows that there is no unmistakable example, and the spots spread above and underneath the 0 on the Y-hub.

3.3.3 Normality Test

The ordinariness test expects to test whether in the relapse model, the needy variable and the autonomous variable have a typical dispersion or not. A decent relapse model is to have a typical or ordinary conveyance of lingering information. To quantify whether the circulation of the remaining information is typical or not, a graphical examination can be performed or by taking a gander at an ordinary likelihood plot that looks at the total conveyance of the real information with the aggregate dissemination of the typical dispersion. On the off chance that the appropriation of the lingering information is ordinary, the line addressing the genuine information will follow the inclining line.

By taking a gander at the typical plot diagram in the informative supplement, it very well may be seen that the focuses spread around the askew line, and the conveyance follows the bearing

of the corner to corner line. The charts for all relapse models show that the relapse model is attainable because it meets the supposition of ordinariness.

4 Result And Discussion

This examination has speculation that is tried utilizing way investigation strategies (Path Analysis). Way investigation stretches out from relapse examination to gauge the causal connection between factors (causal model) which has been recently settled dependent on hypothesis. Speculation testing in this examination utilizes way investigation with the accompanying way structure: could be seen in Figure 2.

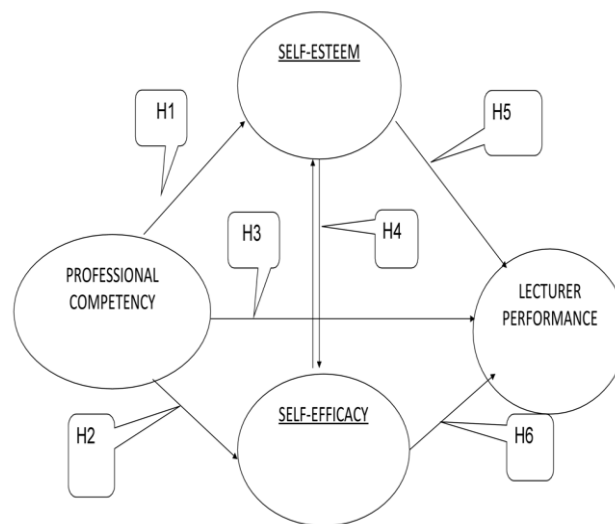


Figure 3. Path diagram over all work research/from all work research:

The regression equation is as follows:

$$X2 = b1X1 + e \quad (1)$$

$$X3 = b2X1 + b6X2 + e \quad (2)$$

$$Y = b3X1 + b4X2 + b5X3 + e \quad (3)$$

Information:

X1 = Professional Competence; X2 = Self-Esteem; X3 =Self-Efficacy; Y = Teachers' Performance; e = Residual

The regression equation model above shows that equation (1) explains hypothesis 1, equation (2) explains hypothesis 2 and hypothesis 4, equation (3) explains hypothesis 3, hypothesis 5 and hypothesis 6, can be found in Table 3:

Table 3 Correlation Matrix

	EST	EFF	KIN	KEP
EST	1			
EFF	0.471**	1		
KIN	0.127	0.687**	1	
KEP	0.089	0.299	0.447**	1

** Correlation is significant at the 0.01 level (2-tailed)

Table 3 above shows the connection between factors. Existing theories were tried utilizing way investigation. Every speculation and the way coefficient assessed utilizing relapse can be found in Table 4

Table 4 Path Analysis Results

Variable Dependent	Variable Independent	Hypothesis	Path Coefficient	t-value	p-value	R ²
Self-Esteem	Professional Competence	H1	0.089	0.574	0.569	0.008
Self-Efficacy	Professional Competence	H2	0.259	1.937	0.060	0.288
	Self-Esteem	H4	0.447	3.340	0.002	
Lecturer Performance	Professional Competence	H3	0.252	2.312	0.026	0.579
	Self-Esteem	H5	-0.235	-1.995	0.053	
	Self-Efficacy	H6	0.722	5.858	0.000	

Table 4 underneath shows every speculation and the way coefficient assessed utilizing relapse or connection examination. The after effects of theory 1 testing show that proficient ability has a positive relationship with confidence with the way coefficient esteem = 0.089 and not huge at p-esteem 0.569. This isn't predictable with research directed by (Nunnally, 1970; Timothy A & Joyce E., 2001) which tracked down a positive and huge connection between proficient fitness and confidence. In this manner speculation, 1 isn't upheld. The after effects of testing theory 2 show a positive connection between professional competence and self-efficacy with a way coefficient estimation of = 0.259 and huge at p-esteem 0.060. The outcomes are steady with research led by (Strauss, 1968) which tracked down a positive connection between professional competence and self-efficacy. Subsequently, speculation 2 is upheld.

Theory 3 outcomes demonstrate that proficient ability has a positive relationship with instructor

execution with a way coefficient of = 0.252 and a critical p-estimation of 0.026. These outcomes are predictable with research led by (John M, 1979), which expresses that there is a critical connection between professional competence and execution just as examination directed by (Talsma et al., 2019) which discovered immaterial between professional competence and instructor execution (Strauss, 1968). Accordingly, theory 3 is upheld.

Theory 4 testing results show that there is a positive connection between confidence and self-efficacy with the way coefficient esteem = 0.447 and huge at p-esteem 0.002. These outcomes support the examination directed by (Birgit & Gernot, 2002) which expresses that there is a positive connection between confidence and self-effectiveness. Subsequently, theory 4 is upheld.

The consequences of testing theory 5 demonstrate that confidence has a negative relationship with speaker execution, with a way coefficient estimation of = - 0.235 even though it is huge at a p-estimation of 0.053. In this manner theory, 5 isn't upheld.

The consequences of speculation 6 testing demonstrate a positive connection between self-achievement and teacher execution with a way coefficient esteem = 0.722 and huge at p-esteem 0.000. These outcomes are predictable with research led by (Timothy A & Joyce E., 2001) which express that there is a positive connection between self-efficacy and Teachers' performance. In this way speculation is upheld.



Figure 4. Undeniable Traits of the 21st Century Teacher (Mike Daughterty, 2015)

Examination of Immediate and Backhanded Impacts

The immediate and circuitous impacts of expert ability and instructor execution can be viewed as follows:

Direct Influence

KEP→KIN

0.252

Indirect Influence

$$\begin{aligned} \text{KEP} \rightarrow \text{EST} \rightarrow \text{KIN} &= 0.089 * (-0.235) = 0.021 \\ \text{KEP} \rightarrow \text{EFF} \rightarrow \text{KIN} &= 0.259 * 0.722 = 0.187 \\ \text{KEP} \rightarrow \text{EST} \rightarrow \text{EFF} \rightarrow \text{KIN} &= 0.089 * 0.447 * 0.722 = 0.029 \end{aligned}$$

0,195

0.447

The consequences of 0.447 are as per the aftereffects of the connection between expert fitness and teacher execution which can be found in Table 3, the aftereffects of the relationship between factors, to be specific 0.447. In this manner, it tends to be said that the tried confidence and self-efficacy factors can intercede the connection between proficient fitness and speaker execution.

5 Conclusion

The outcomes show that self-efficacy has a negative relationship with Teachers' performance. While speculation 2, theory 3, speculation 4, speculation 6 are upheld. This investigation likewise prevailing with regards to testing or tracking down that the factors of self-efficacy and self-esteem could intercede the connection between professional competence and Teachers' performance. The constraint of this investigation is that the example utilized by the Teachers's' performance is still less delegate with the example taken distinctly from state university Teachers's in Indonesia.

6 Suggestion for Future Research

This study tested six hypotheses to perceive how the impact of professional competence on Teachers' performance with self-esteem and self-efficacy as intervening factors. From the after-effects of testing 6 theories, there are 2 unsupported speculations, to be specific theory 1, which estimates the connection between proficient capability and confidence. The use of digital technology in measuring teacher competency will improve quality. The speculation that isn't upheld is additionally in theory 5 which estimates the connection between self-efficacy and self-esteem. Still needs to be added to the theory of self-efficacy and self-esteem

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